

**The U.S. Virgin Islands School Librarian Evaluation Guidebook**

**2018-2019**

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TABLE OF CONTENTS

Letter from the commissioner 3

Evaluating librarian effectiveness 4

introduction 4

forms and resources 5

setting expectations: the business rules 5

the school librarian evaluation process in the u.s. virgin islands 6

**aligning the job description and standards 6**

**aligning the standards with a framework 8**

**four domains of responsibility 8**

**evaluation instruments 11**

How evidence is collected 11

**measure 1: professional growth plan 11**

**Measure 2: artifact review/observation 15**

**measure 3: employee time 21**

summative scoring: how scores are determined 21

the summative evaluation meeting 22

reviewing the process: how, when, and why evaluation occurs 23

**evaluation improves practice 23**

**a cyclical process 23**

appendices 26

Glossary 33

Letter from Commissioner

**Evaluating School Librarian Effectiveness**

***Introduction.***The Virgin Islands Department of Education (VIDE) is deeply committed to the implementation of the **U.S. Virgin Islands Employee Effectiveness System (EES)**, an evaluation system that encourages growth and support for the educators and employees who serve the students of the Virgin Islands. Evaluation supports professional growth by identifying areas of strength and improvement. VIDE has designed an evaluation process for all school librarians as part of the Employee Effectiveness System (EES).

The VIDE considers this process ***an investment in the school librarians of the U.S. Virgin Islands*.** The evaluation system honors and enhances the professionalism of librarians as they gain expertise throughout their careers.

In April of 2015, a Task Force was convened to develop and make recommendations for the evaluation process for school librarians. Members included librarians and school and district administrators from the St. Thomas/St. John and St. Croix school districts, AFT and EAA officers, and representatives from VIDE. The Florida and the Islands Regional Comprehensive Center, along with a national expert on evaluation systems, facilitated the development process. The goals of the Task Force were to

1. Develop a shared vision of what evaluation of school librarians should look like, and
2. Make recommendations to the VIDE on standards, evaluation instruments, and procedures for the evaluation of school librarians.

The Commissioner recognizes the dedication and service of those representing their colleagues on this Task Force:

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This document, the ***U.S. Virgin Islands School Librarian Evaluation Guidebook,*** answers the following questions:

* How will a librarian’s practice be evaluated?
* When will the evaluation take place?
* What are my responsibilities in the evaluation process?
* What standards will be used to evaluate practice?
* What measures will be used?
* What happens after the evaluation process has been completed?

**The librarian evaluation process will be piloted during the 2018-2019 school year**. At the end of the pilot year, VIDE will collect data from the pilot participants through methods such as surveys, focus groups, etc. These data will be used by the Department to document successes and determine any adjustments that may need to be made to the process for the following year.

***Forms and Resources.***Resources, such as this guidebook and copies of the forms discussed in this guidebook, are available on the **Employee Effectiveness System** [**Portal for the Librarian Evaluation Process**](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html) **(EES Portal)** found on the [VIDE website](http://www.vide.vi). The forms on the portal mirror the forms that librarians and administrators will complete and submit in [**TalentEd**](https://vide.tedk12.com/sso/Account/Login?ReturnUrl=%2Fsso%2F%3Fpid%3D8%26productUrl%3D). TalentEd is the electronic employee evaluation system. More details on accessing TalentEd are provided during training and on the portal. Additional questions may be directed to the EES Program Manager in the St. Thomas/St. John or St. Croix district office.

**Setting Expectations: The Business Rules**

Performance evaluation systematically documents performance for the purpose of ascertaining its quality, extending supports based on evidence-based feedback, and making human resources decisions. Evaluation is one important component of the efforts of the VIDE to build and maintain a highly effective workforce. Other components include certification, preparation, professional development, and retention processes.

Performance evaluation has always been an aspect of librarians’ work in the U.S. Virgin Islands. VIDE has evaluated librarians in accordance with the language in the labor contract, and the U.S. Virgin Islands EES evaluation process for librarians is commensurate with that language. Performance evaluation has also been an important federal initiative. Business rules describe the evaluation procedure to be used with the St. Croix and the St. Thomas/St. John districts. The following information describes the evaluation business rules.

**Who is evaluated?** All school librarians are evaluated using the EES evaluation process for librarians. Previous performance, years of professional experience, and school level do not affect the use of the evaluation process.

**Who evaluates librarians?** In the U.S. Virgin Islands, the school-based administrator (principal or assistant principal) is responsible for evaluating the librarian. The administrator will oversee and complete the performance evaluation procedure each year. All school-based administrators complete training in order to evaluate librarians.

**How often are librarians evaluated?** All librarians will complete the evaluation process each year. Librarians will receive formative feedback mid-year and summative feedback before the end of each academic year.

**How will results be used?** Librarians will receive performance feedback from administrators each year during a Summative Meeting convened before the end of the academic year. Feedback is intended to document and improve performance. To ensure that the focus is on improved performance, the administrator discusses with the librarian the importance of reflecting on the current year’s feedback when planning for the following school year’s evaluation cycle. This encourages professional growth by directly linking previous evaluation results to future planning. VIDE will also use the results to plan strategically for professional development and for retention decisions.

**What is a Professional Growth Plan (PGP** Like all of the educators and employees of the VIDE, librarians complete a PGP each year, regardless of previous performance or years of experience. The PGP addresses two learning goals, which are linked to standards and informed by data, student needs, previous evaluation results, school or district improvement plans, and/or self-reflection. Librarians will be evaluated on the degree to which the PGP has been completed and they have engaged in and achieved their professional learning.

**What happens if disagreements occur about evaluation results?** If a librarian disagrees with evaluation results, he or she should acknowledge receipt of results by signing the required form and discussing areas of disagreement with the administrator. Should disagreements persist, the librarian should file an appeal with the VIDE Division of Human Resources and the American Federation of Teachers.

**How much time will the annual evaluation process require?** The Virgin Islands Department of Education will set implementation timelines according to the academic calendar. Although a sample timeline is provided in this document, please refer to the EES [Portal](http://www.vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html) for the current year’s timeline.

**The School Librarian Evaluation Process in the U.S. Virgin Islands**

This section provides an overview of the design of the evaluation process for librarians and the language and terminology used in describing the process.

***Aligning the Job Description and Standards*.** School librarians have a job description that outlines the basic, beginning level knowledge expected for librarians entering the profession in the Virgin Islands. Librarians play a critical role in advancing the skills that students must acquire for success in the 21st century. The position requires advanced and highly specialized professional knowledge of library science management, as well as the ability to function independently in performing complex tasks. Librarians work closely with teachers to address the needs of particular students or groups of students and may conduct informational sessions for students and teachers to promote a better understanding of how the library can support learning and develop a love of reading. Librarians have a job description that outlines the basic, beginning-level knowledge expected when entering the profession in the Virgin Islands.

In order to measure the performance of the librarian, it is important that

1. The evaluation process aligns with the job description so that the performance of the librarian is evaluated based on those requirements, and
2. The performance of the librarian is measured against professional standards.

Beginning with standards establishes the criteria for performance and ensures that the instruments utilized for measuring performance align with the standards that state what a librarian should know and be able to do. VIDE has adopted **the American Association of School Librarians ALA/AASL Standards for the Initial Preparation of School Librarians** (2010) to guide the work of school librarians. The standards are:

Standard 1: *Teaching for Learning*

Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

Standard 2: *Literacy and Reading*

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

Standard 3: *Information and Knowledge*

Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

Standard 4: *Advocacy and Leadership*

Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

Standard 5: *Program Management and Administration*

Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

More information about the standards and the research to support them is in the full document, available on the [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html). More information about ALA and AASL is available at [www.ala.org/aasl/](http://www.ala.org/aasl/)

***Aligning the Standards with a Framework.***Evaluation systems use frameworks to ensure that the evaluation process is objective and fair across all schools. The framework divides the responsibilities of the librarian into broad categories called domains. Each domain is further explained by components, which describe what is important in that domain. The framework also serves as a rubric. A rubric describes practice and behaviors in observable and measurable terms at specific levels of performance. After studying evaluation systems in use across the country, the Task Force decided to adapt the Danielson Rubric for School Librarians/Media Specialists. Librarians from districts around the country worked with the Danielson Group to develop the rubric, which was meant to be adapted to local context. With this in mind, the Task Force modified the rubric to describe the practice of librarians in the Virgin Islands. The modified rubric was renamed the *U.S. Virgin Islands Performance Evaluation Framework for Librarians*. The rubric describes the domains and components across four levels of performance: Unsatisfactory, Basic, Proficient, and Distinguished. The descriptors help the librarian understand how to improve his or her practice and grow in the profession. The descriptors also guide the administrator in determining levels of performance for the librarian during the evaluation process.

**Standards outline the desired job performance; rubrics describe the performance at specific levels.**

***Four Domains of Responsibility****.* In order to operationalize the standards in day-to-day work, the librarian considers his or her responsibilities across four Domains: (1) Planning and Preparation, (2) The Environment, (3) Delivery of Services, and (4) Professional Responsibilities. The domains are further explained by components. Each component defines an aspect of a domain. As the librarian examines each domain and its components, s/he will notice that the components, when taken together, describe the broad area of practice under the domain. The table below summarizes the domains and their components. This table, identified as the *Framework Placemat*, is available for download as a resource on the EES Portal.

Table 1.

*Domains and Components of the USVI Performance Evaluation Framework for Librarians*

|  |  |
| --- | --- |
| **Domain 1: Planning and Preparation** | **Domain 2: The Environment** |
| 1a: Planning and Evaluating the School Library Program: Helping to develop a long‑term strategic plan that reflects the mission, goals, and objectives of the school integrated with the overall school program  1b: Collection and Information Access: Selecting a well‑developed collection of books, periodicals, and non‑print material in a variety of formats that support curricular topics and are suited to inquiry learning and users’ needs and interests | 2a: Fostering an environment of respect and rapport  2b: Promoting flexible and equitable access to physical and virtual collections of resources that support the school curriculum and meet the diverse needs of all learners  2c: Establishing and maintaining library routines and procedures  2d: Organizing physical space to enable smooth flow |
| **Domain 4: Professional Responsibilities** | **Domain 3: Delivery of Services** |
| 4a: Preparing and submitting reports and contributing to the requisition process  4b: Participating in a professional community  4c: Modeling leadership and best practice for the school community  4d: Engaging in professional development  4e: Focusing on individual professional growth with a professional growth plan (PGP) | 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 inquiry-based units and lessons  3c: Promoting reading as a foundational skill for learning, personal growth, and enjoyment  3d: Assisting students and teachers in the use of technology in the library |

Although each domain refers to a distinct aspect of practice, the librarian recognizes that the domains are interrelated, as seen in Figure 1 below.

In both Table 1 and Figure 1 below, notice that Domains 1 and 4 are shown on the left side of the graphic, and Domains 2 and 3 are on the right. This placement is purposeful. Domains 1 and 4 describe the critical work that the librarian does behind the scenes to prepare, plan for, and support the students and school community. Domains 2 and 3 may be thought of as the domains that can be observed. The librarian and the administrator are aware, however, that what an observer sees while the librarian is actively engaged in the work is the result of the hard work done in Domains 1 and 4. Together, the domains and the components describe the holistic duties of the librarian. The purpose of isolating separate aspects of practice is to allow the librarian to focus on, or shine a light on, components of practice that can be strengthened as s/he grows professionally. The librarian continuously grows and learns throughout his or her career, improving her or his practice as s/he gains expertise.

*Figure 1.* The interrelatedness of the domains. This figure represents how the domains relate to one another, comprising the comprehensive practice of the librarian.

Figure 2 below shows an example of how the framework is constructed. Notice that the language of the framework is a useful tool as the librarian reflects on how to hone his or her craft and articulate what s/he is doing well. The complete document, The **U.S. Virgin Islands Evaluation Framework for Librarians**, can be found in the [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html).

**Components describe the Domains.**

**Domains are the broad categories.**

**Domain 1: Planning and Preparation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Levels of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1a: Planning and Evaluating the School Library Program:** Helping to develop a long‑term strategic plan that reflects the mission, goals, and objectives of the school | School librarian does not develop, with input from the school community, mission statements and goals for the school library program that support the mission, goals, and objectives of the school. | School librarian develops, with input from the school community, mission statements and goals for the school library program that support the mission, goals, and objectives of the school. | School librarian conducts ongoing evaluation that creates the data needed for strategically planning comprehensive and collaborative long‑range goals for program improvement.  **Descriptors under the Levels of Performance delineate the development of expertise along a continuum.** | With ongoing administrative support, school librarian plans for the use of the library by students, teachers, and other members of the instructional staff.  Using evidence of practice, school librarian plans for the future through data collection, program evaluation, and strategic planning. |

*Figure 2*. Example of a component. This figure depicts a component and the descriptors across the four levels of performance found in the Librarian Rubric.

***Evaluation Instruments*.** Best practices for evaluation systems require the use of standards-based instruments to measure performance for these critical reasons:

1. Standards-based instruments **focus on evidence**.
   1. Evidence is recorded at *the component level* when conducting the evaluation.
   2. The administrator refers to the evidence when providing feedback to the librarian.
2. There is a **focus on professional growth**.
   1. The focus should not be on scores, though scores are a necessary product of the evaluation system.
   2. The focus should be on ***guiding and supporting professional growth***.

Looking at evaluation in this way allows a professional to reflect on practice, celebrate accomplishments, and plan for growth in the profession. The librarian is evaluated through the use of a Professional Growth Plan, Artifact Review and/or Observation, and Employee Time. Details describing the instruments used to collect evidence for these measures are found in the next section.

**How Evidence Is Collected**

The U.S. Virgin Islands Librarian Evaluation Process uses multiple measures to assess performance. Using multiple measures increases assessment fairness and accuracy. The measures used in the librarian process are as follows:

* The Professional Growth Plan
* Artifact Review and/or Observation (four components selected from the USVI Performance Evaluation Framework for Librarians)
* Employee Time

Each measure is described below.

**Measure 1: Professional Growth Plan (PGP)**

The Professional Growth Plan (PGP) is required for Domain 4 (Professional Responsibilities), Component 4e (Focusing on individual professional growth with a professional growth plan). The PGP is created, reviewed, and scored in TalentEd***.*** Planning for professional growth that will impact the practice of the librarian requires thoughtful, honest reflection. The better the planning, the more likely goals will be met, services will be improved, and students’ learning will be supported.

*The Five-Step Process*. The PGP process provides a meaningful, individualized opportunity for growth and accountability. There are multiple ways of developing skills and knowledge, and the process allows for differentiation based on the needs and experiences of each librarian. The process ensures that the librarian is actively involved in his or her own professional growth.

The process is cyclical to provide a continuous system of growth and improvement for all librarians (See Figure 3). It is a cycle of planning, implementing, checking, continuing the implementation, and reflecting on the impact of the librarian’s effort and resulting growth. The cycle continues the next year, informed by the learning from the previous year. All forms used for the process can be accessed on the EES [Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html) or in TalentEd.

The first section of the *Evaluation Planning Form* (see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html)) is used to document the PGP. It is a template that walks the librarian through the completion of the plan. Near the end of the school year, the *PGP Reflection Form*(see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html))is used by the librarian toreflect on the learning and application of the new knowledge and skills as a result of implementing the PGP.

*Figure 3*. The PGP Cycle. This figure illustrates the cyclical nature of the PGP process.

The steps of the process are detailed below.

**Step 1: Complete the first section of the Evaluation Planning Form**. The *Evaluation Planning Form* is used to document the PGP. The librarian follows the directions on the form in TalentEd to develop **two goals**, one professional growth goal and one collaborative goal, which are linked to standards.

* The professional growth goal addresses an area of growth identified by the librarian and informed by self-reflection using theU*S*VI Performance Evaluation Framework for Librarians, previous evaluation results, and/or other available data.
* The collaborative goal is written by a team of professionals to identify a common area for professional learning. Librarians may wish to collaborate with other librarians at their school or across schools/districts. They may also collaborate with teachers or teacher teams to address a common need. Keep in mind
  + The goal is the same for all of the team members.
  + Each member of the team is responsible for completing appropriate learning activities and reflecting on the learning and use of the new skills and knowledge.

**Remember to refer to the Professional Growth Plan Development Rubric while developing the PGP.**

The *Professional Growth Plan Development Rubric*(see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html)) will assist with development of the PGP. The librarian should refer to this document while developing the PGP because it will be used to inform the scoring of the PGP.

Once the needs are identified, the librarian formulates goals for professional learning. Goals for learning are written as SMART goals. SMART is an acronym for **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. A template for writing the goal is shown below and then used in the example. Administrators and teachers are familiar with writing SMART goals and can serve as resources for the librarian. See the [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html) for additional examples of SMART goals.

Here is the template to use in writing the goal:

**Framing the SMART Goal**

I will improve my ability to (state the practice I want to improve) by (state how and when I will do this) to learn (state what I will learn), and I will implement (how and when I will apply the learning).

Following are examples of SMART goals. The color-coding aligns with the template. The librarian should check to see that all of the parts to the goal are included as s/he writes a goal.

**Example of Professional Growth Goal:** A librarian would like to stay current with new technology. Many teachers are interested in Prezi; some are using it for their portfolio presentations.

I will improve my ability to facilitate and model the use of Prezi by completing online training by February 2019. I will learn to operate the software and use the tools design presentations; I will implement my learning by conducting scheduled demonstrations for interested faculty and students in March/April 2019.

Next, the librarian states a **rationale for the goal**. Here is a possible rationale for this example.

*The role of the librarian includes supporting and modeling the use of technology. Many staff and students are familiar with PowerPoint. My survey data show an interest in becoming more proficient with Prezi.*

After identifying the professional growth goal and proposed professional learning activities, the librarian identifies **how s/he will demonstrate progress** and achieve the goal. S/he proposes possible examples that might be used to show that the activities have been completed, changes in practice have occurred, and that the changed practice was used to support student learning.

**How will I know that I am making progress and achieving my goal?**

|  |
| --- |
| *Online training completion certificate, emails announcing training for faculty and students, copy of the presentation, feedback from participants* |

In the same way that students need support to achieve learning goals, the librarian also needs support to achieve his or her personal learning goal. Support comes in many forms and can be provided in many ways, including through technology. School colleagues, such as other librarians, teachers, assistant principals, or the principal may also provide support and/or assistance. **It is important to identify *possible* supports just in case they are needed.**

**What supports might I need to complete the activity and achieve my goal?**

|  |
| --- |
| *Meeting with the administrator to discuss online training options and funds to enroll in the Prezi online sessions* |

**Example of Collaborative Goal:** A librarian and a team of teachers have been discussing ways to work together to present a unit on fables, folktales, and myths to meet a specific Grade 3 CCSS ELA standard.

The librarian and the third grade team will improve our ability to deliver standards-based instruction to students by January of 2019 by learning to effectively use our resources to plan a collaborative unit of instruction to meet CCSS.ELA-Literacy.RL3.2. We will implement our learning by co-teaching the unit to the third grade students in February 2019.

**The rationale might state:**

*Research tells us that collaborative planning can result in higher quality, more innovative lesson plans that will enrich the learning experience for our students. The exchange of resources and ideas will benefit us individually and as a team.*

**How will I know that we are making progress and achieving our goal?**

*Detailed* *lesson plans with objectives and lists of resources, a planning template to share with other teams, student work, photos of students.*

**What supports might we need to complete the activity and achieve our goal?**

*Common planning time, scheduled library time, scheduled time for the librarian to be in the classrooms.*

**Step 2: Finalize the PGP.** The librarian reviews the PGP with the administrator at the Evaluation Planning Meeting. The administrator offers feedback and addresses any concerns regarding the performance of the librarian that may be improved through the implementation of the PGP. After this discussion, adjustments to the PGP are made collaboratively. The Evaluation Planning Form, which contains the PGP, is saved and submitted in TalentEd.

**Step 3: Begin implementation of the PGP**. Once the PGP is approved, the librarian begins work on the goals. The librarian retains any documents related to the PGP activities (see *PGP Evidence* document on the [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html)) that may be submitted as evidence of goal achievement. Selected evidence will be uploaded to BriteLocker before the Summative Meeting at the end of the year. The librarian should also examine the *Professional Growth Plan Scoring Form* (see EES Portal) to ensure that s/he is aware of how the PGP will be scored.

**Step 4: Mid-Year Check-in**. The librarian completes the *Mid-Year Checklist* in TalentEd. This form includes progress to date on the PGP goals. The administrator responds to any requested modifications or additional supports. If needed, the administrator may choose to schedule a meeting to discuss progress on the PGP goals. The Mid-Year Checklist (see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html)) is saved and submitted in TalentEd.

**Steps 5: Reflection**. After the librarian’s work on his or her professional growth and collaborative goals is completed for the year, s/he uploads the evidence of goal achievement to BriteLocker and completes the *PGP Reflection Form* in TalentEd to prepare for the Summative Meeting with the administrator. Progress on the PGP is one item that is discussed at this meeting. The librarian summarizes his/her reflections on the professional learning, how the learning was implemented, and the impact of the learning on his/her practice. If completion of an activity occurred late in the year, and the librarian has not had an opportunity to utilize the knowledge or skills in practice, the score of the PGP will be impacted (See PGP Scoring Form on EES Portal). The reflection should describe how the skills will be used the following school year. The Summative Meeting is scheduled in TalentEd and typically held in May or June.

**Measure 2: Artifact Review and/or Observation**

Each academic year, four components from the USVI Performance Evaluation Framework for Librarians are selected for the Artifact Review and/or Observation:

* *One territory-wide component*. Under district leadership, the librarians identify a territory-wide component for each academic year. This focuses the efforts of all school librarians on one key area that will move the entire territory forward**. For the 2018-19 pilot year, the component chosen was 3c: Promoting reading as a foundational skill for learning, personal growth, and enjoyment.** The territory-wide component may be considered for a multi-year effort. Still the plan?
* *Three components chosen by the librarian in consultation with the administrator.*

The librarian considers those components that will enhance his or her practice. The evaluation system is meant to promote growth, so the librarian discusses with the administrator the components that will increase his or her effectiveness and improve practice.

*Selecting evidence to demonstrate competency*. The components the librarian wishes to propose are recorded on the *Evaluation Planning Form*(see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html)), along with suggestions for how specific artifacts or an observation will provide evidence for evaluating performance. The Librarian Task Force generated a helpful list of possible evidence for the components of the framework. This document, entitled *Examples of Evidence for Librarians* is in the Resources on the [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html).

There are two methods of evidence collection for the librarian to consider as s/he decides how to demonstrate competency in the four components: artifacts and/or observation. At the Evaluation Planning Meeting held at the beginning of the year (Sept/Oct), the administrator and the librarian discuss the proposed components and what they would consider to be strong evidence for the evaluation of each component. If artifacts are the best evidence, the librarian is responsible for identifying and uploading artifacts to **BriteLocker**, the electronic storage system within TalentEd.

Although an observation is not*required* for librarians, the components that are chosen will determine whether an observation would be the preferred method for evaluating the librarian’s performance on one or more of the selected components. If a librarian and the administrator agree that a component(s) can only be evaluated or is best evaluated through observation, then the observation is scheduled with the administrator. The librarian and the administrator may also decide that a combination of an artifact and an observation would best provide the evidence needed to evaluate performance. Revisions to the Evaluation Planning Form are made based on the discussion. The Evaluation Planning Form is saved and submitted in TalentEd.

More information about Artifacts and Observation is found below.

1. *Artifacts*

Artifacts demonstrate professional accomplishments related to domains and the components of the framework chosen for the evaluation. Collecting artifacts is not intended to create additional work; rather, the librarian “harvests” artifacts during the academic year to document his or her work. “Harvesting” means that materials created during the day-to-day work of the librarian should be selected as evidence of competency. **Harvesting avoids increasing the librarian’s workload. The librarian should not be creating additional materials solely for the purpose of the evaluation process.** By selecting artifacts from what s/he does each day to provide services for students and other stakeholders, the librarian is building a true picture of his or her professional activities.

The librarian selects artifacts that demonstrate his or her performance on specific components of the USVI Performance Evaluation Framework for Librarians. The librarian completes the *Artifact Reflection Form* and uploads the selected artifacts to BriteLocker. The administrator reviews the artifacts during the last quarter of the school year, prior to the Summative Meeting. The administrator will set a date for the artifact review; the administrator and the librarian can decide whether this will be handled through TalentEd communications or in a face-to-face meeting. The artifacts are scored using the *Artifact and Observation Scoring Form*, which is the same rubric used to score observations. The Framework and the component descriptors will serve as a point of reference for the discussion if the meeting is face-to-face.

Following are FAQs about artifact collection and review.

*How do I select my artifacts?* Choosing artifacts is a reflective process. Every artifact selected will have a purpose and be related to a domain and selected component. The librarian discusses ideas for artifacts with the administrator during the Evaluation Planning Meeting. The librarian is encouraged to collaborate with and share ideas for artifacts with fellow librarians and teachers. The librarian may collect a number of artifacts during the year. Then a final decision on which artifacts are most comprehensive and relevant to the chosen components can be made when it is time to upload them.

*Where will my artifacts be housed?* The librarian saves electronic PDF versions of the artifacts (e.g., scanned or photographed) on his or her computer for consideration as evidence for components chosen for the evaluation. Before uploading the artifacts to BriteLocker, the librarian should examine the artifacts collected and determine which of the harvested evidence best demonstrates his or her practice in a particular component. The librarian then uploads the artifacts to BriteLocker, the electronic storage site within TalentEd. A **maximum of 7 artifacts for all four components may be uploaded to BriteLocker**. Captions or brief descriptions should be included on each artifact to ensure that the administrator understands the relationship of the materials to the component.*Note: A set of artifacts that provides evidence for a single component can be combined into one PDF*.

*Who selects artifacts?* The librarian will select artifacts as evidence for the selected components each year if that is the method s/he chose to document performance. S/he may refer to information from prior years and reflect upon progress over time, but should not re-use the same materials from year to year. An exception might be a report that the librarian creates each year. While the report is the same, the data within the report will vary.

*What types of artifacts might be selected?* Refer to the document *Examples of Evidence for Librarians* generated by the Task Force (see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html)). Please keep in mind that these are examples. Each librarian will generate ideas for artifacts based on the chosen components, the activities in which s/he engages during day-to day work, and discussions with the administrator.

*When should I start harvesting my artifacts?* As soon as possible! Once the librarian meets with the administrator and has approval on the individual components, s/he can begin harvesting artifacts. Harvesting artifacts works best when the librarian identifies the types of artifacts that are needed and collects them as they are created and used during the performance of his or her regular duties. For example, if a librarian is planning a project that will generate artifacts that are appropriate for a component, s/he should capture those artifacts electronically. There is real value in collecting artifacts early in the year, rather than hunting for them at the end of the year.

*Must artifacts be collected across the entire academic year?* No! The librarian may complete the evidence for a component using artifacts collected early in the school year. The purpose of the artifacts is to show good practice, and good practice can be demonstrated at the beginning of the year.

*Can I discuss my artifacts with my colleagues?* Absolutely! The librarian is encouraged to meet with colleagues to discuss components, artifacts, etc., and provide and receive feedback.

*How many artifacts are required for each component?* There is no set number of artifacts for each component; however, the librarian must keep in mind that **the maximum number of artifacts that may be uploaded to BriteLocker for all 4 components is 7.** The key is to use the USVI Performance Evaluation Framework for Librarians to guide artifact collection. The librarian should look at the descriptors of the highest level of performance (Level 4 – Distinguished) for the component to ensure that s/he is providing artifacts that clearly demonstrate performance at that level. While the librarian may fall short sometimes, Level 4 reflects best practice and should serve to guide the selection of artifacts. In some cases, one artifact will be sufficient to provide evidence of distinguished performance. In other cases, more may be needed. In part, the number of artifacts is dependent on whether they are complete and comprehensive. **One comprehensive artifact may take longer to create but provide stronger evidence than a collection of less detailed artifacts.** A comprehensive artifact, such as a Monthly Report that includes annotations of how the activities demonstrate competency, may provide evidence for more than one component. In fact, a single comprehensive artifact can be used as the basis for determining performance on multiple components.

**Remember to include a caption or description on each artifact before uploading to BriteLocker.**

*What support will be provided to help plan for the timely completion of my artifacts?* Since the artifacts are harvested throughout the year, it would be problematic for the librarian to wait until the end of the year to start collecting materials to use for evidence of performance on the components. The administrator reviews the Mid-Year Checklist to establish that the librarian understands what to do and is harvesting materials. Progress on the Professional Growth Plan is also checked. The administrator should encourage additional opportunities for the librarian to meet with other librarians/colleagues to discuss and share materials for the artifact review. This process is not intended to be a solitary endeavor; rather, it presents a rich opportunity to share professional practice. Possible venues for discussion and sharing may include:

* Participants in professional learning communities (PLCs) bring their collection of evidence and discuss with colleagues,
* Part of a librarian meeting held within the district is utilized for evidence sharing and comparison of artifacts,
* Everyone brings evidence to faculty meetings to share and discuss.

*Can colleagues or team members working on projects together use the same evidence?* A librarian who is working together on a project with a team (other librarians or teachers) or serving as a resource for other staff may use the same materials or artifacts. For example, a librarian is collaborating with a grade-level team of teachers focused on developing students’ presentation skills and increasing teachers’ knowledge of technology in order to support students’ presentations. The librarian may provide support to students in presenting multi-media displays, presentations, projects, posters, videos, plays, or pamphlets. S/he may assist the teachers in learning about different options for creating presentations so that teachers can provide appropriate guidance to students. Documentation of the librarian’s efforts would reflect the librarian’s individual contributions.

**Artifact Review may be accomplished through TalentEd or face-to-face.**

*How are artifacts reviewed?* The administrator will schedule an artifact review close to the end of the year, typically in May or June. The administrator and the librarian decide whether this will be handled through TalentEd communications or in a face-to-face meeting. Regardless of whether the review is done face-to-face or through TalentEd, the librarian completes the *Artifact Reflection Form* prior to the artifact review and submits it in TalentEd.

If scheduled, the face-to-face meeting would proceed as follows:

* The librarian and the administrator review artifacts and observation evidence (if applicable).
  + The librarian discusses the annotation explaining the relationship of the artifact to the component.
  + The administrator asks clarifying questions and provides feedback on the librarian’s performance as reflected in the artifacts.
  + The librarian provides additional information as needed.
  + The administrator may take notes and then enter scores and feedback in TalentEd, or have TalentEd open during the meeting and enter information directly into TalentEd.
  + The administrator scores each component separately.

Whether conducted through TalentEd communications or face-to-face, the Artifact Review should focus on making clear the connections between the components and the artifacts. In addition, the administrator provides feedback on performance either in TalentEd or in person in order to promote the professional growth of the librarian.

*What are the criteria for scoring artifacts?* Rubrics for each component can be found in USVI Performance Evaluation Framework for Librarians. The administrator will use the framework descriptors on the *Artifact and Observation Scoring Form* (same descriptors as the Framework) to determine which level the artifacts included as evidence in BriteLocker demonstrate. **This is why it is important that the librarian also uses the Framework to provide “targets” during collection of evidence for the Artifact Review.** The librarian should read the rubric descriptors for Level 4 – Distinguished for each component and use it as a target. Even if the effort falls short, aiming high will contribute to professional growth.

*How will the artifacts be scored?* The administrator will score each component separately, using the appropriate component on the Artifact and Observation Scoring Form.

A useful timeline for Artifact Collection and Review that summarizes this section is found in Appendix 4.

1. *Observation*

The librarian conducts many activities during a school year that are observable. S/he maintains the library space to best facilitate the use of and flow in the library, and keeps the collection up-to-date and organized. S/he may do read-alouds or provide library skills sessions for small groups or entire classes. As needed, the librarian assists teachers whose lessons require specific resources or technology. If the librarian feels that his/her skills related to a specific component are better measured through direct observation and/or cannot be adequately measured with Artifact Review, then an observation is scheduled with the administrator.

Evidence for scoring is collected by the administrator during the observation based on the levels associated with the components of the USVI Performance Evaluation Framework for Librarians. The*Artifact and Observation Scoring Form* (see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html)) is used to record the evidence. Only the components selected by the librarian in consultation with the administrator should be considered and scored during the observation.

After the observation, the administrator schedules a post-observation meeting in TalentEd, and the librarian confirms. Prior to that meeting, the librarian completes the *Observation Reflection Form*(see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html)) for the observed component(s), and submits in TalentEd. After discussing his or her feedback with the librarian during the post-conference, the administrator submits the Artifact and Observation Scoring Form. The post-conference is completed within 10 days of the observation.

**Measure 3: Employee Time**

Being present is an important professional requirement for all employees of the VIDE. The librarian plays a significant role in the daily life of the students and staff at the school; therefore, it is important that the librarian be present. Employee Time is determined by attendance and punctuality, and follows the U.S. Virgin Islands Department of Education Personnel Attendance Policy. The Policy designates four categories for employee attendance: Outstanding, Exceeds Standards, Satisfactory, and Unsatisfactory.

The administrator completes the *Employee Time Form* (see [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html))based on the librarian’s record of attendance and punctuality in TimeForce and submits it through TalentEd beforethe Summative EvaluationMeeting. A copy of the U.S. Virgin Islands Department of Education Personnel Attendance Policy can be accessed on the VIDE website: [www.vide.vi](http://www.vide.vi/)

**Summative Scoring: How Scores Are Determined**

The focus of librarian evaluation is ongoing professional growth. Periodically, performance must be evaluated to acknowledge growth, as well as to provide opportunities to improve. The librarian will receive a summative rating of Distinguished, Proficient, Basic, or Unsatisfactory based on the performance levels of the USVI Performance Evaluation Framework for Librarians. Each measure described in the previous section contributes to the librarian evaluation, though each measure does not contribute equally.

The final Summative Score is derived from the three measures:

1. The Professional Growth Plan is scored using the Professional Growth Plan Scoring Form and accounts for **30%** of the summative score.
2. The Artifact Review/Observation consists of four components, each comprising 15% of the total and scored with evidence related to the USVI Performance Evaluation Framework for Librarians. Therefore, this represents **60%** of the summative score.
3. Employee Time, reflecting attendance and punctuality, comprises **10%** of the summative score.

*Figure 4:* Weight of evaluation measures. This figure shows the percentages of each evaluation measure in determining the summative score.

Once the administrator has entered a librarian's scores for the PGP, Artifact Review/Observation, and Employee Time, the weighted scores are automatically calculated in TalentEd. The maximum score is 4. The administrator will give the librarian the final score along with feedback at the Summative Evaluation Meeting.

Data from the pilot year (2018-19) will be analyzed to establish score ranges for each performance level. Beginning with full implementation in 2019-20, a librarian will receive a final score and an explanation of where that score falls on the continuum of Distinguished, Proficient, Basic, or Unsatisfactory. The librarian should consider how the summative score reflects his or her efforts and how s/he can continue to grow in his or her professional practice.

**The Summative Evaluation Meeting: Connecting Feedback to Professional Growth**

The administrator is ultimately responsible for the librarian’s evaluation procedures. S/he provides specific, timely, data-driven feedback intended to guide improvement in librarian effectiveness. When the administrator and librarian engage in the evaluation process using the USVI Performance Evaluation Framework for Librarians, they find that the language of the framework supports specific feedback. The rubric defines successful practice and promotes a common understanding of what the skills and behaviors of an effective librarian look like.

Aspects of practice that are working well are recognized and strengthened. Aspects of practice that can be improved are revealed, and options for the continuous improvement of the librarian’s practice are discussed. Evidence gathered from the Professional Growth Plan (PGP), the Artifact Review/Observation, and Employee Time is used to set focused goals based on specific feedback.

The administrator can then support the librarian as s/he works toward his or her individual goals to increase effectiveness. Just as in other professions, every librarian has the responsibility to pursue a career-long quest to improve practice. Although feedback is continuous and ongoing throughout the year, the Summative Evaluation Meeting is a unique opportunity for the librarian to engage in a one-on-one, collaborative conversation with the administrator focused on his or her growth over the year, using the language of the USVI Performance Evaluation Framework.

After the end-of-year Summative Evaluation Meeting, the librarian reflects on the score attained, and more importantly, on the feedback gained from the process and begins to think about goals for the following school year.

**Reviewing the Process: How, When and Why Evaluation Occurs**

***Evaluation Improves Practice.***In designing the evaluation process for librarians, the Task Force considered two purposes: (1) quality assurance and (2) professional growth. It is the desire of VIDE to merge these two goals in a system that is mutually beneficial for both the individual librarian and the organization. Accomplishing this means that all personnel are focused collectively on working to successfully implement the state priorities, which will significantly improve the achievement of all students.

With these purposes in mind, the Task Force has chosen a thoughtful approach to evaluationthat engages the librarian in self-assessment, reflection, and professional conversations. The Task Force chose this approachbecause it is similar to those that have been used extensively across the nation and refined over the years. It is also very important to remember that VIDE considers this process ***an******investment in the librarians of the U.S. Virgin Islands*.** The system was designed to honor and enhance each librarian’s professionalism as s/he grows and gains expertise throughout his or her career.

**Stay focused on the purposes of the VIDE evaluation system.**

***A Cyclical Process*.** Fidelity to the evaluation process helps ensure fairness and accuracy. The information provided next summarizes the librarian evaluation process. The documents needed to facilitate the process are housed in TalentEd and in the [EES Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html), and are discussed during training.

Librarian evaluation is a cycle that repeats annually.

*Figure 5*. The Librarian Evaluation Process. This figure illustrates the cyclical nature of the evaluation process for the librarian.

The steps in the evaluation process explained in this guidebook are as follows:

* **Step 1: Evaluation planning.** Prior to the Evaluation Planning Meeting, the librarian drafts the *Evaluation Planning Form* by completing goals for the PGP and selecting 3 choice components from the USVI Performance Evaluation Framework for Librarians. At the meeting, the administrator reviews past performance and district or school plans, explains the evaluation process to the librarian, and sets any dates for the evaluation process according to the VIDE timeline. The administrator and librarian discuss the librarian’s PGP, the rationale for the territory-wide component, and the three choice components (total of 4 components). They also discuss how evidence may be collected. Revisions are made based on the discussion. The Evaluation Planning Form is saved and submitted in TalentEd.
* **Step 2: Evidence gathering.** The administrator observes the librarian’s performance if they agree that an observation will provide the best evidence for a component(s). The librarian begins harvesting artifacts to demonstrate evidence for the selected components, and begins work on the PGP goals.
* **Step 3: Mid-Year Check-in.** The librarian submits the *Mid-Year Checklist* in TalentEd. Progress on harvesting artifacts and/or scheduling observations for the 4 components is indicated on the checklist. Any issues with Employee Time are noted. If necessary, the librarian and administrator negotiate appropriate adjustments to the PGP. Any agreed upon modifications are made.
* **Step 4: Evidence gathering.** The librarian continues harvesting evidence for the components and completing PGP goals. An observation(s) is scheduled if needed.
* **Step 5:** **PGP Reflection and Artifact Review.** The librarian reflects on the professional learning and the impact of the learning on the *PGP Reflection Form* in TalentEd and uploads evidence of PGP completion to BriteLocker. The librarian also uses the *Artifact Reflection Form* to explain how harvested artifacts reflect his or her practice in relation to specific components. The administrator reviews the librarian’s reflections and the artifacts summitted to BriteLocker as evidence for the components chosen by the librarian. The Artifact Review is handled through TalentEd or face-to-face.
* **Step 6: Summative Meeting.** The administrator reviews and scores all evidence in preparation for the Summative Meeting. The librarian and administrator then meet for a collaborative discussion to review and reflect upon the year’s progress related to all of the measures and evidence used to determine the evaluation score and rating. **(A rating will not be given in the pilot year.)** The administrator completes the *Summative Evaluation Form* in TalentEd. The administrator and the librarian electronically sign the form, and the administrator submits it in TalentEd.

The Appendices provide additional charts to assist the librarian with organizing the details of the evaluation process.

Inquiries regarding the evaluation process may be directed to the EES Program Manager in the St. Thomas/St. John or St. Croix district office.

**Appendices**

**Appendix 1.**

*Steps in the Librarian Evaluation Process*

| **Step** | **Task** | **Librarian** | **Administrator** |
| --- | --- | --- | --- |
| Evaluation  Planning | Complete Evaluation Planning Form & meeting | Draft the Evaluation Planning Form and submit to the administrator in TalentEd before the Evaluation Planning Meeting.  Confirm Evaluation Planning Meeting. | Confirm receipt of the Evaluation Planning Form. Review in preparation for the Evaluation Planning Meeting.  Schedule Evaluation Planning Meeting. |
| Evidence Gathering | Complete observation (optional) | Confirm observation date.  Confirm post-observation conference.  Complete and submit Observation Reflection Form before the post-conference. | Schedule observation (optional pre-conference).  Observe librarian. Save Artifact and Observation Scoring Form and notes in TalentEd.  Schedule post-conference.  Discuss and score observation with librarian at post-conference. |
| Gather artifacts and implement PGP | Harvest artifacts and implement  PGP learning activities. | Provide artifact collection and PGP support to librarian if needed. |
| Mid-year Check-In | Check progress to date | Complete and submit Mid-Year Checklist to document progress.  Adjust component evidence or PGP goals/evidence with administrator as needed. | Confirm receipt of Mid-Year Checklist.  Discuss adjustments with librarian if needed. |
| Evidence Gathering | Complete observation (optional) | Confirm observation date.  Confirm post-observation conference.  Complete and submit Observation Reflection Form before the post-conference. | Schedule observation (optional pre-conference).  Observe librarian. Save Artifact and Observation Scoring Form and notes in TalentEd.  Schedule post-conference.  Discuss and score observation with librarian at post-conference. |
| Gather artifacts and implement PGP | Harvest artifacts and implement  PGP learning activities. | Provide artifact and PGP support if needed. |
| Artifact Review and PGP Reflection | Complete evidence collection for components | Upload annotated artifacts into BriteLocker; complete and submit Artifact Reflection Form prior to the Artifact Review. (If  Confirm Artifact Review Meeting if face-to-face. | Review artifacts in BriteLocker and Artifact Reflection Form in TalentEd prior to the Artifact Review.  Schedule Artifact Review Meeting (if face-to-face).  **OR**  Provide feedback electronically if handling review on TalentEd. |
| Professional Growth Plan | Complete PGP and upload evidence to BriteLocker. Complete and submit PGP Reflection Form. | Complete the Professional Growth Plan Scoring Form. |
| End-of-year meeting | Summative Evaluation Meeting | Confirm Summative Evaluation Meeting.  Discuss performance, feedback, and scores.  Collaborate with administrator to plan for growth and/or improvement.  Sign the Summative Evaluation Form in TalentEd. | Schedule Summative Evaluation Meeting.  Prior to meeting, complete Artifact & Observation Scoring Form, Professional Growth Plan Scoring Form, and Employee Time Form. Submit in TalentEd.  Discuss performance, feedback, and scores.  Collaborate with librarian to plan for growth and/or improvement.  Submit the Summative Evaluation Form in TalentEd. |

|  |  |
| --- | --- |
| Event | Tasks for each event in the annual evaluation process |
| Evaluation Planning | * Librarian completes and submits the Evaluation Planning Form for the Professional Growth Plan and Artifact Review/Observation. * Administrator confirms receipt of the document. * Administrator schedules Evaluation Planning Meeting. * Librarian confirms the meeting. * Administrator saves and submits Evaluation Planning Form . |
| *Evidence gathering begins. Initiate PGP, harvest artifacts and/or schedule observation(s).* | |
| Optional Observation | * Administrator schedules observation. * Librarian confirms. * Administrator schedules post-observation meeting. * Librarian confirms. * Librarian completes and submits Observation Reflection Form. * Administrator saves Artifact and Observation Scoring Form evidence. |
| Mid-Year Check-in | * Counselor completes and submits the Mid-Year Checklist. * Administrator confirms receipt of the document. |
| *Evidence gathering continues. Complete PGP activities, artifact collection and/or observation(s).* | |
| Professional Growth Plan | * Librarian uploads PGP evidence and completes PGP Reflection Form. * Administrator scores using the Professional Growth Plan Scoring Form. |
| Artifact Review | * Administrator schedules meeting. * Librarian confirms. * Librarian uploads artifacts to BriteLocker. * Librarian completes and submits Artifact Reflection Form. * Administrator scores artifacts using the Artifact and Observation Scoring Form. |
| Summative Evaluation Meeting | * Administrator schedules meeting. * Librarian confirms. * Prior to meeting, Administrator completes the Artifact and Observation Scoring Form, Professional Growth Plan Scoring Form, and Employee Time Form and submits for scoring. * At the close of the meeting, Administrator completes and submits Summative Evaluation Form. * Librarian and administrator sign Summative Evaluation Form. * Administrator submits Summative Evaluation Form. |

**Appendix 2.**

*Annual Librarian Evaluation Events*

This chart is a quick overview listing the documents and scheduled meetings in TalentEd, organized by event.

**Appendix 3.**

*Forms and Resources Available on the EES Portal*

The [EES Portal](http://www.vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html) for Librarians on the VIDE website provides access to the information the librarian needs to complete the annual evaluation process. This chart is a list of the items explained in this guidebook and available to download from the Portal.

|  |  |
| --- | --- |
| Forms | Resources |
| 1. Evaluation Planning Form 2. Mid-Year Checklist 3. Artifact Reflection Form 4. Observation Reflection Form 5. Artifact and Observation Scoring Form 6. Professional Growth Plan Reflection Form 7. Professional Growth Plan Scoring Form 8. Employee Time Form 9. Summative Evaluation Form | * The U.S. Virgin Islands School Librarian Evaluation Guidebook * ALA/AASL Standards for Initial Preparation of School Librarians * The U.S. Virgin Islands Performance Evaluation Framework for Librarians * Librarian Framework Placemat * Examples of Evidence for Librarians * PGP Frame and Samples * Information about TalentEd, BriteLocker * Common Core Standards –check these * Guides4Learning |

**Appendix 4.**

*Timeline for Artifact Collection/Review*

|  |
| --- |
| Sept/Oct |
| 1. The librarian will collect evidence for the territory-wide component ***(For the 2018-19 pilot, that component is 3c: Promoting reading as a foundational skill for learning, personal growth, and enjoyment.)*** This provides all librarians with an opportunity to unite in their focus on a specific area. 2. The librarian selects three additional components (different from the territory-wide component) on which s/he will focus. 3. At the Evaluation Planning Meeting, the librarian provides the administrator with the list of the selected components and suggested artifacts or possible events for observation that would provide evidence for each component on the Evaluation Planning Form. The administrator and the librarian discuss the proposed components and evidence, and make any adjustments. The administrator submits Evaluation Planning Form and both sign form through TalentEd. |
| First semester of school |
| As soon as components are approved, the librarian begins “harvesting” evidence and collecting data to demonstrate proficiency on the components. S/he organizes the evidence by component and annotates each piece of evidence. The artifacts are uploaded to BriteLocker as PDFs (max of 7). If observations are deemed necessary to provide evidence for the component in addition to, or instead of, artifacts, those are scheduled with the administrator. |
| End of first semester/beginning of second semester |
| The librarian completes the Mid-Year Checklist in January to indicate progress in collecting and organizing evidence for the approved components. S/he also indicates progress in meeting the Professional Growth Plan goals and self-assesses Employee Time. A librarian who has no evidence or little evidence is provided with additional guidance, and a date is scheduled for a re- check. The administrator submits Mid-Year Checklist, and both sign form through TalentEd. |
| Second semester of school |
| The librarian continues with artifact collection if more evidence is necessary to demonstrate competence for the components. |
| End of school year |
| The administrator schedules the Artifact Review no later than a month prior to the end of school year so that s/he can determine a score for the components to be shared with the librarian at the Summative Meeting in June. It is up to the administrator and librarian to jointly decide whether the Artifact Review will be handled through TalentEd or face-to-face. |

Appendix 5.

*U.S. Virgin Islands Librarian Evaluation Process Suggested Timeline\**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Aug.** | **Sept.** | **Oct.** | **Nov.** | **Dec.** | **Jan.** | **Feb.** | **Mar.** | **Apr.** | **May** | **June** |
| Complete Evaluation Planning Form |  |  |  |  |  |  |  |  |  |  |  |
| Discuss PGP, 1 territory-wide component and 3 choice components with administrator at Evaluation Planning Meeting. |  |  |  |  |  |  |  |  |  |  |  |
| Implementation of PGP goals |  |  |  |  |  |  |  |  |  |  |  |
| Harvest artifacts |  |  |  |  |  |  |  |  |  |  |  |
| Complete observation(s) if needed |  |  |  |  |  |  |  |  |  |  |  |
| Complete Mid-year Checklist, indicating progress on PGP, component evidence and time |  |  |  |  |  |  |  |  |  |  |  |
| Modify PGP/component evidence if needed, schedule observation(s) if needed |  |  |  |  |  |  |  |  |  |  |  |
| Artifact Review |  |  |  |  |  |  |  |  |  |  |  |
| Reflection on PGP goals |  |  |  |  |  |  |  |  |  |  |  |
| Summative Evaluation Meeting |  |  |  |  |  |  |  |  |  |  |  |

\* This is a sample timeline for a typical academic year that begins in August and ends in June. Specific due dates for a given academic year will be set by VIDE in coordination with district administrators. Remember to check the VIDE EES Portal for the current year’s dates.

**Glossary**

**BriteLocker** is the electronic storage system for uploading and organizing artifacts.

**Components** define and further explain distinct aspects of the domains. Descriptors of performance at four levels (Distinguished, Proficient, Basic, Unsatisfactory) provide further specifics about the components.

**Domains** represent broad categories of practice. The practice of librarians is categorized into four domains: (1) Planning and Preparation, (2) The Environment, (3) Delivery of Services, and (4) Professional Responsibilities.

The **U.S. Virgin Islands Employee Effectiveness System (EES**) is the evaluation system for all VIDE employees. EES is a growth-oriented system that is focused on meaningful feedback for continuous improvement.

**Evaluation** is a systematic, annual assessment of job performance.

**Feedback** is a specific, timely, data-driven exchange of information intended to guide improvement in employee performance.

A **Framework** is a rubric that describes practice in observable and measurable terms, and is used to determine levels of performance. A framework provides an overall structure for the evaluation system.

The[**Portal**](http://www.vide.vi/for-employees/educators-portal/vide-es.html)for the U.S. Virgin Islands Employee Effectiveness System (EES) provides access to information about the process for employee evaluation. It can be found on the Virgin Islands Department of Education [website](http://www.vide.vi) under the For Employees tab/ Effectiveness System. The Portal houses the evaluation calendar, guidebook, forms, resources, and other information and is organized by employee title, e.g., teacher, paraprofessional, librarian, guidance counselor, etc.

**Professional Growth Plan (PGP)** is a document used for planning and setting goals for professional learning that results in improved practice. The PGP is required for all employee evaluations by VIDE.

A **Rubric** describes practice and behaviors in observable and measurable terms and is used to determine levels of performance for the purpose of evaluation. Rubrics provide descriptors at four levels of performance to guide evaluation scoring and feedback.

The **Summative Evaluation Score** is the numerical score automatically calculated by TalentEd once the administrator enters the scores for the observation/artifacts measure (60%), the PGP (30%), and Employee Time (10%).

The **Summative Evaluation Rating** is determined once the final scores have been calculated. The performance levels will be identified using a chart that shows where scores fall on the continuum of Distinguished, Proficient, Basic, or Unsatisfactory. *Performance Level Ratings will be assigned after full implementation (not in the pilot year) and after data have been analyzed and cut scores, which are the numerical point at which one level ends and the next begins, are finalized.*

**TalentEd** is the electronic employee evaluation system.