## **Evaluation Planning Form**

**Professional Growth Plan and Artifact Review/Observation**

The Professional Growth Plan (PGP) and Artifact Review/Observation are required measures of the librarian evaluation process. Further information on these measures can be found in the Librarian Evaluation Guidebook on the [EES Web Portal](http://vide.vi/for-employees/educators-portal/vide-es/406-librarian-evaluation-process.html). This form is completed at the beginning of the school year and submitted through TalentEd for the principal to review.

**Professional Growth Plan**

**ALA/AASL Standards for Initial Preparation of School Librarians**

**Standard 4: Advocacy and Leadership**

Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators.

**4.2 Professional development**

Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth.

**USVI Performance Evaluation Framework for Librarians**

**Domain 4**: Professional Responsibilities

**Component 4e**: Focusing on individual professional growth with a professional growth plan (PGP)

**Goal 1 - Personal Growth:** A learning goal for the librarian that addresses an area of growth or improvement informed by data, student needs, previous evaluation results, and/or self-reflection.

**Framing the Goal**

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

**Goal Statement** (SMART Goal)

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**Rationale:** Why was this goal chosen?

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**Activity:** What is the proposed learning activity?

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**Application**: What will I do with the knowledge and skills I have learned to change instructional practice to meet student needs?

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

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**Outcomes**: How will the professional learning impact practice and support student growth?

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

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**Target Completion Date:** Click here to enter a date.

**Goal 2 - Collaborative Learning:** A goal written by a team of professionals collaborating around 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. The goal is the same for all of the team members; however, each member is responsible for identifying and completing appropriate activities, and reflecting on the learning and use of the new skills and knowledge.

**Framing the Goal**

I will collaborate with (identify colleagues) to improve my ability to (state the practice I want to improve) by (state the learning), (state how and when I will do this) and (how and when I will apply the learning).

**Goal Statement** (SMART Goal)

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**Rationale:** Why was this goal chosen?

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**Activity:** What is the proposed collaborative learning activity?

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**Application**: What will I do with the knowledge and skills I have learned to change instructional practice to meet student needs?

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

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**Outcomes**: How will the professional learning impact practice and support student growth?

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

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**Target Completion Date:** Click here to enter a date.

**Artifact Review/Observation**

The Librarian Artifact Review and/or Observation demonstrate performance on 4 components of the *USVI Performance Evaluation Framework for Librarians*, 1 territory-wide and 3 choice. The librarian proposes the 3 choice components and suggests the use of observation or artifacts to demonstrate evidence of his/her performance on those components, as well as the territory-wide component.

**Component 1: Territory-Wide**

**Domain 3: Delivery of Services**

**Component 3c:** Promoting reading as a foundational skill for learning, personal growth, and enjoyment

**Measure:** Choose an item.

Possible event for observation and/or possible artifact:

**For each Choice Component, click on 1 of the 4 domains and choose 1 component from that domain.**

**Component 2: Librarian** **Choice** Domain 1: Planning and PreparationDomain 2: The Environment

Domain 3: Delivery of ServicesDomain 4: Professional Responsibilities

**Measure:** Choose an item.

Possible event for observation and/or possible artifact:

**Component 3: Librarian** **Choice** Domain 1: Planning and PreparationDomain 2: The Environment

Domain 3: Delivery of ServicesDomain 4: Professional Responsibilities

**Measure:** Choose an item.

Possible event for observation and/or possible artifact:

**Component 4: Librarian** **Choice** Domain 1: Planning and PreparationDomain 2: The Environment

Domain 3: Delivery of ServicesDomain 4: Professional Responsibilities

**Measure:** Choose an item.

Possible event for observation and/or possible artifact: