North Clackamas School District Prioritized Standards/Clusters
Library/Media Specialist

DOMAIN 1: Planning and Preparation	DOMAIN 2: The Classroom Environment
1a Demonstrating knowledge of literature and current trends in library/media practice and information technology	2a Creating an environment of respect and rapport
1b Demonstrating knowledge of the school's program and student information needs within that program	2b Establishing a culture for investigation and love of literature
1c Establishing goals for the library/media program appropriate to the academic program setting and the teachers and students served	2c Establishing and maintaining library procedures
1d Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as intra-library loan	2d Managing student behavior
1e Planning the library/media program integrated with the overall school curriculum	2e Organizing physical space to enable smooth flow
1f Developing a plan to evaluate the library/media program	
DOMAIN 4: Professional Responsibilities	**DOMAIN 3: Instruction**
4a Reflecting on practice	3a Selecting and extending the library print and digital collection in accordance with the school's needs and within budget limitations
4b Maintaining and communicating accurate student records	3b Collaborating with teachers in the design of instructional units and lessons
4c Participating in a professional community	3c Engaging students in enjoying literature and locating information
4d Engaging in a professional development	3d Assisting students and teachers in the use of technology in the library/media center as a vehicle to conduct research
4e Showing professionalism	3e Demonstrating flexibility and responsiveness
4f Contributing to school and district goals	

NCSD Cluster 1: 1a, 2a, 3c, 3e, **4e** (Recommend adding 4e from CT continuum for 2017-18)
NCSD Cluster 2: 1d, 3b, 3d, 4b
NCSD Cluster 3: 1c, 1f, 2b, 2e

The evaluation process will require the probationary educator to develop a set of goals and objectives in the fall of each school year. The probationary teacher will be observed at least four times before their summative evaluation, of which at least two will be formal. The evaluator will prioritize the appropriate prioritized probationary standards for observation, artifact review and feedback purposes. Prior to all formal observations, the teacher will provide the evaluator with an overview of the lesson, which includes learning targets and a lesson plan. Not everything will be observable in the classroom observation. Therefore, the teacher may provide and the evaluator may request artifacts related to the priority standards to fill in the gaps for the evaluator.

The evaluator uses the four observations, professional goals, conferences, and artifacts to complete the probationary teacher evaluation. This evaluation is completed and reviewed with the teacher prior to the contract renewal decision timeline. This date falls in mid-February to early March.

Probationary Year One (minimum standard):

- If the teacher is not demonstrating consistent performance at the level of Proficient in professional growth (as measured by indicator 4e) and the Basic level in all remaining indicators, the evaluator may recommend non-renewal.

Probationary Year Two (minimum standard):

- If the teacher is not demonstrating consistent performance at least at the Proficient level in cluster one and Basic in all other indicators, the evaluator may recommend non-renewal.

Probationary Year Three (minimum standard):

- If the teacher is not demonstrating consistent performance at least at the Proficient level in clusters one and two and Basic in all other indicators, the evaluator may recommend non-renewal.