

Library Clerk Performance Evaluation

The primary purpose of performance evaluation is to encourage and support overall performance growth. Feedback and guidance on performance is provided informally on an on-going basis through open and honest communication between teachers and library clerks. This informal communication is essential. A formal evaluation compliments the informal communication.

The purposes of performance evaluations are:

- Improving the library clerk's performance;
- Identifying and recognizing strengths;
- Identifying and recommending aspects of performance requiring improvements;
- To assist in developing a Personal Growth Plan (optional discretion of principal);
- Provide for accountability; and,
- Provide a basis for future recommendations.

Regulations

I. Procedures (Summative)

1. The evaluation of library clerks will be conducted by the principal or designated vice-principal. Teaching staff will provide some of the information that will serve as the basis of the evaluation.
2. Prior to completing the library clerk evaluation form, the principal or designate will discuss all the pertinent categories on the form and should make the appropriate direct observations, and/or gather data, as necessary. The principal or designate and library clerk may agree to add additional categories given the variation of duties in different schools.
3. Upon completion of the evaluation, ratings and comments will be discussed with the library clerk by the principal or designate. This will be done in the presence of the library clerk.
4. Upon review by the library clerk, the form should be signed by all parties. The signature of the library clerk indicates that the form was received and discussed. It also implies agreement with the ratings or comments.
5. A copy of the formal evaluation is to be retained by the library clerk and the original forwarded to the Superintendent for information and placement in the personnel file of the library clerk. The comments and recommendations made on the form or in the evaluation discussion will be treated as confidential personnel matters. Library clerks who choose to respond to the evaluation ratings or comments may submit letters to the Superintendent. Such letters will be attached to the evaluation forms and placed in the individual's respective personnel file.

6. When appropriate, principals or designates will monitor the progress made by the library clerk in following recommendations regarding needed improvements in practice. Improvements will be acknowledged in writing and will be forwarded by the principal or designate to the Superintendent who will place the document in the library clerk's respective personnel files. Failure by a library clerk to meet the performance expectations set by a principal or designate shall be referred to the Superintendent for action.
7. The normal probationary period for newly hired CUPE staff is six months. A monthly informal evaluation will be completed during the probationary period for each library clerk with a formal written evaluation provided to the employee in the third month of the probationary period.
8. The formal summative evaluation process will occur during the probation period and thereafter annually or sooner depending on individual circumstances. The evaluation during probation period will recommend continued employment for the term of the conditions of employment, a possible extension of the probationary period, or will recommend termination.
9. A yearly summative evaluation will be completed for all library clerks by May 30th.
10. The supervision process for Library Clerks shall provide a minimum of two formal summative evaluation reports during the first year of employment in a school, one in the second year, and at least one formal evaluation every three years thereafter, notwithstanding, the Library Clerk may have an on-going professional development plan that is shared with the principal at the beginning of each school year and reviewed prior to the end of June of each year.

II. Procedures (Formative - Optional)

1. A *Formative Growth Plan* is an optional additional procedure that the principal may choose to have the employee complete. The Formative Growth Plan may be submitted annually in consultation with the principal. A written plan should be given to the principal by October 15 of each year.
2. Adjustments to these plans may be made as mutually agreed upon. Documentation, plans, changes will remain in the school with the principal.
3. Principals and employees may use the FGP report at the end of this document for this process.



Name:	School:	Employment Date:
Length of time in present position:	Performance Appraisal Date:	Appraiser Name & Position:

Note: Additional bullets can be used to adapt the evaluation for mutually agreed duties unique to the school, student population, and grade configuration.

EXPECTED COMPETENCIES	1 Inappropriate or Absence of...	2 Progressing Towards Meeting Expected Competencies	3 Meets expected competencies	4 Often exceeds expected competencies	5 Always exceeds expected competencies	N/A Not Applicable
JOB TECHNICAL SKILLS: Commitment and Responsibility: <ul style="list-style-type: none"> Committed to working to the best of their ability and displaying a sense of responsibility to the overall goals of the school. 						
Job Knowledge: <ul style="list-style-type: none"> Has the necessary knowledge to understand and use knowledge in performing job functions. Training to do all duties. 						
Quality of Work: <ul style="list-style-type: none"> Ability to perform job tasks accurately, thoroughly and effectively. 						
Quantity of Work: <ul style="list-style-type: none"> Ability to produce acceptable levels of work in relation to reasonable expectations. 						
Professional Development: <ul style="list-style-type: none"> Willingness to remain current with the technological changes of this position. 						
Comments:						



EXPECTED COMPETENCIES	1 Inappropriate or Absence of...	2 Progressing Towards Meeting Expected Competencies	3 Meets expected competencies	4 Often exceeds expected competencies	5 Always exceeds expected competencies	N/A Not Applicable
INTERPERSONAL SKILLS: Students: <ul style="list-style-type: none"> ▪ Develops and maintains positive, appropriate relationships. ▪ Recognizes the emotional state of the student. ▪ Communicates effectively and appropriately. ▪ Models appropriate behaviour. 						
Staff: <ul style="list-style-type: none"> ▪ Develops and maintains collegial relationship with all staff members. ▪ Communicates effectively and appropriately. ▪ Motivated to solve interpersonal problems. ▪ Oral Communications: ability to effectively express ideas in groups or individual situations. 						
Community: <ul style="list-style-type: none"> ▪ Models polite, tactful and courteous communication when dealing with members of the general public 						
Comments:						



EXPECTED COMPETENCIES	1 Inappropriate or Absence of...	2 Progressing Towards Meeting Expected Competencies	3 Meets expected competencies	4 Often exceeds expected competencies	5 Always exceeds expected competencies	N/A Not Applicable
ADMINISTRATIVE SKILLS: Problem solving/decision making: <ul style="list-style-type: none"> ▪ Ability to identify problems, develop viable alternatives and implement appropriate solutions. 						
Planning and Organization: <ul style="list-style-type: none"> ▪ Ability to visualize desired results, set realistic goals, develops appropriate courses of action and set priorities. 						
Comments:						

EXPECTED COMPETENCIES	1 Inappropriate or Absence of...	2 Progressing Towards Meeting Expected Competencies	3 Meets expected competencies	4 Often exceeds expected competencies	5 Always exceeds expected competencies	N/A Not Applicable
<ul style="list-style-type: none"> ▪ SPECIFIC DUTIES: ▪ Collection Development: ▪ Acquisition of materials to support curriculum, professional, and recreational reading needs. ▪ Consultation with staff members to identify resource needs. ▪ Identify subject areas requiring development. ▪ Acquisition of preview materials. ▪ Obtain, organize, and maintain selection guides, such as reviews, catalogues, and articles. 						



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Collection Maintenance: <ul style="list-style-type: none"> ▪ Catalogue and process additions to the library collection ▪ Review collection regularly to determine currency of materials ▪ Prepare and manage annual library budget ▪ De-acquisition out-dated materials. ▪ Perform annual inventory of collection ▪ Repair damage materials ▪ Shelving materials ▪ Regularly checking to ensure materials are shelved in proper locations 						
Reference: <ul style="list-style-type: none"> ▪ Acquaint students with library and available resources ▪ Provide skills instruction in the areas of research, generally and for specific topics, proper citation of resources; use of technological resources ▪ Assist staff members in locating resources to support curriculum and professional needs ▪ Inform staff of acquisitions, resources, and updates. ▪ Develop materials to improve awareness of resources and research materials 						
Promotion: <ul style="list-style-type: none"> ▪ Collaboratively promote library use through a variety of means, including displays, contests, and book talks ▪ Develop awareness of Resource Based Learning ▪ Liaison with other libraries 						
Circulation: <ul style="list-style-type: none"> ▪ Maintain circulation system (Maplewood) ▪ Check out and return materials ▪ Perform regular system back-ups 						



▪ Update student, staff, and material records as required						
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Additional Criteria (please list)						
Comments:						

EXPECTED COMPETENCIES	1 Inappropriate or Absence of...	2 Progressing Towards Meeting Expected Competencies	3 Meets expected competencies	4 Often exceeds expected competencies	5 Always exceeds expected competencies	N/A Not Applicable
PERSONAL SKILLS:						
Confidentiality: ▪ Exercise discretion and confidentiality when dealing with all matters pertaining to personnel and students.						
Punctuality: ▪ Is punctual and informs appropriate person immediately when they are going to be late or absent						
Appearance: ▪ Dresses appropriately for the position						
Resourcefulness: ▪ Ability to originate new ideas, adopt improved work methods and adjust to changing situations						
Judgement: ▪ Ability to grasp new situations and draw correct conclusions						
Comments:						



EXPECTED COMPETENCIES	Yes	No
Confidentiality: <ul style="list-style-type: none">Aware of the need for and maintains confidentiality at all times		
Comments:		

Any areas that are ranked at “1 – Inappropriate or Absence of . . .” require a plan of action to remediate. After a probationary period of two months, re-evaluation will occur to ensure the desired improvements are evident.

Plan of Action:

Re-evaluation Date:

Comments:



[Large empty rectangular box for notes or comments]

I have read this report and discussed it with my supervisor. I have received a copy.

Library Clerk

Principal

Date

Date



Formative Growth Plan Report (Optional)

Name _____

School _____

Assignment _____

Date _____

School Priorities	Principal Priorities	Employee Priorities:

Priority links	Outcomes	Strategies	Success Indicators	Results
School				
Principal				
Employee				

Principal's signature

Employee's signature