



# TLE Observation Form --- Librarians

## 2012-2013

<i>Domain</i>	<i>Indicator</i>	<i>Page</i>
<b>Classroom Management</b> 35%	1. Managing Student Behavior	2
	2. Creating a Culture for Learning	2
	3. Managing Library Procedures	3
	4. Collaborating with Teachers	3
	5. Administrative Management & Records	4
	6. Developing Collection	4
	7. Administering Library Budget	5
	8. Supervising Personnel	5
<b>Instructional Effectiveness</b> 40%	9. Demonstrating Knowledge of Curriculum	6
	10. Supporting Instructional Goals	6
	11. Demonstrating Knowledge of Traditional / Non-Traditional Literature & Reading Support	7
	12. Communicating Effectively with Students	7
	13. Using Quality Questioning Techniques with Students	8
	14. Assessing Students	8
	15. Developing Lessons	9
<b>Professional Growth &amp; Continuous Improvement</b> 10%	16. Reflecting on Professional Effectiveness	9
	17. Growing and Developing Professionally	10
<b>Interpersonal Skills</b> 10%	18. Communicating with School Staff	10
	19. Communicating with School Stakeholders	11
<b>Leadership</b> 5%	20. Contributing to School and Professional Communities	12
	21. Adhering to Professional Ethics	12

Educator Name: \_\_\_\_\_ School Name \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	<b>Domain Indicator</b>	<i>Indicator No.</i>	<i>Observer's Coding: 3, +, -, N/A, or N/O.</i>	<b>Dimension</b>
	<b>3 — Effective</b>		Obs. 1      Obs. 2      Obs. 3 	
	<i>Rubric's description of professional proficiency at a 3-Effective level.</i>			
	<b>Note:</b> <i>The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.</i>			
	<b>Comments:</b> <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>			

<b>1</b>	Domain: <b>Library Management</b> Indicator: <b>Managing Student Behavior</b>			
	<b>3 — Effective</b>		<b>Obs. 1      Obs. 2      Obs. 3</b>	
	Clear procedures have been established for student behavior. Monitors student behavior as problems arise. Consistently demonstrates respect for students in handling any behavior issues.			
	<b>Comments:</b>			

<b>2</b>	Domain: <b>Library Management</b> Indicator: <b>Creating a Culture for Learning</b>			
	<b>3 — Effective</b>		<b>Obs. 1      Obs. 2      Obs. 3</b>	
	The school library environment is inviting and conducive to student learning. Physical resources and space within the librarian's control are organized for various functions considering accessibility and safety.			
	<b>Comments:</b>			

<b>3</b>	Domain: <b>Library Management</b> Indicator: <b>Managing Library Procedures</b>			
	<b>3 — Effective</b>		<b>Obs. 1      Obs. 2      Obs. 3</b>	
	Procedures for circulation and scheduling have been established providing for adequate access to the library facilities and resources.			
	<b>Comments:</b>			

<b>4</b>	Domain: <b>Library Management</b>			
	Indicator: <b>Collaborating with Teachers</b>			
<b>3 — Effective</b>		<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
<p>Collaboration occurs with some teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units.</p> <p>Promotes project-based learning and transition to CCSS.</p>				
<b>Comments:</b>				

<b>5</b>	Domain: <b>Library Management</b>			
	Indicator: <b>Administrative Management and Records</b>			
<b>3 — Effective</b>		<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
<p>Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.</p> <p>Required and requested reports are submitted in full and on time.</p>				
<b>Comments:</b>				

<b>6</b>	Domain: <b>Library Management</b>			
	Indicator: <b>Developing Collection</b>			
<b>3 — Effective</b>		<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
<p>Regularly assesses, acquires resources, and weeds collection to update holdings and ensure curriculum and student / staff needs are met.</p> <p>Seeks input from both students and staff.</p>				
<b>Comments:</b>				

<b>7</b>	Domain: <b>Library Management</b>			
	Indicator: <b>Administering Library Budget</b>			
<b>3 — Effective</b>		<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
<p>Develops expenditure plan that adequately maintains the library program and supports the mission of the school.</p> <p>Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.</p>				
<b>Comments:</b>				

<b>8</b>	Domain: <b>Library Management</b>			
	Indicator: <b>Supervising Personnel</b>			
	<b>3 – Effective</b>	<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
Training, supervision, and evaluation of library support staff are thoughtful and consistent.				
<b>Comments:</b>				

***Evaluator note regarding Indicators #9 through 15.***

*Please consider that the Librarian does not always have full control of lessons and assessments when co-planning and co-teaching with peers. Typically, librarians are operating in a give-and-take, cooperative mode. Exemplary Librarians gently guide teaching partners toward highly effective and superior lesson development, delivery and assessment.*

<b>9</b>	Domain: <b>Instructional Effectiveness</b>			
	Indicator: <b>Demonstrating Knowledge of Curriculum</b>			
	<b>3 – Effective</b>	<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
Is knowledgeable of the curriculum and its correlation to the forms of literacy, resources, and a research process.				
Makes curriculum and learning connections for students.				
<b>Comments:</b>				

<b>10</b>	Domain: <b>Instructional Effectiveness</b>			
	Indicator: <b>Supporting Instructional Goals</b>			
	<b>3 – Effective</b>	<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
Demonstrates basic comprehension of the educational disciplines and diverse school population.				
Provides adequate resources, technology and services to support instructional goals.				
Collaborates with teachers to integrate literacy and reading strategies.				
High expectations for students are present and consistent.				
<b>Comments:</b>				

<b>11</b>	Domain: <b>Instructional Effectiveness</b>			
Indicator: <b>Demonstrating Knowledge of Traditional and Non-Traditional Literature &amp; Reading Support</b>				
<b>3 — Effective</b>		<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
<p>Has a sufficient working knowledge of literature and resource materials to help students and staff select the “right” book or other material to match their needs and interests.</p> <p>Encourages reading for pleasure and lifelong learning using both traditional and emerging technological strategies and tools.</p>				
<b>Comments:</b>				

<b>12</b>	Domain: <b>Instructional Effectiveness</b>			
Indicator: <b>Communicates Effectively with Students</b>				
<b>3 — Effective</b>		<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
<p>Clearly communicates directions and procedures with students.</p> <p>Technology is used when appropriate.</p>				
<b>Comments:</b>				

<b>13</b>	Domain: <b>Instructional Effectiveness</b>			
Indicator: <b>Using Quality Questioning Techniques with Students</b>				
<b>3 — Effective</b>		<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
<p>Understands and supports core curriculum instruction and assists in the transition to CCSS.</p> <p>Uses inquiry-based strategies to elicit higher level thinking.</p>				
<b>Comments:</b>				

<b>14</b>	Domain: <b>Instructional Effectiveness</b>			
	Indicator: <b>Assessing Students</b>			
	<b>3 — Effective</b>	<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
<p>Student learning is monitored, using primarily formative assessment tools as appropriate, Ex: teacher or librarian-created rubrics; exit cards to check understanding; observation during student learning activities.</p> <p>Students are aware of the evaluation process and are involved in some self-assessments.</p> <p>Provides timely feedback to students.</p> <p>Assessment data is reviewed to improve teaching.</p>				
<b>Comments:</b>				

<b>15</b>	Domain: <b>Instructional Effectiveness</b>			
	Indicator: <b>Developing Lessons</b>			
	<b>3 — Effective</b>	<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
<p>Lesson plans are aligned to national and state teaching standards.</p> <p>Instructional plans are developed to meet the individual learning styles and capacities of a diverse student population.</p>				
<b>Comments:</b>				

<b>16</b>	Domain: <b>Professional Growth &amp; Continuous Improvement</b>			
	Indicator: <b>Reflecting on Professional Effectiveness</b>			
	<b>3 — Effective</b>	<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
<p>Often reflects on the effectiveness of teaching practices and library services offered.</p> <p>Reflection results in changes in practices and services.</p>				
<b>Comments:</b>				

<b>17</b>	Domain: <b>Professional Growth &amp; Continuous Improvement</b>			
	Indicator: <b>Growing and Developing Professionally</b>			
<b>3 — Effective</b>	<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>	
<p>Participates regularly in required site and professional development activities.</p> <p>Shares learning with others.</p> <p>Accepts performance feedback from both supervisors and fellow librarians.</p> <p>Makes changes as needed.</p>				
<b>Comments:</b>				

<b>18</b>	Domain: <b>Interpersonal Skills</b>			
	Indicator: <b>Communicating with School Staff</b>			
<b>3 — Effective</b>	<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>	
<p>Communication about the school library is positive, ongoing, and consistent.</p>				
<b>Comments:</b>				

<b>19</b>	Domain: <b>Interpersonal Skills</b>			
	Indicator: <b>Communicating with School Stakeholders</b>			
<b>3 — Effective</b>	<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>	
<p>Positive and professional communications with families are routine and woven into the culture of all encounters.</p> <p>School procedures for communicating with families are in commonplace evidence.</p> <p>Uses effective communication skills with students (verbal, written, and nonverbal) that are clear, solicitous, helpful, and rarely requiring further explanations.</p> <p>Collaboration and consultation for decision making reflect genuine professional consideration.</p>				
<b>Comments:</b>				

<b>20</b>	Domain: <b>Leadership</b>			
Indicator: <b>Contributing to School and Professional Communities</b>				
<b>3 — Effective</b>		<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
Partakes in school events when asked.				
Joins in school and district projects when asked.				
Employs appropriate involvement tactics to contribute to the profession.				
Assumes a preemptive role in addressing student prerequisites.				
<b>Comments:</b>				

<b>21</b>	Domain: <b>Leadership</b>			
Indicator: <b>Adhering to Professional Ethics</b>				
<b>3 — Effective</b>		<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>
Is knowledgeable of the ethics of librarianship.				
Follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.				
Promotes access to everyone within the school community.				
<b>Comments:</b>				