

Raymond School District Library/Specialist Scheduled Observation Form

Educator:		Observer:		Date:	
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Class:		Time:	
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Domain 1: Planning and Preparation

1c. Establishes clear goals that are age appropriate and consistent with the school's standards.

1 - Unsatisfactory <ul style="list-style-type: none"> Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology. 	2 - Basic <ul style="list-style-type: none"> Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology. 	3 - Proficient <ul style="list-style-type: none"> Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology. 	4 - Distinguished <ul style="list-style-type: none"> Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
Comments/Recommendations			

1d. Demonstrates knowledge of resources both within the school and district and access to such resources as interlibrary loan. (Focus Component)

1 - Unsatisfactory <ul style="list-style-type: none"> Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. 	2 - Basic <ul style="list-style-type: none"> Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. 	3 - Proficient <ul style="list-style-type: none"> Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. 	4 - Distinguished <ul style="list-style-type: none"> Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
Comments/Recommendations			

Domain 1: Planning and Preparation

1e. Creates a well designed plan to support both teachers and students in their information needs (Focus Component)

1 - Unsatisfactory <ul style="list-style-type: none"> Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure. 	2 - Basic <ul style="list-style-type: none"> Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. 	3 - Proficient <ul style="list-style-type: none"> Library/media specialist's plan is well designed to support both teachers and students in their information needs. 	4 - Distinguished <ul style="list-style-type: none"> Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
Comments/Recommendations			

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Domain 2: The Library Environment				
2a. Creates an environment of respect and rapport by maintaining polite and respectful interactions, reflecting general warmth and caring that is appropriate to the culture. (Focus Component)				
1 - Unsatisfactory <ul style="list-style-type: none"> Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict. 	2 - Basic <ul style="list-style-type: none"> Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. 	3 - Proficient <ul style="list-style-type: none"> Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. 	4 - Distinguished <ul style="list-style-type: none"> Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library. 	
Comments/Recommendations				
2b. Conveys a sense of the importance of seeking information and reading literature. (Focus Component)				
1 - Unsatisfactory <ul style="list-style-type: none"> Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required. 	2 - Basic <ul style="list-style-type: none"> Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it. 	3 - Proficient <ul style="list-style-type: none"> Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature. 	4 - Distinguished <ul style="list-style-type: none"> Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values. 	
Comments/Recommendations				

Domain 2: The Library Environment				
2c. Ensures library procedures function smoothly				
1 - Unsatisfactory <ul style="list-style-type: none"> Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role. 	2 - Basic <ul style="list-style-type: none"> Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful. 	3 - Proficient <ul style="list-style-type: none"> Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role. 	4 - Distinguished <ul style="list-style-type: none"> Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center. 	

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Comments/Recommendations			
2d. Creates clear standards of conduct for students, and monitors student behavior against those standards.			
1 - Unsatisfactory <ul style="list-style-type: none"> There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. 	2 - Basic <ul style="list-style-type: none"> It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. 	3 - Proficient <ul style="list-style-type: none"> Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students. 	4 - Distinguished <ul style="list-style-type: none"> Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Comments/Recommendations			

Domain 2: The Library Environment			
2.e Organizes physical space to enable smooth flow and resulting in adequate space for work area and computer use.			
1 - Unsatisfactory <ul style="list-style-type: none"> Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion. 	2 - Basic <ul style="list-style-type: none"> Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion. 	3 - Proficient <ul style="list-style-type: none"> Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. 	4 - Distinguished <ul style="list-style-type: none"> Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.
Comments/Recommendations			

Domain 3: Delivery of Service			
3.a Adheres to to district/professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Balances collection among different areas.			
1 - Unsatisfactory <ul style="list-style-type: none"> Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas. 	2 - Basic <ul style="list-style-type: none"> Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance. 	3 - Proficient <ul style="list-style-type: none"> Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas. 	4 - Distinguished <ul style="list-style-type: none"> Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
Comments/Recommendations			

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3c. Engages students in enjoying literature and in learning information skills due to effectively designed activities, grouping strategies, and appropriate materials (Focus Component)			
1 - Unsatisfactory <ul style="list-style-type: none"> Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. 	2 - Basic <ul style="list-style-type: none"> Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials. 	3 - Proficient <ul style="list-style-type: none"> Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. 	4 - Distinguished <ul style="list-style-type: none"> Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
Comments/Recommendations			

Domain 3: Delivery of Service			
3d. Initiates sessions to assist students and teachers in the use of technology in the library/media center. (Focus Component)			
1 - Unsatisfactory <ul style="list-style-type: none"> Library/media specialist declines to assist students and teachers in the use of technology in the library/media center. 	2 - Basic <ul style="list-style-type: none"> Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so. 	3 - Proficient <ul style="list-style-type: none"> Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center. 	4 - Distinguished <ul style="list-style-type: none"> Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
Comments/Recommendations			

Educator Comments:	
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An educator's Professional Practice Rating will be determined at the time of the summative evaluation. It will be based upon the following four domains of Charlotte Danielson's Framework of Teaching: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, Domain 4: Professional Responsibilities. Not all the components and domains are observable in the classroom observation process, especially Domain 4. There is an expectation that all educators will demonstrate proficient performance in each of the focus components as identified in the Raymond Educator Effectiveness Plan.

Teacher Signature:		Date:	
Administrator Signature:		Date:	

The signature of the educator does not signify agreement or disagreement with the content of the observation or evaluation write-up, but only that he/she has seen it and it has been reviewed with the administrator.