

**Raymond School District Library/Specialist Walkthrough Observation Form**

<b>Educator:</b>		<b>Observer:</b>		<b>Date:</b>	
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<b>Class:</b>		<b>Time:</b>	
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<b>Domain 2: The Library Environment</b>				
<b>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)</b>				
<b>1 - Unsatisfactory</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>2 - Basic</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>3 - Proficient</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>4 - Distinguished</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>Comments/Recommendations</b>				
<b>2b. Conveys a sense of the importance of seeking information and reading literature. (Focus Component)</b>				
<b>1 - Unsatisfactory</b> <ul style="list-style-type: none"> <li>Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.</li> </ul>	<b>2 - Basic</b> <ul style="list-style-type: none"> <li>Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.</li> </ul>	<b>3 - Proficient</b> <ul style="list-style-type: none"> <li>Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.</li> </ul>	<b>4 - Distinguished</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>Comments/Recommendations</b>				

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

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

The items not checked on this form were items that were not observed during the scheduled observation. It is not an indication that they did not happen over the entire class period.

<b>Educator Comments:</b>	
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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.

<b>Teacher Signature:</b>		<b>Date:</b>	
<b>Administrator Signature:</b>		<b>Date:</b>	

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.