

Library Teacher Observation Form

The Springfield Public School System's Library Teacher Performance will be based on the roles and responsibilities of the Library Teacher presented in National and State standards and rubrics developed by the American Association of School Librarians and the Massachusetts School Library Association.

An observer will determine if the standards are met by the Library Teacher and if the indicators do not meet (D), meet (M), or exceed (E) expectations, not observable (NO), or not applicable (NA). Non-observable indicators will be discussed at the pre and post observation conferences. A library teacher may be required to submit evidence for non-observable indicators as may be necessary.

All non-observable indicators that would potentially lead to a *Does Not Meet* (D) in a principle must be indicated at the 2nd post observation conference.

The Library Teacher shall be provided with a copy of the observation form prior to the pre-observation conference.

Library Teacher: _____

School(s) assigned : _____ Academic Year: _____

Unusual Conditions: _____

School and Date of Observation: _____

Standards of Library Teacher Performance					
D = Does not meet expectations M = Meets expectations NO = Not observable during lesson E = Exceeds expectations NA = Not applicable to this teacher					
	D	M	E	NA	NO
Principle 1: The Library Teacher as teacher and instructional partner					
<i>A. Instructional Planning: The Library Teacher plans and assesses instruction effectively.</i>					
1. Integrates the Massachusetts Curriculum Frameworks throughout the library media program.					
2. Cooperatively works with teachers to design curriculum to incorporate authentic learning tasks, essential questions, and an inquiry process.					
3. Collaboratively plans lessons with teachers to integrate information skills into the instructional program.					
4. Models and promotes effective collaborative teaching and addresses diverse learning abilities, styles, and needs.					
5. Evaluates and reinforces instruction designed to make students and staff effective users of information.					
6. Collaboratively works with teachers to assess student achievement according to developed and established rubrics.					
7. Collaboratively reviews and revises information and literacy benchmarks.					
8. Collaboratively promotes, supports, and encourages reading for literacy and personal enjoyment with classroom teachers					
9. Helps plan and deliver professional development in the effective use of informational and technological resources as tools in the teaching/learning process.					
<i>B. Effective Instruction: the Library Teacher implements instruction of Information Literacy Skills</i>					
10. With the classroom teacher provides whole class instruction that integrates information literacy with classroom content.					
11. Provides group and individual instruction to facilitate library use for information and independent reading purposes.					
12. Provides/uses a variety of media resources and activities to present information that accommodates various learning styles.					
13. Responds knowledgeably to student questions about subject matter.					
14. Engages students in rigorous learning activities aligned to the standards.					
15. Monitors student performance and checks student understanding.					
16. Measures Assesses student information literacy skills.					

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					17. Maintains appropriate professional boundaries with students.
					18. Serves as a positive role model for students.
					19. Promotes life-long learning by fostering positive attitudes toward libraries and reading and by working to develop students' viewing, listening, and critical thinking skills.
					20. Integrates technology in the process of teaching and learning information literacy skills.
Principle II. The Library Teacher as an Information Specialist					
<i>A. The Library Teacher provides access to information and ideas that support the curriculum and encourage intellectual inquiry by developing a collection of information resources.</i>					
					21. Provides for the systematic development of the library collection to support the Curriculum Frameworks and meet diverse learning needs.
					22. Seeks active involvement of teachers and students in selecting new library materials including books, periodicals, and software.
					23. Selects media consistent with identified needs using established selection procedures.
					24. Utilizes a variety of selection sources, tools and/or technological resources.
					25. Effectively selects children's and young adult literature to provide optimal choices for independent reading.
					26. Selects materials with diverse appeal, meeting the needs of a multi-lingual, multi-cultural, and economically diverse learning community.
					27. Handles requests for reconsideration of library media materials in accordance with School Board policy.
<i>B. The Library Teacher provides access to information and ideas that support the curriculum and encourage intellectual inquiry by providing equitable access to resources.</i>					
					28. Arranges for flexible scheduling of facilities, staff time, and collections to meet the needs of individuals, groups, and classes for research, browsing, recreational reading, viewing, or listening, at the point of need.
					29. Makes resources available to students and teachers through a systematically developed and organized collection of library media materials.
					30. Develops flexible circulation, loan, and use policies that ensure equity of access for users.
					31. Assures access to information resources by providing an accurate and efficient retrieval system.
					32. Provides a user-friendly and student-centered environment that is inviting, stimulating, accessible, and conducive to learning by individuals, groups, and classes.
					33. Provides orientation to the library media center for all users.
<i>C. The Library Teacher serves as a resource to teachers and students.</i>					
					34. Serves as an information specialist to teachers and students through reference, research, and resources services.
					35. Assists all users in identifying, locating, and interpreting information
					36. Assists students and others in the use of the internet and other technologies.
					37. Provides information about and complies with copyright law.
					38. Promotes and encourages ethical use of information by staff and students.
					39. Compiles bibliographies and resource lists as needed.
Principle III. The Library Teacher as a Program Manager					
<i>A. The Library Teacher manages the Library Media Facility and the Library Media Program.</i>					
					40. Supports the mission and goals of the school and school district.
					41. Maintains the library facility as a clean, pleasant, well-organized environment.
					42. Establishes and maintains an environment in which students and staff can work at productive levels.
					43. Establishes procedures for the operation of the library media center.
					44. Monitors the appropriate use of the library facility.
					45. Prepares financial plans for the Library Media Center including an annual budget.
					46. Establishes goals and procedures for the acquisition of resources.

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					47. Keeps the statistics and accounts up-to-date for purchase orders, budgeting, and yearly reports.
					48. Participates in the recruiting, hiring, and training of other professional, paraprofessional, clerical, student and volunteer staff in the Library Media Center.
					49. Directs, organizes, and supervises the personnel and services essential to a library media program centered on students' needs and the instructional goals of the school.
<i>B. The Library Teacher plans the library media program</i>					
					50. Utilizes comprehensive and collaborative program planning.
					51. Establishes long-range and short-range goals for the library media program
					52. Selects objectives to meet the needs of the program, students, and staff.
<i>C. The Library Teacher assesses the program and use of the facility</i>					
					53. Assesses effectiveness of the library media program on a regular basis.
					54. Develops strategies based on assessment to provide for continuous improvement of the program.
					55. Maintains statistics and prepares reports of library use such as circulation, class visits, and research units.
<i>D. The Library Teacher communicates the goals and objectives of the library media program.</i>					
					58. Communicates the mission, goals, and library objectives of the library media program to the administration and school community.
					59. Prepares library public relations materials, including bulletin boards, library newsletters, brochures, bookmarks, web pages, etc.
					60. Represents the library in a positive (role) way in teachers meetings, answering the phones, talking with staff, students and parents, and handling complaints.
<i>E. The Library Teacher works to fulfill his/her professional responsibilities.</i>					
					61. Keeps abreast of current literature by reading children's and/or young adult literature and by reading book review journals and other selection materials.
					62. Keeps abreast of current topics in librarianship, teaching, and technology by reading professional journals.
					63. Attends workshops, meetings, and conferences to continually update the expertise necessary to function effectively.
					64. Is receptive to suggestions for growth and improvement.
					65. Uses available resources to analyze, expand, and refine professional knowledge and skills, including professional organizations, academic course work, school-based staff, administrative and community resources, and other colleagues.
					66. Participates in activities that demonstrate a commitment to the profession of Library Teacher.
					67. Upholds legal and ethical standards in policies, procedures, and practices, including a commitment to intellectual freedom.
					68. Maintains professional boundaries with colleagues.
					69. Works constructively with others on library and school problems and suggests possible solutions.

D = Does not meet expectations

Must have an accompanying explanation and recommendation for improvement

M = Meets expectations

E = Exceeds expectations

NA = Not applicable to this teacher

NO = Not observable indicates standards that are not observable during lesson and other library observations. Library Teachers may provide evaluator with evidence of meeting these expectations should s/he be requested to do so. At the time of the post observation conference, the NO shall be determined to be a "D", "M", or "E".

Observable and/or measurable data to support any “Does not meet” determination for an indicator:

Recommendations for improvement for an indicator – must be observable and/or measurable:

Description of how improvement for an indicator will be measured:

A Professional Improvement Plan is attached to this Observation Form when a Library Teacher does not meet one of the Principles of Effective Library Teaching.

Observer’s Signature

Date

Library Teacher’s Signature

Date

The Library Teacher’s signature does not necessarily indicate agreement with the contents of the Observation Form. The Library Teacher has the right to make a written statement within 15 school days after the post-observation conference. Said statement shall become part of the Final Evaluation Report. The teacher shall be provided with a copy of the observation form at the post observation meeting.