

William S. Hart Union High School District  
**EVALUATION** Teacher Librarian (TL) (Page 1 of 7)

Teacher Librarian \_\_\_\_\_ School \_\_\_\_\_

Observation Dates: \_\_\_\_\_ Credential \_\_\_\_\_

Status:     Temporary     Prob 1     Prob 2     Tenured

Ratings:        Meets = M                      Needs to Improve = N                      Unsatisfactory = U

<b>STANDARD ONE</b>	<b>ENGAGING &amp; SUPPORTING ALL STUDENTS IN LEARNING</b>
	<p>1.1 Using knowledge of students to engage them in learning</p> <p>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p> <p>1.3 Connecting subject matter to meaningful, real-life contexts</p> <p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</p> <p>1.6 Monitoring student learning and adjusting instruction while teaching</p> <p>* TL collaborates with teachers in designing, planning, implementing, and assessing learning activities that integrate the use of multiple resources and the development of research skills.</p>
	<p><b>EVIDENCE/COMMENTS:</b>                      <b>PLEASE CHECK ONE:</b>                      _____ <b>M</b>                      _____ <b>N</b>                      _____ <b>U</b></p>

<b>STANDARD TWO</b>	<b>CREATING &amp; MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>
	<p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p>2.7 Using instructional time to optimize learning</p> <p>* TL provides for flexible use of the library space and demonstrates respect for students and staff.</p> <p>* TL has an organized library/classroom with established spaces for studying, learning activities, and library operations. Signage helps self-directed use by all including those with disabilities</p> <p><b>EVIDENCE/COMMENTS:</b>                      <b>PLEASE CHECK ONE:</b>                      <input type="checkbox"/> <b>M</b>                      <input type="checkbox"/> <b>N</b>                      <input type="checkbox"/> <b>U</b></p>

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**UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

- \* TL displays knowledge of the curriculum, resources, various literacies, and the research process.
- \* TL has knowledge of the resources within the school's library collection and a variety of electronic and online resources.
- \* TL works collaboratively with teachers, recommends or guides students to resources that link with the content learning goals, students' prior knowledge, and life experiences.
- \* TL uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate questions about topics under study.

**STANDARD THREE**

**EVIDENCE/COMMENTS:**

**PLEASE CHECK ONE:**

\_\_\_\_\_ **M**      \_\_\_\_\_ **N**      \_\_\_\_\_ **U**

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**PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

- \* TL uses a variety of strategies to promote critical thinking and learning for all students.
- \* TL solicits input from members of the staff, students, and the school community to gather information that aids in the development of collection resources and equipment in order to maintain currency and relevancy to meet the needs of the curriculum.
- \* TL advocates for necessary increases in funds and technology to maintain a collection that is responsive to changing instructional needs.

**STANDARD FOUR**

**EVIDENCE/COMMENTS:**

**PLEASE CHECK ONE:**

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**ASSESSING STUDENTS FOR LEARNING**

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

\* TL collaborates with teachers in communicating assessment criteria, monitoring student learning, and providing feedback in whole class, one-on-one, and small group settings.

EVIDENCE/COMMENTS:

PLEASE CHECK ONE:

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**STANDARD FIVE**

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**DEVELOPING AS A PROFESSIONAL EDUCATOR**

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

- \* TL uses data to reflect on the effectiveness of services, resources, and facilities in meeting the goals of the library program.
- \* TL seeks out feedback from supervisors, colleagues, and students to improve instruction, programs, and services.

**STANDARD SIX**

NOTES/COMMENTS/EVIDENCE:

PLEASE CHECK ONE:

\_\_\_ **M**    \_\_\_ **N**    \_\_\_ **U**

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**SUGGESTIONS/COMMENTS/GOALS:**

**EVALUATEE'S COMMENTS:**

Composite:             Meets             Needs to Improve             Unsatisfactory

Your signature here does not necessarily mean you agree with the evaluation, but it does indicate that an evaluation was made and that you received a copy.

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Signature of Evaluatee

Date

Evaluatee's Name (please print or type)

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Signature of Evaluator

Date

Evaluator's Name and Title (please print or type)

Copies to: 1) Unit Member 2) District Personnel File 3) Evaluator

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