

# Lincoln School District 156

AUGUST 17, 2015

3:50-E13

## LIBRARIAN TEACHER EVALUATION

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

School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

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

### ✓ EMPLOYEE STATUS

1<sup>st</sup> year Non Tenure   
  2<sup>nd</sup> Year Non Tenure   
  3rd Year Non Tenure   
  4<sup>th</sup> Year Non Tenure

Tenure Position: Years of Service \_\_\_\_\_

### EVALUATION SEQUENCES

Informal observations will continue throughout the school year. The evaluator will make formal observations of at least the number and length specified in the contract.

Type of Observation	✓ Check One	Date of Pre-Observation Planning Conference	Date of Observation	Length of Visit	Type of Class	Date of post-Observation Reflection Conference
First Formal	<input type="checkbox"/>					
Second Formal	<input type="checkbox"/>					

SUMMATIVE PERFORMANCE RATING (BASED ON 2 FORMAL OBSERVATIONS)		ADMINISTRATION RECOMMENDATION	
✓ Check One		✓ Check One	
Excellent	<input type="checkbox"/>	Evaluated Again Next Year	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	Tenured Award at beginning of Next School Year	<input type="checkbox"/>
Needs Improvement	<input type="checkbox"/>	Rehire <input type="checkbox"/>	
Unsatisfactory	<input type="checkbox"/>	Non-Renewal <input type="checkbox"/>	

### SIGNATURES:

\_\_\_\_\_  
Evaluator (Date)

\_\_\_\_\_  
Teacher (Date)

Teacher's Comments Forthcoming      \_\_\_\_\_ Yes      \_\_\_\_\_ No

[Within 15 Days]      Date Due: \_\_\_\_\_

ADOPTED: August 17, 2015

3:50-E13

**Domain 1 – Planning and Preparation:** The District 156 planning and instruction expectation focuses upon content knowledge and pedagogy. A comprehensive understanding of the Illinois State Learning Standards and the District curriculum along with knowledge of the students’ background, instructional strategies, and the assessment process are also key components of this domain.

**Domain 2 – The Learning Environment:** The District 156 learning expectation focuses upon establishing and maintaining a productive environment responsive to the needs of the learner. A productive and safe learning environment is accepting, encouraging, and motivating to the learner.

**Domain 3 – Delivery of Service:** The District 156 instructional method focuses upon implementation of the Illinois State Learning Standards and the District curriculum through meaningful instructional experiences. Meaningful instructional experiences may include but not limited to communicate clear expectations, creating opportunities to use knowledge, utilizing multiple assessments, and providing learner feedback.

**Domain 4 – Professional Growth/Responsibilities:** The District 156 professional growth expectation focuses upon sustained efforts to develop new skills through continuing education. The on-going professional development includes but not limited to sustained efforts such as committing to professional growth related to performance standards and district/school improvement initiatives, participating in professional development experiences, applying new learning, and reflecting on the impact of the new learning. The professional responsibility expectation also includes but not limited to maintaining accurate records, communicating with families, and contributing to the school and district.

## **FORMAL OBSERVATION**

### *Planning-Feedback-Reflection*

#### **Process**

One component of the summative evaluation process is the formal observation for employees. Formal observations for employees will occur in accordance with the contract between the *Lincoln Council, Southwest Suburban Federation of Teachers, Local 943 and the Board of Education of School District 156, Cook County, Illinois.*

#### **Templates**

##### **Teacher Pre-Observation Planning Form:**

The document will be made available to the employee prior to the formal observation. The completed Pre-observation planning form will be submitted to the evaluator for review prior to the formal observation.

##### **Administrative Observation Feedback Reflection Form:**

The document will be used by the evaluator to collect data during formal observation. The completed Observation feedback reflection form will be shared with the employee during the post observation conference.

Domain 1 for Library/Media Specialists: Planning and Preparation

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology</b>	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
<b>1b: Demonstrating knowledge of the school's program and student information needs within that program</b>	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
<b>1c: Establishing goals for the library/media program appropriate to the setting and the students served</b>	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

**DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION** *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</b>	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.	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.	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.	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.
<b>1e: Planning the library/ media program integrated with the overall school program</b>	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	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.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	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.
<b>1f: Developing a plan to evaluate the library/media program</b>	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Library/Media Specialists: The Environment

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>2a: Creating an environment of respect and rapport</b>	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.	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.	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.	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.
<b>2b: Establishing a culture for investigation and love of literature</b>	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	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.

<p><b>2c: Establishing and maintaining library procedures</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>2d: Managing student behavior</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>2e: Organizing physical space to enable smooth flow</b></p>	<p>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.</p>	<p>Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.</p>	<p>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.</p>	<p>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.</p>

Domain 3 for Library/Media Specialists: Delivery of Service

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</b>	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.	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.	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.	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.
<b>3b: Collaborating with teachers in the design of instructional units and lessons</b>	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>3c: Engaging students in enjoying literature and in learning information skills</b>	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	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.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

**DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE** *(continued)*

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>3d: Assisting students and teachers in the use of technology in the library/media center</b>	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
<b>3e: Demonstrating flexibility and responsiveness</b>	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for Library/Media Specialists: Professional Responsibilities

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>4a: Reflecting on practice</b>	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
<b>4b: Preparing and submitting reports and budgets</b>	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
<b>4c: Communicating with the larger community</b>	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.

**DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES** *(continued)*

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>4d: Participating in a professional community</b>	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

**Process**

The statements reflected in the TEACHER EVALUATION are the result of formal and informal observations, conferences and conversations during the evaluation cycle. They reflect review of planning materials, communications, professional practice and other materials shared with the evaluator.

**EVALUATOR SUMMATIVE REFLECTION:**

<b>PROFESSIONAL DEVELOPMENT SUMMARY</b> Include Building/District Activity & Workshops outside of the District <i>(including college coursework)</i> Within the past 2 Years	
<b>Workshop, Activity, or Course</b>	<b>Date</b>

*The evaluator will place a copy(s) of the formal observation in the employee's personnel file.*

**TEACHER PRE-OBSERVATION  
PLANNING FORM**

**TEACHER:**  
**DATE:**  
**GRADE:**  
**SUBJECT:**

**OBSERVATION DATE:**  
**TIME OF OBSERVATION:**  
**LOCATION:**

<p><b>OBJECTIVE Of The LESSON</b>          ✓ <b>Include ISLS Objective(s)</b>          ✓ <b>Relationship To Goal Plan</b></p>	
<p><b>DESIRED RESULTS/ OUTCOMES</b>  <i>(share vision of what you hope to achieve)</i></p>	
<p><b>DEVELOPMENTAL STAGE of the LESSON</b>  <i>(Introductory, middle or Culminating)</i></p>	
<p><b>HOW WILL YOU MEASURE SUCCESS of the LESSON</b></p>	
<p><b>SPECIAL FACTORS</b>          about the lesson/class that you wish to share</p>	

**ADMINISTRATIVE OBSERVATION  
FEEDBACK  
REFLECTION FORM**

<p><b>DOMAIN 1 PLANNING</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrating Knowledge of Content and Pedagogy</li> <li>➤ Demonstrating Knowledge of Students</li> <li>➤ Setting Instructional Outcomes</li> <li>➤ Demonstrating Knowledge of Resources</li> <li>➤ Designing Coherent Instruction</li> <li>➤ Designing Student Assessments</li> </ul>	
<p><b>DOMAIN 2 ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>➤ Creating an Environment of Respect and Rapport</li> <li>➤ Establishing a Culture for Learning</li> <li>➤ Managing Classroom Procedures</li> <li>➤ Managing Student Behavior</li> <li>➤ Organizing Physical Space</li> </ul>	
<p><b>DOMAIN 3 DELIVERY OF SERVICE</b></p> <ul style="list-style-type: none"> <li>➤ Maintaining and extending the library connection</li> <li>➤ Collaborating with teachers in the design of instructional units and lessons</li> <li>➤ Engaging Students in Learning</li> <li>➤ Using Assisting students and teachers in the use of technology</li> <li>➤ Demonstrating Flexibility and Responsiveness</li> </ul>	
<p><b>DOMAIN 4 PROFESSIONALISM</b></p> <ul style="list-style-type: none"> <li>➤ Reflecting on Teaching</li> <li>➤ Maintaining Accurate Records</li> <li>➤ Communicating with Families</li> <li>➤ Participating in the Professional Community</li> <li>➤ Growing and Developing Professionally</li> <li>➤ Showing Professionalism</li> </ul>	

