

CENTRAL UNIFIED SCHOOL DISTRICT

EVALUATION OF TEACHING PERFORMANCE FOR TEACHER LIBRARIANS (TL)

Name: _____ Date _____

Grade Level _____ Site _____

Status of Teacher:

Permanent Probationary 2 Probationary 1 Temporary Intern/Emergency Permit/Waiver

STANDARD ONE – INQUIRE: TL supports student learning and the inquiry process.

N/A	1	2	3	4	Elements				
					1.1 Collaborates with teachers to design and teach engaging inquiry-based learning experiences, instructional units, and assessments; incorporates digital citizenship, multiple literacies and critical thinking into lessons.				
					1.2 Uses a variety of instructional strategies for lesson development, teaches information search process, and integrates learning technology into curriculum.				
					1.3 Promotes critical thinking through inquiry, problem solving and reflection.				
					1.4 Provides whole class, group and individual instruction, assesses student progress (checking for understanding), and monitors student learning while adjusting instruction during teaching.				
					1.5 Ensures that learners and educators have access throughout school day by demonstrating flexibility and responsiveness to assist in the inquiry process.				
					1.6 Assist students to locate information and technology to answer a question, solve a problem, or enrich understanding.				
<input type="checkbox"/> N/A		<input type="checkbox"/> Exploring Level 1		<input type="checkbox"/> Applying Level 2		<input type="checkbox"/> Integrating Level 3		<input type="checkbox"/> Innovating Level 4	
Not-Applicable		Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.		Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.		Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.		Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement.	

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Evidence:
Reflective Dialogue

STANDARD TWO - INCLUDE: TL demonstrates an understanding of, and commitment to, inclusiveness and respect for diversity in the learning community.

N/A	1	2	3	4	Elements	
					2.1 Selects resources according to district, state, and national guidelines as well as, the principles of intellectual freedom and diverse viewpoints.	
					2.2 Develops and maintains a teaching and learning environment that is inviting, flexible, and conducive to learning that creates an environment of respect.	
					2.3 Ensures equitable physical access, accessible before, during, and after school hours.	
					2.4 Creates and maintains physical/virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.	
					2.5 Establishes and maintains a learning environment that is physically, emotionally, and intellectually safe.	
<input type="checkbox"/> N/A		<input type="checkbox"/> Exploring Level 1		<input type="checkbox"/> Applying Level 2	<input type="checkbox"/> Integrating Level 3	<input type="checkbox"/> Innovating Level 4
Not-Applicable		Offers a respectful learning environment focused on achievement.		Guides the development of respectful and supportive learning environment in which all students can achieve.	Promotes a respectful and rigorous learning environment that supports and challenges all students to achieve.	Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.
Evidence:						

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Reflective Dialogue

STANDARD THREE – COLLABORATE: TL works collectively with others to broaden perspectives, support student learning, and work toward common goals.

N/A	1	2	3	4	Elements
					3.1 Implements collaboratively planned learning experiences.
					3.2 Provides an environment of collaboration, innovation, and creative problem-solving.
					3.3 Serves on decision-making teams to promote school improvement (ie: PCCs, PLCs, SSC, etc.).
					3.4 Advocates for library programs.
					3.5 Maintains and updates library policies and procedures.
					3.6 Connects and collaborates with other Teacher Librarians and educators for the benefit of student learning opportunities.

<input type="checkbox"/> N/A	<input type="checkbox"/> Exploring Level 1	<input type="checkbox"/> Applying Level 2	<input type="checkbox"/> Integrating Level 3	<input type="checkbox"/> Innovating Level 4
Not-Applicable.	Initiates the planning and collaboration of lesson design and learning to improve student learning and understands the need for library policies and procedures.	Demonstrates effective collaboration of lesson design and learning opportunities for the benefit of student learning and creates library policies and procedures.	Engages in a variety of collaborative lessons and learning opportunities to promote student learning while implementing library policies and procedures.	Facilitates innovative collaborative lessons, learning opportunities, and enrichment activities to enhance student learning while evaluating and updating library policies and procedures.

Evidence:

Reflective Dialogue

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STANDARD FOUR – CURATE: TL develops, builds, and maintains a variety of library resources for students, teachers and staff to utilize.

N/A	1	2	3	4	Elements				
					4.1 Follows the district collection-development policy (includes criteria/ procedures for selection, reconsideration, challenges).				
					4.2 Develops and maintains a diverse collection of print and digital resources appropriate for curriculum, and multiple learning experiences for all learners.				
					4.3 Focuses on the effective use of a wide range of resources to foster information skills appropriate to content areas.				
					4.4 Promotes the effective acquisition, description, circulation, sharing and access to resources within and beyond the school day.				
					4.5 Maintains a professional web presence and access to variety of digital resources carefully created/ selected and vetted per district policies.				
					4.6 Prepares and submits library budget, per district guidelines.				
<input type="checkbox"/> N/A		<input type="checkbox"/> Exploring Level 1		<input type="checkbox"/> Applying Level 2		<input type="checkbox"/> Integrating Level 3		<input type="checkbox"/> Innovating Level 4	
Not-Applicable		Familiarizes themselves with the current collection in an effort to provide for the needs of teachers, students and staff.		Reviews and updates the collection according to the curriculum and the needs/interests of teachers, students and staff.		Maintains a diverse collection of resources that meets the curricular needs/interests and promotes lifelong readers.		Continually evaluates and modifies the collection as needed to meet the curricular needs/interests and encourages the use of resources within and beyond the classroom.	
Evidence:									
Reflective Dialogue									

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STANDARD FIVE – EXPLORE: TL establishes an environment conducive to active and participatory learning in an effort to construct new knowledge and engage with a larger community.

N/A	1	2	3	4	Elements				
					5.1 Promote social development and responsibility within a caring community where each student is treated fairly and respectfully.				
					5.2 Uses and promotes a variety of instructional methods with different user groups.				
					5.3 Encourages creativity, exploration, and innovation through the use of print and nonprint materials and by exploring personal interests through various resources.				
					5.4 Evaluates, promotes, and utilizes existing and emerging technologies to support teaching and learning.				
					5.5 Establishes and communicates clear library expectations and procedures.				
<input type="checkbox"/> N/A		<input type="checkbox"/> Exploring Level 1		<input type="checkbox"/> Applying Level 2		<input type="checkbox"/> Integrating Level 3		<input type="checkbox"/> Innovating Level 4	
Not-Applicable		Assesses the needs for an environment that supports student social and academic development, while encouraging personal growth.		Implements changes that improve student social and academic development while promoting personal growth.		Integrates and updates library space that fosters an environment that supports social and academic development.		Designs and implements comprehensive environmental changes that promote student social and academic development.	
Evidence:									
Reflective Dialogue									

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STANDARD SIX – ENGAGE: TL demonstrates and promotes the safe, legal, and ethical creation and sharing of information.

N/A	1	2	3	4	Elements				
					6.1 Promotes the ethical use of information (copyright, fair use, intellectual property, privacy, ethical online behavior).				
					6.2 Demonstrates a commitment to intellectual freedom.				
					6.3 Models effective digital literacy and information literacy skills.				
					6.4 Provides students, educators, and other staff with learning opportunities related to new technologies, use of resources, and the production of media.				
					6.5 Shares up-to-date district policies concerning selection, circulation, reconsideration of materials, copyright, privacy, responsible use of technology and social media.				
					6.6 Establishes professional goals and engages in continuous and purposeful professional growth and development.				
<input type="checkbox"/> N/A		<input type="checkbox"/> Exploring Level 1		<input type="checkbox"/> Applying Level 2		<input type="checkbox"/> Integrating Level 3		<input type="checkbox"/> Innovating Level 4	
Not-Applicable		Educates the school community on the ethical use of information and the intellectual property of others.		Collaborates and reflects with colleagues to promote the ethical use of information and educate the school community about the responsible use of ideas and information.		Analyzes and integrates the ethical use of information to educate the school community about the responsible use of ideas and information.		Engages and facilitates a learning environment that supports innovative and ethical use of information and intellectual properties.	
Evidence:									
Reflective Dialogue									

***Standards that will not fall under PAR (Peer Assistance and Review Agreement) Article 41.4. All other standards will fall under PAR agreement. (Subject Matter Knowledge, Teaching Methodology and Teaching Strategies)**

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Adjunct Duties and/or commendation(s) for activities that have enhanced student learning:

Suggestion(s) to enhance student learning:

Professional Development Activities:

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Acknowledgement

In accordance with Article 11.6: Within ten (10) working days subsequent to the observation, an evaluation conference shall be scheduled between the unit member and the evaluator. At the conference the evaluator will present a copy of the written evaluation to the unit member and discuss it. The unit member shall sign the evaluation signifying only that he/she has read the document, and has been provided the opportunity of attaching a written response which shall become a part of the permanent record. If deficiencies are noted by the evaluator, he/she shall provide specific recommendations to remedy the noted deficiencies. Any employee who received a negative evaluation may request another observation and subsequent evaluation to be conducted at a mutually acceptable time: however, the teacher may request a second evaluation by another administrator determined by the District. Nothing in this section or paragraph shall invalidate the evaluation from the employee's immediate supervisor.

Initial (Teacher)

Initial (Evaluator)

<u>Permanent</u>	<u>Probationary/Temporary</u>
<input type="checkbox"/> Employee to be placed on Support Plan, as per Article 11.11	<input type="checkbox"/> I recommend this employee be granted permanent status
<input type="checkbox"/> Employee to be placed in PAR per Article 11.11	<input type="checkbox"/> I recommend this employee be retained in probationary status subject to final probationary evaluation
	<input type="checkbox"/> I do not recommend this employee for permanent status

Evaluator Print Name

Date

*Evaluator's Signature

Date

Teacher Print Name

Date

*Teacher's Signature

Date

A copy of this evaluation will be placed in your personnel file. You have the right to respond and your response will be attached to your evaluation.

**Signature does not necessarily indicate agreement with the contents of this evaluation. Reaction or written response may be attached.*

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Bibliography

A 21st-Century Approach to School Librarian Evaluation, Patricia Owen and American Association of School Librarians (AASL), 2009.

AASL Standards Framework for Learners, AASL, 2018.

California Standards for the Teaching Profession, Commission on Teacher Credentialing, California Department of Education, 2009.

Empowering Learners: Guidelines for School Library Programs, (AASL) 2009.

Evaluation of Teacher Performance, Central Unified School District, 2015.

Learning4Life (L4L): A National Plan for Implementations of Standards for the 21st- Century Learner, AASL, 2018.

Missouri Standards for School Librarians, Department of Elementary and Secondary Education's Office of Educator Quality, 2012.

Model School Library Standards for California Public Schools, California Department of Education, 2011.

National School Library Standards, AASL, 2017.

NEE- Network for Educator Effectiveness, College of Education, University of Missouri, 2015.

Standards for the 21st- Century Learner, AASL, 2018.