

Librarian: _____

Trained APPR Evaluator: _____

District _____

Observation or Review Date: _____ 1st Observation/review 2nd Observation /review

Librarian - Classroom Observation Tool - One of multiple measures that may be used to assess teacher-librarian effectiveness which addresses domains III, IV, and V of the NYS Teaching Standards. [RFQ 2.2A, p.4]

Check the appropriate box, making notes where necessary of observation evidence					
Category & Points (Total of 100 possible points)	Easily Observed (2)	Observed (1)	Not Observed (0)	Does Not Exist (0)	Notes, Comments & Evidence
NYS Teaching Standard III INSTRUCTIONAL PRACTICE: teaching for learning					
Librarian instruction is well-planned and librarian prepared for the class(es)					
Library teaching encourages higher level thinking skills—beyond rote and recall					
Librarian teaches using multiple media formats during instruction					
Students can identify, if asked, the Essential Question (EQ) driving their activity					
Librarian teaches information literacy and research skills					
Librarian teaches digital literacy and technology skills					
Students use multiple, quality information sources for research projects					
Students are encouraged to synthesize key ideas and arguments					
Librarian models and teaches ethical, responsible, legal and safe use of information and technology					
Librarian models appropriate documentation of sources (intellectual property)					

Students use technology tools for citing sources if technology is available					
Librarian communicates clearly to maximize understanding					
Librarian monitors student learning and adjusts instruction as necessary					
Librarian sets high expectations for college and career readiness and fosters intellectual rigor					
Librarian engages students in active learning experiences(individuals, small groups, or whole classes)					
Librarian fosters independent reading					
Librarian has a good rapport with students					
Library research follows an Inquiry Based learning model as supported by the CCSS					
Librarian is interacting with engaged learners					
Students are active learners in a learning environment that sustains intellectual work					
Students are learning using critical thinking and problem solving skills					
Instruction is differentiated to challenge and support all students					
Students respect and have a rapport with librarian					
Librarian has instructional plans and useful handouts are available (graphic organizers, instructions, process guides, etc.)					
Librarian is teaching collaboratively with classroom teacher or supports instruction in their fixed schedule.					
Instruction addresses targeted information literacy skills as part of a scaffolded curriculum					

Librarian models and develops higher level questioning and thinking					
Librarian is able to guide learners to appropriate texts and quality information					
Librarian instruction is planned to engage students and includes multiple media formats					
Lesson has opportunity for student choice, student voice					
Librarian can share instructional plan when asked					
Librarian can articulate collaboration examples when asked					
Librarian conferences and coaches with students to improve performance					
NYS IV - LEARNING ENVIRONMENT					
Librarian has planned the use of instructional resources to meet students' cognitive, language, social, emotional and physical needs					
Librarian manages behavior in the library to foster a climate conducive to learning					
Librarian fosters active/participatory learning					
Librarian maximizes instructional use of available technology					
Librarian uses available space to reach a variety of learning styles & library needs					
Librarian communicates expectations for student behaviors as appropriate					
Library collection is well managed, diverse, and there is a schedule in place for weeding.					
Librarian expands access to quality resources through Interlibrary loan (ILL) when possible					

Students seek reading suggestions and receive appropriate ideas					
NYS Teaching Standard V - ASSESSMENT FOR LEARNING					
Librarian lesson displays evidence of pre-assessment and assessment tools to inform instruction					
Librarian archives assessment data to capture students' achievement in library lesson (such as mind mapping, ticket to leave, closure)					
Students are encouraged to peer review, peer coach and share knowledge or ideas					
Librarian conferences and coaches with students to improve performance					
Students use self-assessment tools such as checklists or graphic organizers to direct learning					
Librarian employs closure in lesson to assess student learning					
Librarian uses performance based assessment to inform instruction or record student achievement					
Librarian has flyers available for students to self-assess and take home for additional practice (database passwords, citation instructions, access information for resources, etc.)					
<p style="text-align: center;">Summative Points</p> <p style="text-align: center;">Highly Effective 90-100 Effective 70-90 Developing 40-70 Ineffective 0-40</p>					Total:
Summary of walk-through observation:					
Signed: _____					
This document was prepared for APPR submission for NYLA – SLSA .					

