The Alton Framework for Teaching: Observation Rubric for Librarians

Directions: Evaluators will use the Observation Rubric when observing and providing written feedback following any observation. Evaluators will note any evidence collected in the "Evidence" rows underneath each component description.

DOMAIN 1: PREPARATION AND PLANNING				
	Unsatisfactory ○	**Needs Improvement** ○	**Proficient** ○	**Excellent** ○
1a: Demonstrating knowledge of literature and current trends in library practice	Librarian demonstrates little or no knowledge of literature and of current trends in practice.	Librarian demonstrates limited knowledge of literature and of current trends in practice.	Librarian demonstrates thorough knowledge of literature and of current trends in practice.	Drawing on extensive professional resources, librarian demonstrates rich understanding of literature and of current trends.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	**Needs Improvement** ○	**Proficient** ○	**Excellent** ○
1b: Demonstrating knowledge of the school's program and student information needs within that program	Librarian demonstrates little or no knowledge of the school's content standards and of students 'needs for information skills within those standards.	Librarian demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Librarian demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Librarian takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
1c: Establishing goals for the library program appropriate to the setting and the students served	Librarian has no clear goals for the library program, or they are inappropriate to either the situation in the school or the age of the students.	Librarian's goals for the library program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Librarian's goals for the library program are clear and appropriate to the situation in the school and to the age of the students.	Librarian's goals for the library 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.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ◯	**Needs Improvement** ◯	**Proficient** ◯	**Excellent** ◯
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Librarian 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 educational community to advance program goals.	Librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger educational community to advance program goals.	Librarian is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger educational community to advance program goals.	Librarian 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.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
1e: Planning the library program integrated with the overall school program	Library program consist of a random collection of unrelated activities, lacking coherence or an overall structure.	Librarian's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Librarian's plan is well designed to support both teachers and students in their information needs.	Librarian'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.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
1f: Developing a plan to evaluate the library program	Librarian has no plan to evaluate the program or resists suggestions that such and evaluation is important.	Librarian has a rudimentary plan to evaluate the library/media program.	Librarian'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.	Librarian's evaluation plan is highly refined, with creative sources of evidence and a clear path toward improving the program on an ongoing basis.
Strengths				
Areas of Improvement				
Evidence				

DOMAIN 2: THE ENVIRONMENT				
	Unsatisfactory ○	**Needs Improvement** ○	**Proficient** ○	**Excellent** ○
2a: Creating an environment of respect and rapport	Interactions, both between the librarian 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 librarian 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 librarian 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 librarian, 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.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	**Needs Improvement** ○	**Proficient** ○	**Excellent** ○
2b: Establishing a culture for investigation and love of literature	Librarian conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Librarian goes through the motions of performing the work of the position, but without any real commitment to it.	Librarian, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Librarian, in interactions with both students and colleagues, conveys a sense of essential nature of seeking information and reading literature. Students appear to have internalized these values.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
2c: Establishing and maintaining library procedures	Library routines and procedures are either nonexistent or inefficient, resulting in general confusion.	Library routines and procedures have been established but function sporadically.	Library routines and procedures have been established and function smoothly.	Library routines and procedures are seamless in their operation, with students assuming considerable responsibility for their smooth operation.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
2d: Establishing Standards of Conduct	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.	It appears that the librarian 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.	Standards of conduct appear to be clear to students, and the librarian monitors student behavior against those standards. Librarian's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Librarian'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.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2e: Organizing physical space to enable smooth flow	Librarian 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.	Librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and available space devoted to work areas and computer use. In addition, book displays are attractive and inviting.
Strengths				
Areas of Improvement				
Evidence				

DOMAIN 3: DELIVERY OF SERVICES			
Unsatisfactory ○	**Needs Improvement** ○	**Proficient** ○	**Excellent** ○
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Librarian 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.	Librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Librarian 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.	Librarian selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdate material. Collection is balanced among different areas.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	**Needs Improvement** ○	**Proficient** ○	**Excellent** ○
3b: Collaborating with teachers in the design of instructional units and lessons	Librarian declines to collaborate with classroom teachers in the design of instructional lessons and units.	Librarian collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Librarian initiates collaboration with classroom teachers in the design of instructional lessons and units.	Librarian initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
3c: Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in leaning 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.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
3d: Assisting students and teachers in the use of library resources	Librarian declines to assist students and teachers in the use of library resources.	Librarian assists students and teachers in the use of library resources when specifically asked to do so.	Librarian initiates sessions to assist students and teachers in the use of library resources.	Librarian is proactive in initiating sessions to assist students and teachers in the use of library resources.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
3e: Demonstrating flexibility and responsiveness	Librarian adheres to the plan, in spite of evidence of its inadequacy.	Librarian makes modest changes in the library program when confronted with evidence of the need for change.	Librarian makes revisions to the library program when they are needed.	Librarian is continually seeking ways to improve the library program and makes changes as needed in response to student, parent, or teacher input.
Strengths				
Areas of Improvement				
Evidence				

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4a: Reflecting on practice	Librarian does not reflect on practice, or the reflections are inaccurate or self-serving.	Librarian's reflection is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved. .	Librarian's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Librarian makes some specific suggestions as to how the media program might be improved.	Librarian's reflection is highly accurate and perceptive, citing specific examples. Librarian draws on an extensive repertoire to suggest alternative strategies and their likely success.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4b: Preparing and submitting reports	Librarian ignores teacher requests when preparing requisitions or does not follow established procedures. Inventories and reports are routinely late.	Librarian's efforts are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Librarian honors teacher requests when preparing requisitions and follows established procedures. Inventories and reports are submitted on time.	Librarian is anticipates teacher needs when preparing requisitions, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4c: Communicating with the larger community	Librarian makes no effort to engage in outreach efforts to parents or the larger community.	Librarian makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Librarian engages in outreach efforts to parents and the larger community.	Librarian is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4d: Participating in a professional community	Librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.	Librarian's relationships with colleagues are cordial, and the librarian participates in school and district events and projects when specifically requested.	Librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
4e: Engaging in professional development	Librarian does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Librarian's participation in professional development activities is limited to those that are convenient or are required.	Librarian seeks out opportunities for professional development based on individual assessment of need.	Librarian actively pursues professional development opportunities and makes substantial contribution to the profession through such activities as offering workshops to colleagues.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ◯	Needs Improvement ◯	Proficient ◯	Excellent ◯
4f: Showing professionalism	Librarian is dishonest in interactions with colleagues, students, and the public; violates copyright laws.	Librarian is honest in interactions with colleagues, students, and the public; respects copyright laws.	Librarian displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Librarian 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.
Strengths				
Areas of Improvement				
Evidence				