Media Specialist Observation/Evaluation Instrument v2

Lesson Segments Involving Routine Events

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Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

Presents Clear Learning Goals and Feedback

The library media specialist provides a clearly stated learning goal.

Evidence:

Library Media Specialist Evidence:

- ☐ Has a learning goal posted so that all students can see it.

- ☐ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment.

- ☐ Makes reference to the learning goal throughout the lesson.

- ☐ Has a scale or rubric that relates to the learning goal posted so that all students can see it.

- ☐ Makes reference to the scale or rubric throughout the lesson.

- ☐ Supports the learning goals of the classroom teacher and/or the school-based curriculum.

Student Evidence:

- ☐ When asked, students can explain the learning goal for the lesson.

- ☐ When asked, students can explain how their current activities relate to the learning goal.

Resources:

Element 1: Goals & Feedback

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Tracking Student Progress

The library media specialist facilitates tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment. Desired Effect: Students understand their current status on the scale and can articulate their progress toward the learning goal.

Evidence:

Library Media Specialist Evidence:

- ☐ The library media specialist helps students track their individual progress on the learning goal or target
- ☐ The library media specialist uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- ☐ The library media specialist uses formative data to chart progress of individual and entire class progress on the learning goal

Student Evidence:

- ☐ Students can describe their status relative to the learning goal using the scale or rubric
- ☐ Students can describe their status relative to the learning goal using the scale or rubric
- ☐ Students take some responsibility for providing evidence in reference to their progress on the scale
- ☐ Artifacts and data support that students are making progress toward a learning goal

Resources:

Scale | Reflection Questions

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Celebrate Success

The library media specialist recognizes students for academic or program achievement.

Evidence:

Library Media Specialist Evidence:

- ☐ Acknowledges students who have achieved a certain score on the scale or rubric.
- ☐ Acknowledges students who have made gains in their knowledge and skill relative to the learning goal.
- ☐ Acknowledges and celebrates the final status and progress of the entire class

Student Evidence:

- ☐ Students show signs of pride regarding their accomplishments in the class.
- ☐ When asked, students say they want to continue to make progress.

- [ ] Uses a variety of ways to celebrate success
    - Show of hands
    - Certification of success
    - Parent notification
    - Round of applause
- [ ] Support and encourage teachers, parents, and students through verbal and written affirmation.
- [ ] Recognizes and celebrates student success in school-wide and District-wide reading incentive programs.
- [ ] Displays student work in library media center or on library webpage.
- [ ] Encourages student performances in the library media center.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

DQ6: Establishing Rules and Procedures

Establishes Library Routines

The library media specialist reviews expectations regarding rules and procedures to ensure their effective execution.

Evidence:

Library Media Specialist Evidence:

- [ ] Involves students in designing classroom routines.
- [ ] Uses classroom meetings to review and process rules and procedures.
- [ ] Reminds students of rules and procedures.
- [ ] Asks students to restate or explain rules and procedures.
- [ ] Provides cues or signals when a rule or procedure should be used.
- [ ] Establishes procedures for student use of the resources.
- [ ] Establishes procedures for instruction in small and large group settings.

Student Evidence:

- [ ] Students follow clear routines during class.
- [ ] When asked, students can describe established rules and procedures.
- [ ] When asked, students describe the classroom as an orderly place.
- [ ] Students recognize cues and signals by the the library media specialist.
- [ ] Students regulate their own behaviors.

☐ Establishes procedures for library media specialist use of resources.

☐ Establishes procedures for parent/community use of resources.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Organizing the Physical Layout of the Classroom

The Library Media Specialist organizes the physical layout of the classroom to facilitate movement and focus on learning.

Evidence:

Library Media Specialist Evidence:

☐ The physical layout of the classroom has clear traffic patterns

☐ The physical layout of the classroom provides easy access to material and centers

☐ The classroom is decorated in a way that enhances student learning:
- Bulletin boards relate to current content
- Students work is displayed

Student Evidence:

☐ Students move easily about the classroom

☐ Students make use of materials and learning centers

☐ Students attend to examples of their work that are displayed

☐ Students attend to information on the bulletin boards

☐ Students can easily focus on instruction

Resources:

Scale | Reflection Questions

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

Identifies Critical Information

The library media specialist identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Evidence:

Library Media Specialist Evidence:

- ☐ Begins the lesson by explaining why upcoming content is important.
- ☐ Tells students to get ready for some important information.
- ☐ Cues the importance of upcoming information in some indirect fashion:
  - Tone of voice
  - Body position
  - Level of excitement

Student Evidence:

- ☐ When asked, students can describe the level of importance of the information addressed in class.
- ☐ When asked, students can explain why the content is important to pay attention to.
- ☐ Students visibly adjust their level of engagement.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Organizes Students to Interact with New Knowledge

The library media specialist organizes students into small groups to facilitate the processing of new information.

Evidence:

Library Media Specialist Evidence:

- ☐ Has established routines for student grouping and student interaction in groups.

Student Evidence:

- ☐ Students move to groups in an orderly fashion.

- ☐ Organizes students into ad hoc groups for the lesson:
  - Dyads
  - Triads
  - Small groups up to about 5
- ☐ Consults with classroom teacher for ability grouping for specific projects or activities
- ☐ Organizes students into learning groups for instruction when appropriate..

- ☐ Students appear to understand expectations about appropriate behavior in groups:
  - Respect opinions of others
  - Add their perspective to discussions
  - Ask and answer questions

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Previews New Content

The library media specialist engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Evidence:

Library Media Specialist Evidence:

- ☐ Uses preview questions before reading.
- ☐ Uses K-W-L strategy or variation of it.
- ☐ Asks or reminds students what they already know about the topic.
- ☐ Provides an advanced organizer:
  - Outline
  - Graphic organizer
- ☐ Has students brainstorm.
- ☐ Uses anticipation guide.
- ☐ Uses motivational hook/launching activity:
  - Anecdotes
  - Short selection from video
- ☐ Uses word splash activity to connect vocabulary to upcoming content.

Student Evidence:

- ☐ When asked, students can explain linkages with prior knowledge.
- ☐ When asked, students make predictions about upcoming content.
- ☐ When asked, students can provide a purpose for what they are about to learn.
- ☐ Students actively engage in previewing activities.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Chunks Content into "Digestible Bites"

Based on student needs, the library media specialist breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students.

Evidence:

Library Media Specialist Evidence:

- ☐ Stops at strategic points in a verbal presentation.
- ☐ While playing multi-media, the educator turns the recording off at key junctures.
- ☐ While providing a demonstration, the educator stops at strategic points.
- ☐ While students are reading information or stories orally as a class, the library media specialist stops at strategic points.
- ☐ Facilitates project-based research models such as FINDS, Big 6, or Independent Investigation Method (IMM) that break down the research model.

Student Evidence:

- ☐ When asked, students can explain why the library media specialist is stopping at various points.
- ☐ Students appear to know what is expected of them when the library media specialist stops at strategic points.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Processes New Information

During breaks in the presentation of content, the library media specialist engages students in actively processing new information.

Evidence:

Library Media Specialist Evidence:

- ☐ Has group members summarize new information.
- ☐ Employs formal group processing strategies:
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Checks for understanding verbally or interactively at each level of new information or skill taught.
- ☐ Monitors individual application of skills during independent implementation of skills taught.

Student Evidence:

- ☐ When asked, students can explain what they have just learned.
- ☐ Students volunteer predictions.
- ☐ Students voluntarily ask clarification questions.
- ☐ Groups are actively discussing the content:
  - Group members ask each other and answer questions about the information
  - Group members make predictions about what they expect next

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Elaborates on New Information

The library media specialist asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Evidence:

Library Media Specialist Evidence:

- ☐ Asks explicit questions that require students to make elaborative inferences about the content.
- ☐ Asks students to explain and defend their inferences.
- ☐ Presents situations or problems that require inferences

Student Evidence:

- ☐ Students volunteer answers to inferential questions.
- ☐ Students provide explanations and "proofs" for inferences.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Records and Represents New Knowledge

The library media specialist engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Evidence:

Library Media Specialist Evidence:

- ☐ Asks students to summarize the information they have learned.
- ☐ Asks students to generate notes that identify critical information in the content.
- ☐ Asks students to create nonlinguistic representations for new content:
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
- ☐ Asks students to create mnemonics that organize the content.
- ☐ Helps students create projects and presentations using digital tools such as presentation software (Power Point, Key Note) movie editing (iMovie, Adobe Premier), audio presentation tools (Voice Thread), and website creation (Google sites, glogster).
- ☐ Teaches students strategies for recording notes and citations during research including, but not limited to, digital tools such as Noodletools, Citation Machine) to record their sources, create outlines, create and manipulate notes to produce their research papers or projects.
- ☐ Instructs students in how to use applicable recording tools associated with databases to save their searches and research, create timelines, email their data or be productive with other applicable database features.

Student Evidence:

- ☐ Students' summaries and notes include critical content.
- ☐ Students' nonlinguistic representations include critical content.
- ☐ When asked, students can explain main points of the lesson.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Reflects on Learning

The library media specialist engages students in activities that help them reflect on their learning and the learning process.

Evidence:

Library Media Specialist Evidence:

- [ ] Asks students to state or record what they are clear about and what they are confused about.
- [ ] Asks students to state or record how hard they tried.
- [ ] Asks students to state or record what they might have done to enhance their learning.
- [ ] Uses a research process model which includes reflection in its steps, (such as FINDS, Big 6,and IIM).

Student Evidence:

- [ ] When asked, students can explain what they are clear about and what they are confused about.
- [ ] When asked, students can describe how hard they tried.
- [ ] When asked, students can explain what they could have done to enhance their learning.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

DQ3: Helping Students Practice and Deepen New Knowledge

Reviewing Content

The library media specialist engages students in a brief review of content that highlights the cumulative nature of the content. Desired Effect: Students produce an accurate representation of previously taught critical content.

Evidences:

Library Media Specialist Evidence:

- [ ] Teacher begins the lesson with a brief review of content

Student Evidence:

- [ ] Students identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another

- [ ] Teacher systematically emphasizes the cumulative nature of the content
- [ ] Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity

- [ ] Students can articulate the cumulative nature of the content
- [ ] Student responses to class activities indicate that they recall previous content
  - Artifacts
  - Pretests
  - Warm-up activities

Resources:

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Organizing Students to Practice and Deepen Knowledge

The library media specialist organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge. Desired Effect: Students practice and deepen knowledge by interacting in small groups.

Evidence:

Library Media Specialist Evidence:

- [ ] Teacher organizes students into groups with the expressed idea of deepening their knowledge of content
- [ ] Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process
- [ ] Teacher provides guidance regarding group interactions
- [ ] Teacher provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- [ ] Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Student Evidence:

- [ ] Students explain how the group work supports their learning
- [ ] While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
  - Students actively ask and answer questions about the content
  - Students add their perspective to discussions
- [ ] Students move and work within groups with an organized purpose
- [ ] Students have an awareness of the power of interpretations
- [ ] Students avoid negative thinking
- [ ] Students take various perspectives
- [ ] Students interact responsibly

- ☐ Students appear to know how to handle controversy and conflict resolution
- ☐ Students attend to the cognitive skill(s)

Resources:

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Using Homework

The library media specialist designs homework activities that allow students to access and analyze content to deepen knowledge or practice a skill, strategy, or process. Desired Effect: Students' understanding of content and/or practice of skills, strategies, or processes is deepened with appropriate homework.

Evidence:

Library Media Specialist Evidence:

- ☐ Teacher utilizes strategies associated with a flipped classroom
- ☐ Teacher communicates a clear purpose and gives directions for homework
- ☐ Teacher extends an activity that was begun in class to provide students with more time
- ☐ Teacher utilizes homework assignments that allow students to practice skills, strategies, and processes and/or deepen knowledge independently
- ☐ Teacher utilizes homework assignments that allow students to access and analyze content independently

Student Evidence:

- ☐ Students can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process
- ☐ Students ask clarifying questions about homework that help them understand its purpose

Resources:

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Helping Students Examine Similarities and Differences

When presenting content, the library media specialist helps students deepen their knowledge by examining similarities and differences. Desired Effect: Students describe how elements are similar and different and what new information they have learned as a result of their comparisons.

Evidence:

Library Media Specialist Evidence:

- ☐ Teacher engages students in activities that require students to examine similarities and differences
  - Comparison activities
  - Classifying activities
  - Analogy activities
  - Metaphor activities
  - Identifying basic relationships between ideas that deepen knowledge
  - Generating and manipulating mental images that deepen knowledge
- ☐ Teacher asks students to summarize what they have learned from the activity
- ☐ Teacher asks students to linguistically and non-linguistically represent similarities and differences
- ☐ Teacher asks students to explain how the activity has added to their understanding
- ☐ Teacher asks students to draw conclusions after the examination of similarities and differences
- ☐ Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences

Student Evidence:

- ☐ Students can create analogies and/or metaphors that reflect their depth of understanding
- ☐ Student comparison and classification activities reflect their depth of understanding
- ☐ Student artifacts indicate that student knowledge has been extended as a result of the activity
- ☐ Student responses indicate that they have deepened their understanding
- ☐ Students can present evidence to support their explanation of similarities and differences
- ☐ Students navigate digital resources to find credible and relevant information to support similarities and differences

Resources:

Scale | Reflection Questions

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Helping Students Examine Their Reasoning

The library media specialist helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures. Desired Effect: Students can identify and articulate errors in logic or reasoning, or the structure of an argument, and explain new insights resulting from this analysis.

Evidence:

Library Media Specialist Evidence:

- ☐ Teacher asks students to examine and analyze information for errors or informal fallacies in content or in their own reasoning
  - Faulty logic
  - Attacks
  - Weak reference
  - Misinformation

- ☐ Teacher asks students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim

- ☐ Teacher asks students to examine logic of errors in procedural knowledge

- ☐ Teacher asks students to analyze errors to identify more efficient ways to execute processes

- ☐ Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning

- ☐ Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives

Student Evidence:

- ☐ Students can describe errors or informal fallacies in content

- ☐ Students can explain the overall structure of an argument presented to support a claim

- ☐ Student artifacts indicate students can identify errors in reasoning or make and support a claim

- ☐ Students navigate digital resources to find credible and relevant information to support examination of errors in reasoning

- ☐ Student artifacts indicate students take various perspectives by identifying the reasoning behind multiple perspectives

Resources:

Scale | Reflection Questions

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Practices Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the library media specialist engages students in practice activities that help them develop fluency.

Evidence:

Library Media Specialist Evidence:

Student Evidence:

- [ ] Engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process:
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently

- [ ] Students perform the skill, strategy, or process with increased confidence.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Helping Students Revise Knowledge

The library media specialist engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. Desired Effect: Students make additions and deletions to previous knowledge that deepen their understanding.

Evidence:

Library Media Specialist Evidence:

- [ ] Teacher asks students to examine previous entries in their digital or traditional academic notebooks or notes to correct errors and misconceptions as well as add new information
- [ ] Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- [ ] Teacher has students explain how their understanding has changed
- [ ] Teacher guides students to identify alternative ways to execute procedures

Student Evidence:

- [ ] Students make corrections and/or additions to information previously recorded about content
- [ ] Students can explain previous errors or misconceptions they had about content
- [ ] Students demonstrate a growth mindset by self-correcting errors as knowledge is revised
- [ ] Student revisions demonstrate alternative ways to execute procedures

Resources:

Scale | Reflection Questions

Scale:

DQ4: Helping Students Generate and Test Hypotheses

Organizing Students for Cognitively Complex Tasks

The library media specialist appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypotheses. Desired Effect: Students interact in small groups for the purpose of generating and testing hypotheses to enhance understanding of content.

Evidence:

Library Media Specialist Evidence:

- ☐ Teacher establishes the need to generate and test hypotheses for short- or long-term tasks

- ☐ Teacher organizes students into groups for the expressed purpose of problem solving, decision making, experimenting, or investigating

- ☐ Teacher provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution

- ☐ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Student Evidence:

- ☐ Students describe the importance of generating and testing hypotheses about content

- ☐ Students explain how groups support their learning

- ☐ Students use group activities to help them generate and test hypotheses

- ☐ While in groups, students interact in explicit ways to generate and test hypotheses
  - Students actively ask and answer questions about the content
  - Students add their perspectives to discussions

- ☐ Students move and work within groups with an organized purpose

- ☐ Students have an awareness of the power of interpretations

- ☐ Students avoid negative thinking

- ☐ Students take various perspectives

- ☐ Students interact responsibly

- ☐ Students appear to know how to handle controversy and conflict resolution

- ☐ Students attend to the cognitive skill(s)

Resources:

Scale | Reflection Questions

Scale:

Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The library media specialist engages students in short- and long-term complex tasks that require them to generate and test hypotheses and analyze their own thinking. Desired Effect: Students generate and test hypotheses to enhance their understanding of content and the inquiry process.

Evidence:

Library Media Specialist Evidence:

- ☐ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to
    - Generate conclusions
    - Identify common logical errors
    - Present and support claims
    - Navigate digital resources
- ☐ Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses
    - Generate conclusions
    - Identify common logical errors
    - Present and support claims
    - Navigate digital resources

Student Evidence:

- ☐ Students participate in tasks that require them to generate and test hypotheses
- ☐ Students can explain the hypothesis they are testing
- ☐ Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation
- ☐ Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can
    - Generate conclusions
    - Identify common logical errors
    - Present and support claims
    - Navigate digital resources
    - Identify how one idea relates to others

Resources:

Scale | Reflection Questions

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Provides Resources and Guidance

The library media specialist acts as resource provider and guide as students engage in cognitively complex tasks.

Evidence:

Library Media Specialist Evidence:

- Makes himself/herself available to students who need guidance or resources:
  - Circulates around the room
  - Provides easy access to himself/herself
- Interacts with students during the class to determine their needs for hypothesis generation and testing tasks.
- Volunteers resources and guidance as needed by the entire class, groups of students, or individual students.
- Provides resource support and guidance to teachers, parents and students with specific needs.
- Informs students and teachers about diverse resources available through the library's portal.
- Guides students to opposing viewpoints on cognitively complex issues.
- Guides students to digital and print resources that support project-based learning.
- Creates pathfinders or collects actual resources to complement classroom learning.
- Extends resources into the community by referencing public libraries, museums and other community resources.

Student Evidence:

- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks.
- When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Lesson Segments Enacted on the Spot

DQ5: Engaging Students

Notices when Students are Not Engaged

The library media specialist scans the room making note of when students are not engaged and takes overt action.

Evidence:

Library Media Specialist Evidence:

- ☐ Notices when specific students or groups of students are not engaged.
- ☐ Notices when the energy level in the room is low.
- ☐ Takes action to re-engage students.

Student Evidence:

- ☐ Students appear aware of the fact that the library media specialist is taking note of their level of engagement.
- ☐ Students try to increase their level of engagement when prompted.
- ☐ When asked, students explain that the library media specialist expects high levels of engagement.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Uses Academic Games

The library media specialist uses academic games and inconsequential competition to maintain student engagement.

Evidence:

Library Media Specialist Evidence:

- ☐ Uses structured games such as Jeopardy, Family Feud, and the like.
- ☐ Develops impromptu games such as making a game out of which answer might be correct for a given question.
- ☐ Uses friendly competition along with classroom games.
- ☐ Library Media Specialist uses digital academic games such as response clickers to review learning.
- ☐ Library Media Specialist sets up learning stations that include electronic or manual [board] games that stimulate thinking.

Student Evidence:

- ☐ Students engage in the games with some enthusiasm.
- ☐ When asked, students can explain how the games keep their interest and help them learn or remember content.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Manages Response Rates During Questioning

The library media specialist uses response rate techniques to maintain student engagement in questions.

Evidence:

Library Media Specialist Evidence:

- ☐ The library media specialist uses wait time.
- ☐ The library media specialist uses response cards.
- ☐ The library media specialist has students use hand signals to respond to questions.
- ☐ The library media specialist uses choral response.
- ☐ The library media specialist uses technology to keep track of students' responses.
- ☐ The library media specialist uses response chaining.

Student Evidence:

- ☐ Multiple students or the entire class responds to questions posed by the library media specialist.
- ☐ When asked, students can describe their thinking about specific questions posed by the library media specialist.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Using Physical Movement

The library media specialist uses physical movement to maintain student engagement in content. Desired Effect: Students cognitively engage or re-engage as a result of using physical movement activities.

Evidence:

Library Media Specialist Evidence:

- ☐ Teacher facilitates movement to learning stations or to work with other students

Student Evidence:

- ☐ Student behavior shows physical movement strategies increase cognitive engagement

- [ ] Teacher has students move after brief chunks of content engagement

- [ ] Teacher has students stand up and stretch or do related activities when their energy is low

- [ ] Teacher uses activities that require students to physically move to respond to questions
    - Vote with your feet
    - Go to the part of the room that represents the answer you agree with

- [ ] Teacher has students physically act out or model content to increase energy and engagement

- [ ] Teacher uses give-one-get-one activities that require students to move about the room

- [ ] Students engage in the physical activities designed by the library media specialist

- [ ] Students can explain how the physical movement keeps their interest and helps them learn

Resources:

Scale | Reflection Questions

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Maintains a Lively Pace

The library media specialist uses response rate techniques to maintain student engagement in questions.

Evidence:

Library Media Specialist Evidence:

- [ ] Employs crisp transitions from one activity to another.

- [ ] Alters pace appropriately (i.e. speeds up and slows down).

Student Evidence:

- [ ] Students quickly adapt to transitions and re-engage when a new activity is begun.

- [ ] When asked about the pace of the class, students describe it as not too fast or not too slow.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Demonstrates Intensity and Enthusiasm

The library media specialist demonstrates intensity and enthusiasm for the content in a variety of ways.

Evidence:

Library Media Specialist Evidence:

- ☐ Describes personal experiences that relate to the content.
- ☐ Signals excitement for content by:
  - Physical gestures
  - Voice tone
  - Dramatization of information
- ☐ Overtly adjusts energy level.

Student Evidence:

- ☐ When asked, students say that the library media specialist "likes the content" and "likes teaching".
- ☐ Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Using Friendly Controversy

The library media specialist uses friendly controversy techniques to maintain student engagement in content. Desired Effect: Students cognitively engage or re-engage as a result of using friendly controversy.

Evidence:

Library Media Specialist Evidence:

- ☐ Teacher structures mini-debates about the content
- ☐ Teacher structures activities that require students to provide evidence for their positions in a friendly controversy
- ☐ Teacher has students reveal sources of evidence to support their positions

Student Evidence:

- ☐ Students engage or re-engage in friendly controversy activities with enhanced engagement
- ☐ Students describe friendly controversy activities as "stimulating," "fun," and "engaging"
- ☐ Students explain how a friendly controversy activity helped them better understand the content
- ☐ Students appear to take various perspectives while engaged in friendly controversy

- [ ] Teacher has students examine multiple perspectives and opinions about the content
- [ ] Teacher elicits different opinions on content from members of the class
- [ ] Teacher develops conative skills during friendly controversy
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict

- [ ] Students interact responsibly during friendly controversy
- [ ] Students appropriately handle controversy and conflict while engaged in friendly controversy

Resources:

Scale | Reflection Questions

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Providing Opportunities for Students to Talk about Themselves

The library media specialist provides students with opportunities to relate content being presented in class to their personal interests. Desired Effect: Students cognitively engage or re-engage as a result of having opportunities to talk about themselves.

Evidence:

Library Media Specialist Evidence:

- [ ] Teacher is aware of student interests and makes connections between these interests and class content
- [ ] Teacher structures activities that ask students to make connections between the content and their personal interests
- [ ] Teacher appears encouraging and interested when students are explaining how content relates to their personal interests
- [ ] Teacher highlights student use of specific cognitive skills (e.g., identifying basic relationships, generating conclusions, and identifying common logical errors) and conative skills (e.g., becoming aware of the power of interpretations) when students are explaining how content relates to their personal interests

Student Evidence:

- [ ] Students engage in activities that require them to make connections between their personal interests and the content
- [ ] Students explain how making connections between content and their personal interests engages them and helps them better understand the content

Resources:

Scale | Reflection Questions

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Presenting Unusual or Intriguing Information

The library media specialist uses unusual or intriguing and relevant information about the content to enhance cognitive engagement. Desired Effect: Students cognitively engage or re-engage as a result of presentation of unusual or intriguing information.

Evidence:

Library Media Specialist Evidence:

- ☐ Teacher systematically provides interesting facts and details about the content
- ☐ Teacher encourages students to identify interesting information about the content
- ☐ Teacher engages students in activities like "Believe it or not" about the content
- ☐ Teacher uses guest speakers and various digital resources (e.g., media clips) to provide unusual information about the content

Student Evidence:

- ☐ Student attention increases when unusual information is presented about the content
- ☐ Students explain how the unusual information makes them more interested in the content
- ☐ Students explain how the unusual information deepens their understanding of the content

Resources:

Scale | Reflection Questions

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

DQ7: Recognizing Adherence to Rules and Procedures

Demonstrates "Withitness"

The library media specialist uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

Evidence:

Library Media Specialist Evidence:

- [ ] Physically occupies all quadrants of the room.
- [ ] Scans the entire room making eye contact with all students.
- [ ] Recognizes potential sources of disruption and deals with them immediately.
- [ ] Proactively addresses inflammatory situations.

Student Evidence:

- [ ] Students recognize that the library media specialist is aware of their behavior.
- [ ] When asked, students describe the library media specialist as "aware of what is going on" or "has eyes on the back of his/her head.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Applies Consequences for Lack of Adherence to Rules and Procedures

The library media specialist applies consequences for not following rules and procedures consistently and fairly.

Evidence:

Library Media Specialist Evidence:

- [ ] Provides nonverbal signals when students' behavior is not appropriate:
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head, no
- [ ] Provides verbal signals when students' behavior is not appropriate:
  - Tells students to stop
  - Tells students that their behavior is in violation of a rule or procedure
- [ ] Uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior).
- [ ] Involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior).
- [ ] Uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken).

Student Evidence:

- [ ] Students cease inappropriate behavior when signaled by the teacher.
- [ ] Students accept consequences as part of the way class is conducted.
- [ ] When asked, students describe the teacher as fair in application of rules.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Acknowledges Adherence to Rules and Procedures

The library media specialist consistently and fairly acknowledges adherence to rules and procedures.

Evidence:

Library Media Specialist Evidence:

- ☐ Provides nonverbal signals that a rule or procedure has been followed:
  - Smile
  - Nod of head
  - High Five
- ☐ Gives verbal cues that a rule or procedure has been followed:
  - Thanks students for following a rule or procedure
  - Describes student behaviors that adhere to rule or procedure
- ☐ Notifies the home when a rule or procedure has been followed.
- ☐ Uses tangible recognition when a rule or procedure has been followed:
  - Certificate of merit
  - Token economies

Student Evidence:

- ☐ Students appear appreciative of the teacher acknowledging their positive behavior.
- ☐ When asked, students describe teacher as appreciative of their good behavior.
- ☐ The number of students adhering to rules and procedures increases.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

DQ8: Establishing and Maintaining Effective Relationships with Students

Understands Students' Interests and Background

The library media specialist uses students' interests and background to produce a climate of acceptance and community.

Evidence:

Library Media Specialist Evidence:

- ☐ Has side discussions with students about events in their lives
- ☐ Has discussions with students about topics in which they are interested .
- ☐ Builds student interests into lessons.
- ☐ Regularly seeks input from students to determine reading interests and motivations.
- ☐ Includes results from a suggestion box or survey in selection of books.
- ☐ Builds displays around students' interests.

Student Evidence:

- ☐ When asked, students describe the teacher as someone who knows them and/or is interested in them.
- ☐ Students respond when teacher demonstrates understanding of their interests and background.
- ☐ When asked, students say they feel accepted.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Uses Verbal and Nonverbal Behaviors that Indicate Caring for Students

When appropriate, the library media specialist uses verbal and nonverbal behavior that indicates caring for students.

Evidence:

Library Media Specialist Evidence:

- ☐ Compliments students regarding academic and personal accomplishments.

Student Evidence:

- ☐ When asked, students describe the library media specialist as someone who cares for them.

- [ ] Engages in informal conversations with students that are not related to academics.
- [ ] Uses humor with students when appropriate.
- [ ] Smiles, nods, (etc) at students when appropriate.
- [ ] Puts hand on students' shoulders when appropriate.
- [ ] Addresses students' special requests.
- [ ] Gives students opportunities to assist and/or volunteer.

- [ ] Students respond to the library media specialist verbal interactions.
- [ ] Students respond to the library media specialist nonverbal interactions.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Displays Objectivity and Control

The library media specialist behaves in an objective and controlled manner.

Evidence:

Library Media Specialist Evidence:

- [ ] Does not exhibit extremes in positive or negative emotions.
- [ ] Addresses inflammatory issues and events in a calm and controlled manner.
- [ ] Interacts with all students in the same calm and controlled fashion.
- [ ] Does not demonstrate personal offense at student misbehavior.

Student Evidence:

- [ ] Students are settled by the library media specialist's calm demeanor.
- [ ] When asked, the students describe the library media specialist as in control of himself/herself and in control of the class.
- [ ] When asked, students say that the library media specialist does not hold grudges or take things personally.

Resources:

Scale

Scale:

DQ9: Communicating High Expectations for All Students

Demonstrates Value and Respect for Low Expectancy Students

The library media specialist exhibits behaviors that demonstrate value and respect for low expectancy students.

Evidence:

Library Media Specialist Evidence:

- ☐ When asked, the library media specialist can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students.

- ☐ Provides low expectancy with nonverbal indications that they are valued and respected:
  - Makes eye contact
  - Smiles
  - Makes appropriate physical contact

- ☐ Proves low expectancy students with verbal indications that they are valued and respected:
  - Playful dialogue
  - Addressing students in a manner they view as respectful

- ☐ Does not allow negative comments about low expectancy students.

- ☐ Promotes reading programs specifically for low expectancy students.

- ☐ Assists low expectancy students individually in selecting books that match their interests.

- ☐ Collaborates with teachers of low expectancy students on activities appropriate for their reading levels.

- ☐ Ensures that reading materials (high/low) are available for all students.

Student Evidence:

- ☐ When asked, students say that the library media specialist cares for all students.

- ☐ Students treat each other with respect.

Resources:

Scale

Scale:

Asks Questions of Low Expectancy Students

The library media specialist asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

Evidence:

Library Media Specialist Evidence:

☐ Makes sure low expectancy students are asked questions at the same rate as high expectancy students.

☐ Makes sure low expectancy students are asked complex questions at the same rate as high expectancy students.

Student Evidence:

☐ When asked, students say the library media specialist expects everyone to participate.

☐ When asked, students say the library media specialist asks difficult questions of every student.

Resources:

Scale

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

Probing Incorrect Answers with Low Expectancy Students

The library media specialist probes incorrect answers of low expectancy students by requiring them to provide evidence for their conclusions and examine the sources of their evidence. Desired Effect: All students who respond with incorrect answers are probed in the same manner.

Evidence:

Library Media Specialist Evidence:

☐ Teacher rephrases questions for low expectancy students when they provide an incorrect answer

☐ Teacher probes low expectancy students to provide evidence of their conclusions

☐ Teacher asks low expectancy students to examine the sources of their evidence

☐ When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time

Student Evidence:

☐ Students say that the teacher won't "let you off the hook"

☐ Students say that the teacher "won't give up on you"

☐ Students say that the teacher helps them think about and analyze their incorrect answers

☐ Student artifacts show the teacher holds all students to the same level of expectancy for drawing conclusions and providing sources of evidence

☐ Teacher asks low expectancy students to further explain their answers when they are incorrect

Resources:

Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating