



TEAM Observation Considerations Library Media Specialist

A library media specialist serves as a resource for students, teachers, and community members to strengthen student learning. School library media specialists work collaboratively with classroom teachers and school administrators to integrate both curricular concepts and information skills that assist research and other learning activities.

Through the collaborative process of observation, feedback, and support, every teacher can see areas to improve student learning, and every observer can support a rigorous vision of excellent instruction throughout a school. While this document focuses on the work of library media specialists, the approach to using the TEAM rubric remains the same for any content area.

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Observer Considerations: Pre-Conference

The library media specialist's library plan and lesson plan should serve as the foundations for the pre-conference. Using the planning and environment rubrics to guide pre-conference questions helps focus the conversation on student outcomes and provides evidence for instructional practice. Educators should be encouraged to discuss the plans' components and how the plans support successful student outcomes. Observers should consider the pre-conference the first stage of collecting evidence of instructional practice and should collaborate with the librarian when determining the timing of the observation. Observations on Planning of Services should be announced; ideally, this announcement would include conversations with the

LMS (Learning Management System) about the annual planning and management of the school library program. During a pre-conference for the Delivery of Services, the observer should elicit from the librarian the connection between the objective of the lesson being taught and the classroom standards. The lesson may be one that stands alone or is part of a unit; assessments are generally formative.

Possible Pre-Conference Questions on Instructional Practice	Planning or Environment Rubric Connection	Delivery of Services Connection
How do you plan instruction that addresses the needs of the learner, and how is your instruction aligned to your goals and objectives? What might I see in this lesson that is designed specifically to support your stakeholders?	Planning-Media Center Management	Standards and Objectives Motivating Students Activities and Materials Monitoring Student Understanding LMS/LIS Content Knowledge LMS/LS Knowledge of Students
How does your instruction support the instructional goals of the school and the classroom teachers?	Planning-Media Center Collaboration	Standards and Objectives Motivating Students LMS/LIS Content Knowledge LMS/LS Knowledge of Students
In what ways have you planned for learners to demonstrate mastery of the skills in this lesson and how do you capture data? What techniques do you plan to use to actively engage all learners in this learning?	Planning-Media Center Resources	Standards and Objectives Motivating Students Activities and Materials Monitoring Student Understanding Thinking Problem-Solving
What are some techniques you use to establish, maintain, and reinforce a respectful, encouraging, and supportive environment?	Environment-Expectations Environment-Managing Student Behavior Environment-Environment Environment-Respectful Culture	Motivating Students Lesson Structure and Pacing LMS/LS Knowledge of Students
How does the library collection support the needs of the students that you serve?	Planning-Media Center Management Planning-Media Center Resources Planning-Media Center Collaboration	Motivating Students Activities and Materials LMS/LIS Content Knowledge LMS/LIS Knowledge of Students

Librarian Considerations: Pre-Conference

During a pre-conference, LMS should be prepared to discuss how their work supports the goals of the school. LMS have an obligation to become familiar with the TEAM rubric, so they can articulate the connections between their practices and the resources, curricular concepts, and information skills for which they are responsible.

Considerations for Planning and Delivery of Services	Rubric Connections to Indicators
Resource Management	Media Center Management Media Center Resources Media Center Collaboration LMS/LIS Content Knowledge Environment LMS/LIS Knowledge of Students
Collection Development	Media Center Management Media Center Resources Media Center Collaboration Standards and Objectives LMS/LIS Content Knowledge LMS/LIS Knowledge of Students
Alignment and Rigor of Content and Standards	Media Center Management Standards and Objectives LMS/LIS Content Knowledge LMS/LIS Knowledge of Students
Instructional Plan	Lesson Structure and Pacing Questioning Activities and Materials LMS/LIS Content Knowledge
Student Engagement	Lesson Structure and Pacing Questioning Academic Feedback LMS/LIS Knowledge of Students Thinking Problem Solving

Observer Considerations: Evidence Collection

Evidence for performance levels may come from pre-conference conversations, classroom observation, or conversations with the LMS after the observation but prior to the post-conference. In all cases, the observer should seek to understand the educator’s approach to instruction and, more importantly, the students’ responses to the instructional practices implemented during instruction. Observers should gather evidence on how the LMS is moving students toward mastery of the lesson objective. Observers should keep in mind that librarians often have irregular class periods; for secondary-level class observations, this may be the students’ first interaction with the librarian.

Indicator	Possible Evidence	Possible Artifacts*
Media Center Management	Preconference notes should indicate the degree to which the library is organized and managed to be responsive to the needs of patrons and families.	Posted policies and student procedures Newsletters Library website Library brochures Procedures for equipment usage and repair Materials reconsideration policy Needs assessments
Media Center Resources	Pre-conference notes should indicate how resources are managed to benefit patrons and promote the library program.	Annual orders Collection development plans Monthly usage reports Equipment management documentation Pictures/displays Materials processing space Maker spaces
Media Center Collaboration	Pre-conference notes should indicate how the librarian collaborates with others to plan instruction and events and to support equipment and resource needs.	Teacher, parent, and student surveys Book requests Emails with staff Unit/lesson plans Attendance at department/PLC meetings Social media posts Library events Staff training
Expectations	Observer’s notes should reflect how effectively the librarian communicates procedures and models instructions. Note how	Procedures for equipment usage and repair

	students manage themselves in the library space and the consistency of which expectations are reinforced.	Materials reconsideration policy, posted policies, and student procedures Teacher, parent, and student surveys
Managing Student Behavior	During instruction, the observer should note how effectively the librarian interacts with the learners and how consistently the librarian communicates behavioral expectations. Note how effectively the librarian utilizes various techniques for responding to student behavior.	Teacher, parent, and student surveys Posted policies and student procedures Discipline records Circulation rates Class schedules
Environment	Note how students handle receiving, using, and returning materials. Capture evidence of materials and resources that are organized and readily accessible and flexible usage of space.	Newsletters Library website Library brochures Procedures for equipment usage and repair Teacher, parent, and student surveys Posted policies and student procedures
Respectful Culture	Look for the frequency of feedback and the level of support in all aspects of instruction, including how effectively the teacher uses prevention strategies. Note how well the librarian incorporates the use of celebrations of individual or group accomplishments.	Newsletters Teacher, parent, and student surveys Annual orders Collection development plans Pictures/displays
Standards and Objectives	Pre-conference notes should indicate the standard and/or objective the librarian will use to develop the lesson and activities and how the lesson aligns with the school or classroom goals and relevant curricular areas.	Unit/lesson plans Attendance at department/PLC meetings Emails with staff
Motivating Students	Seek evidence of student engagement through student opportunities to discuss and ask questions about the content they are learning. Note when the librarian reinforces and rewards students for their effort, and capture evidence that indicates the level of student independence and/or	Teacher, parent, and student surveys Book requests Newsletters Library website Library brochures Circulation rates Class schedules Posted policies and student procedures

	interdependence as they engage with the work and their environment.	
Presenting Instructional Content	Gather information on how effectively students engage with the librarian during direct instruction and how modeling is used to support student learning. Seek evidence of individual student engagement with the lesson or task. Record evidence for how effectively the librarian uses visual supports and modeling.	Library website Library brochures Circulation rates Class schedules Monthly usage reports Equipment management documentation Pictures/displays Materials processing space Maker spaces
Lesson Structure and Pacing	Collect evidence of a clear beginning, middle and end for the lesson. Seek evidence for student and teacher awareness of time needed vs. time spent in transitions. Be aware that if students are checking out books, this will result in a shortened lesson.	Unit/lesson plans Circulation rates Class schedules
Activities and Materials	Look for evidence that the activities and materials used in the lesson are aligned to the standard for the lesson. Note how effectively students engage with independent and group activities. Capture evidence that students know how to properly navigate the library space.	Posted policies and student procedures Pictures/displays Materials processing space Maker spaces Library website Library brochures Circulation rates Class schedules Use of cues
Questioning	Capture how well the librarian implements a protocol for calling on a variety of students to check for understanding and promote engagement. Capture evidence of wait time and purposeful application of student knowledge to answer questions.	Posted policies and student procedures Circulation rates Interactions with students Student interactions
Academic Feedback	Collect evidence of how well the librarian provides students with feedback and how students give feedback to one another. Capture evidence of the effectiveness of performance cues to self-correction	Interactions with students Interactions with students Use of cues

	and/or improvement in outcomes and behaviors.	
Monitoring Student Understanding	Seek evidence that the librarian is monitoring students' performance as they are engaged in learning activities. Note re-teaching occurring in real time. Seek evidence that re-teaching approaches are varied, may occur later, and appropriate for the learners.	Interactions with students Interactions with students Use of cues Circulation rates Class schedules Collaboration with classroom teacher
LMS/LIS Content Knowledge	Note how effectively the librarian employs various instructional strategies to teach the skill in the lesson. Seek evidence of how the librarian leverages different strategies to ensure students are both supported and allowed to work independently. Note when content is delivered using student-friendly language.	Teacher, parent, and student surveys Book requests Newsletters Library website Library brochures Circulation rates Class schedules Posted policies and student procedures Annual orders Collection development plans Monthly usage reports Equipment management documentation Pictures/displays Materials processing space Maker spaces
LMS/LIS Knowledge of Students	Note the techniques used by the librarian to ensure each student remains highly engaged and how effectively the librarian provides opportunities for all students to be successful. Capture evidence that demonstrates how student data has been utilized in library program decisions.	Interactions with students Interactions with students Use of cues Circulation rates Class schedules Collaboration with classroom teacher Teacher, parent, and student surveys
Thinking	Capture evidence of how frequently the librarian provides opportunities for students to think during the lesson. Note what types of thinking the librarian is modeling for students and how effectively the librarian is providing them with experiences to apply the various thinking types.	Interactions with students Interactions with students Use of cues Student independence

Problem Solving	Collect evidence of what types of problem-solving students are engaged in during activities. Evidence may include the types of questions students are asking and conversations among peers or with the librarian.	Interactions with students Interactions with students Use of cues Student independence
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** Because LMS Delivery of Service indicators are almost identical to the General Educator Instructional indicators, library media specialists will have many of the same artifacts and evidence as classroom teachers.*

Observer Considerations: Preparing for the Post-Conference and Using the Performance Level Guide

After the observation, observers should ask clarifying questions as needed **prior** to the post-conference. These questions might happen immediately after the observation or occur later after reviewing evidence notes. For LMS observations, this step might involve reviewing the annual library plan. Questions might include:

- How do you use data to inform your programming decisions?
- How do you determine mastery of the skill taught in this lesson?
- How did you incorporate technology tools or digital resources into the lesson?
- How did you collaborate with classroom teachers or other educators to align the library lesson with classroom curricula?
- How does this lesson support the goal of high-quality literacy instruction?

Observers should use the performance level guide and LMS rubric to support the alignment of evidence (coding) to scores. Each performance level has nuanced differences, described below. This guide helps identify the expertise with which practice is implemented. Note that both consistency and impact are considered when determining performance level.

Performance Level Guide

1	Significantly Below Expectations: A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric and struggles to implement them. The teacher has little to no impact on student outcomes .
2	Below Expectations: A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric but implements them Inconsistently . The teacher's impact on student outcomes is below expectations .
3	At Expectations: A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. The teacher's impact on student outcomes meets all expectations .
4	Above Expectations: A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them skillfully and consistently . The teacher makes a strong impact on student outcomes .
5	Significantly Above Expectations: A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric and implements them adeptly and without fail . The teacher meets ambitious teaching and learning goals and makes a significant Impact on student outcomes . Performance at this level should be considered a model of exemplary teaching .

After evidence gathered throughout the observation process has been coded and scored, the observer will **design the post-conference**. This conference should focus on three things:

- Identified areas of reinforcement and refinement.
- Resources for the librarian to use as they hone their refinement area practice.
- A follow-up plan for the leader to support the librarian's progress and success.

More detailed support for post-conferences may be found in the [Teacher Evaluation Handbook](#).

With additional questions, please contact TEAM.Questions@tn.gov.