

Danielson Domains and the Library

Domain 1

Planning and Preparation

The Library:

Reflects what is going on in classrooms

Library schedule of classes

Knowledge of common core and where inquiry connections occur

Collection Management / Collection Development,

- Quality materials specific to classroom learning
- Provide resources for diverse learners
- audio books, lexiled resources esp. non-fiction

- Holdings are accessible
- Orders based on needs of teachers/classrooms and curriculums

Assist teachers in discerning reading levels of materials – lexile counts

Embedded assessments into lessons

Formative & summative

- survey monkey
- ticket to leave
- KWL charts
- Rubrics
- Works cited sheets

Synthesize various requirements

Collaboration: dept. meetings, curriculum maps, 1 on 1 collaboration

Technology for collaboration and instruction

Curriculum maps

Knowledge of Learning Standards & CCSS

Knowledge of IEP's

Being prepared for all learners – DI & materials

Info literacy focus

Lesson essential Questions, word wall

Student Performance indicators

Example: ticket out the door, guided practice, essential questions posted, KWL

Forwarding lesson plans to administration

Domain 2

The Library Environment

Inviting -

Displays, bright, organized

Materials, brochures

Signage, posters

Making good use of space for diverse student learning
(Measure-Are students engaged? Faculty using facility?)

Manage Student Behavior – differs greatly from classroom with assigned seats & rows

Elementary – book selection & checkout, some without Aide can be chaos

HS – classes – instruction with research; study hall; computers

Managing classroom procedures, collection management

The Classroom Environment

Expectations of respectful, safe behavior taught: routines, consequences for misbehavior

Choices and self-directed learning

Students have pride in work due to choices

Manage material – experts

Organization – experts

Structured environment to access information

Supervise volunteers and paraprofessionals

Transitions – routines for each class year-to-year, similar routines; visual schedule

Create a welcoming and challenging intellectual space

Domain 3

Instruction in the Library

Inquiry-based lessons
Align library skill lessons to curriculum
Use technology (teachers and students)
Use rubrics for assessment
Cooperative learning groups
Incorporate differential learning styles

Instruction

Student directed
Inquiry-based learning
Assessment
Pre-testing/Post-testing rubrics/Rubrics
Student self-assessment rubrics, checklists
Closure! –summary of learning objective
Ticket out the door, one-liners, give 1—take1, etc.
Students can articulate the lesson goal, when asked.

Collaboration - Core curriculum

Variety of assignments
Research projects
Proactive
Peer review
Collaboration log
Exemplars of research units
EQ's drive lessons,
Exemplars of student learning,
Pre - post assessment samples
Testing logs
Questioning – peer questioning, student ownership
of lessons - examples of student questioning
Lessons integrate technology & engagement
Lessons differentiated
Use of manipulative
Graphic organizers for instruction
Great work on display
Photos

Domain 4

Professional Responsibilities

Website, Twitter, Facebook, newsletter, displays, handbooks,
events (information nights, author visits, etc.)
PD, in-district committees, mentoring (official, unofficial), new
teacher orientation, attending dept. meetings-going to AND
providing
PD, reading journals, belonging to professional organizations
Policies and procedures, maintaining professionalism via
technology (Twitter, Facebook, etc.)
Know State regulations
Website maintenance
Keep Statistics (classes taught, usage of space, circulation)
Survey – evidence binder
Survey results/analysis – evidence binder
Database usage, Circ/ILL stats
Library policies in place, up to date
Teaching reflection journals
Collaboration logs with teachers
Collection Analysis reports
New ideas – newsletter
Librarian is able to articulate educational trends
Emails to colleagues
Back to school letters.
Member Plan – evidence binder
Librarian has goals – instructional, data
Annual or monthly reports
Communicate - Home to School
Aligned with BOE and building goals
Letters home – evidence binder
Kindergarten parent letter
1,000 book club
Volunteers – junior achievement (1,000 book club, author visits)
Reading programs – collaboration with community
Enmeshed in school events
Attend school functions
Advise school club
Committees
Developing PD Professionally
Mentoring –
Share successes and resources with SLMS
Professional Wiki
Keep current
Demonstrate
Maintaining website
Policy manual – evidence binder
Professional Organizations – evidence binder
Member of professional organizations
Present at PTSA?O meetings