

Danielson for Library Resource Center Directors
List of Evidence Samples by Domain
Judy Bauman, LRC Director Tate Woods Elementary School
Lisle CUSD #202
630-493-8096
jbauman@lisle202.org
[@TateLRCLisle202](#)
Revised 11/1/2016

Domain 1: Planning and Preparation

1a. Demonstrating knowledge of literature and current trends in library/media practice and information technology. **Key Distinguished wording:** *Drawing on extensive professional resources, current trends in technology.*

Examples of resources: webinars, websites, best book lists, reviews in School Library Journal, conference sessions at ISLMA, conference sessions at ICE, participation in Children's Choice Book Awards committees, grad classes, PDAs offered by district technology team, literacy conferences (Judson), Novelist, Specify any professional wikis and web 2.0 tools used.

1b. Demonstrating knowledge of the school's program (content standards) and student information needs. **Key Distinguished wording:** *leadership role, articulate the need of students for information technology.*

Examples of supporting Illinois Learning Standards: securing appropriate nonfiction text and text types, digital text to support curriculum at various reading levels. Attend benchmark meetings to gain knowledge of special student needs, collaborate with special education staff to secure appropriate educational accommodations in technology, assessments, and literacy. Special adaptive seating and touch screen in the lab, English/Spanish collection, uniform passwords in all capitals to match keyboard, collaborate with technology coach in developing lessons, skills, and research strategies. Standardize usernames and passwords across programs.

1c. Establishing goals. **Key Distinguished wording:** *goals for the media program are highly appropriate developed with students and colleagues.*

Examples: Use Linking for Learning: The Illinois School Library Media Program Guidelines as a tool to establish goals. Rotate assessment and reflection every year within the three key areas. (This can also be used as a rubric for student and teacher to evaluate media program) Surveys can tie evaluations into School Improvement Plans.

1d. Knowledge and access to resources. **Key Distinguished wording:** *fully aware and seeks out new resources.*

Examples: Provide interlibrary loan, database access, continually renew digital resources, Summer Reading Program collaboration with Lisle Library, collaborate with LEHSO reps for book fair, added PebbleGo additional database, evaluate Khan academy as a tie to MAP RIT scores, added IXL bookmarks, AR, STAR and Open ebooks to I pads. Added Biblionasium to Follett.

1e. Planning integrated with overall school program. **Key Distinguished wording:** *highly coherent, competing demands of scheduled time, maintain and extend collection, developed after consultation with teachers.*

Examples: Consults with teachers to schedule: Web based MAP testing, STAR testing. Manage AR program. Plans and schedules school wide reading activities, author presentations, Reader's Choice Award voting. Seeks input during grade level meetings and Building Leadership Team, participates in scheduled weekly planning sessions with technology coach and partner LRC Director, partners with technology coach to oversee balanced lab instruction with opportunity for independent practice.

1f. Plan to evaluate. **Key Distinguished wording:** *highly sophisticated, imaginative sources of evidence, clear path toward improvement ongoing basis.*

Examples: serve on technology committee at building level to be aware of tech plans for school and district, offer input to technology purchases and possible uses to support the library media program, initiated chromebook purchases to support standardized testing. Use Linking for Learning in developing a plan for evaluation. Develop ways to gain student evaluation of your program.

jbauman@lisle202.org

Domain 2: The Environment

2a. Respect and Rapport. **Key Distinguished wording:** *Interactions with individual students and classroom teachers are highly respectful, genuine warmth, caring and sensitivities to students' cultures. High civility among students.*

Examples: collection reflects diversity (shelf list, displays), bibliographies of Social Emotional titles, photos of collaborative work, behavior (conflicts) log, informal assessments of number of student or staff usage, emails from teachers.

2b. Culture for Investigation/love of literature. **Key Distinguished wording:** *essential nature of seeking information and reading. Internalized values.*

Examples: signage to encourage independence (directions for use), OPAC, circulation statistics, displays, blogging, database hits, open and flexible schedule, results of student survey, "love letters."

2c. Library procedures. **Key Distinguished wording:** *routines seamless, students assume responsibility for smooth operation.*

Examples: overdue and lost materials statistics, signage encouraging students to help each other, small group and whole class use, students are responsible for their own return and self-checkout.

2d. Behavior. **Key Distinguished wording:** *standards of conduct clear, evidence of student participation, monitoring is subtle and preventive, sensitive, students take active role in monitoring.*

Examples: volume charts, rules displayed, book care bookmarks, care of equipment, reinforce with directions to sign High Five chart.

2e. Physical space. **Key Distinguished wording:** *highly effective, clear signage, traffic flow, adequate space, attractive book displays.*

Examples: directional signage, photos of book displays, combination of media use and abundance of tables for group work, open hours, boxes and bins with books on topics, preschool shelving for selection, access to screens, pencils and paper for research.

Domain 3: Delivery of Service

3a. Maintain and extend library collection. **Key Distinguished wording:** *selects thoughtfully, with teaching colleagues, purges collection, balanced.*

Examples: collection development reviews, journal articles, weeding log, Titlewise records, correspondence from teachers requesting materials, correspondence from educator requesting input, purchasing from bibliographies (Illinois Learning Standards, other educators).

3b. Collaborating. **Key Distinguished wording:** *initiates with classroom teachers, designs lessons and units, locate additional resources outside school.*

Examples: grade level meeting notes and agendas, team teaching lesson plans, discussion of author visits to meet needs, collaborate for visiting readers, Lisle Library programs, skyping. Working with administration.

3c. Engaging students. **Key Distinguished wording:** *highly engaged, enjoying literature, learning information skills, take initiative, ensure engagement of peers.*

Examples: author events, circulation statistics, students select for classroom libraries, Monarch displays, AR statistics for words read by grade level, nonfiction circulation for unit work, online activity (hits) for research projects, Reading Makes Cents summary of penny collection: animal adoptions, rainforest conservation, community memorial.

3d. Assist students and teachers in use of technology. **Key Distinguished wording:** *proactive in initiating sessions.*

Examples: teaches small group lessons using AR and STAR technology on computers and Ipads, Primary MAP warmup activity, instruction in databases, accessing Follett through Ipads.

3e. Flexibility and responsiveness. **Key Distinguished wording:** *seeking ways to improve makes changes in response to student, parent, or teacher input.*

Examples: input from BLT, actions from surveys, examples of improvement: shelving on wheels to create more workspace for large groups, photos of use, lab schedule with usage in LRC, after school event use.

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Domain 4: Professional Responsibilities

4a. Reflecting. **Key Distinguished wording:** *highly accurate, perceptive, specific examples, alternative strategies, success*

Examples: Linking for Learning report, adjustments to specifics in program drawn from reflection.

4b. Budgets and Reports. **Key distinguished wording:** *anticipates needs, timely.*

Examples: inventory, missing items report, spend budget, meet with administration to assess needs, Per Capita grant application, lobby for additional funds to meet specific needs.

4c. Communicating. **Key distinguished wording:** *proactive reaching out to parents, establishing contacts with outside libraries, coordinating efforts.*

Examples: parent volunteer schedule, website activity, newsletter, learning fair, literacy night open house, birthday book program, book fairs, Lisle library joint meetings, Lisle Library presence at open house, Summer Reading Program collaboration, mayor at our Monarch voting, book exchange program schedule, social media. ESSA workshops through RAILS and ISLMA.

4d. Professional Community. **Key distinguished wording:** *substantial contribution, leadership.*

Examples: mentoring, plan school wide events, newsletters, supervision of student teacher, leading staff book club, participation on the building leadership team, coordinates PLCs for the LRC departments, participation on the Social Emotional Learning Standards district committee, participation on the district Evaluation Design Committee, participation on Interview teams.

4e. Professional Development. **Key distinguished wording:** *actively pursues professional development opportunities, substantial contribution, offering workshops.*

Examples: copy of attendance to professional development in district, copy of workshops and PD designed by LRC Director, grad classes, ISLMA and ICE conferences, lead sessions on literature for first and second grades at: ISLMA, Illinois Reading Council, ILA Reaching Forward conference, DuPage/DuKane County Institute; Served as Chair for a State Readers Choice Book Award.

4f. Professionalism: **Key distinguished wording:** *highest standards, honesty and integrity, leadership role ensuring no plagiarism or violation of copyright.*

Examples: serve on AUP committees, fair use and copyright rules are posted, reports of instances to deny access and use based on policy, tracks Acceptable Use Policy for students at the building level.

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