Possible Guiding Questions:
Conversations Between Principals and Teachers

ROLE: Librarian

This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.

Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a "checklist" to be followed. They are provided solely as a resource.

Domain 1: Planning and Preparation

1a: Demonstrating knowledge of content and pedagogy	**Possible Guiding Questions:**
	
	 • Specifically, what do you expect the student to know?
	     The district-approved information literacy curriculum.
	 • What things do you routinely do to extend your content knowledge in the subject/subjects you teach?
	     Participate in professional development activities such as attend information literacy related in-service programs, conferences, read professional journals, and seek information on emerging topics and trends in the field.
	 • Describe the process you use as you plan your daily lessons.
	     Knowledge of district-approved information literacy curriculum and general curriculum, collaboration with teachers, application of academic and information literacy standards, differentiation of instruction, instructional strategies, activities, and assessment.
	 • What strategies do you use to check students' misconceptions as you begin the study of a new concept?
	     Questioning and discussion techniques, pre-testing.
	 • How do you adapt instruction for those students who need extra time and alternative strategies to master a concept?
	     IEP, discussion with classroom teacher and/or learning support professionals
	 • What enrichment is available for those who have mastered the concept you are teaching?
	     Alternate higher level assignments.

1b: Demonstrating knowledge of students	**Possible Guiding Questions:**
	
	 • Tell me how you provide diverse materials for students at various levels and in a variety of formats.
	     Materials are provided in a variety of reading levels. Formats include digital, visual, audio and print resources. Diversity of cultures is represented.
	 • How do you collaborate with classroom teachers to determine student needs?
	     Email and face to face discussions provide support prior to and during instruction.

Domain 1: Planning and Preparation

	• How do you differentiate instruction? *Variety of instructional methods that appeal to all learning styles.* • What resources have you investigated to support your efforts? *Information and strategies supplied by learning support staff, current research/methods.*
1c: Setting instructional outcomes	**Possible Guiding Questions:** • How do you set your goals in relationship with academic and information literacy standards? *Refer to AASL Standards for the 21st Century Learner, PA Academic Standards, and Pennsylvania Guidelines for School Libraries. Instructing students in a variety of resources to meet their instructional goals in all subject areas.*
1d: Demonstrating knowledge of resources	**Possible Guiding Questions:** • What professional resources do you consult in order to provide print and digital resources in the development of your collection? *Reviews from professional library journals, attendance at workshops, conferences, and membership in professional organizations.* • What types of resources do you use in instruction? *A variety of print resources, online databases, web 2.0 tools, high quality websites, organization and management software, etc.*
1e: Designing coherent instruction	**Possible Guiding Questions:** • How do you develop collaborative and/or differentiated instruction? *Collaboration is developed through communication with the content area teacher(s), joint planning of lessons/assessments, and variety of resources to meet student needs.*

Domain 1: Planning and Preparation

1f: Designing student assessment	**Possible Guiding Questions:**
	• What types of assessments do you use? *Rubrics, checklists, graphic organizers, exit tickets, surveys, formal research projects, questioning and discussion strategies.*

Domain 2: The Classroom Environment

2a: Creating an environment of respect and rapport	**Possible Guiding Questions:**
	
	• How do you model respectful behavior for your students?
	    Follow all school rules and regulations, model respectful interactions.
	• What barriers to appropriate behavior do you encounter and what have you done to minimize them?
	    Unresponsive/disruptive students-redirect student behavior, retraining.

2b: Establishing a culture for learning	**Possible Guiding Questions:** • Student engagement is about the nature of the work and who does it. In what ways do you encourage your students to be active participants? *Designing interactive instruction, engaging students in a variety of activities, consistently providing students with opportunities to practice the skills they have learned and share them with others, promote information literacy skills as essential to lifelong learning.*
2c: Managing classroom procedures	**Possible Guiding Questions:** • What routines and behaviors have you encouraged to ensure smooth operations and a positive atmosphere in the library? *Routines and procedures are reviewed and consistently enforced for example, circulation procedures, pass procedures, study hall procedures, seating charts, computer use, etc.*
2d: Managing student behavior	**Possible Guiding Questions:** • Describe your student behavior plan. Is it clear, consistent, fair, appropriate and preventive? *Clear expectations, rules posted, reinforcement of positive behaviors, redirection of misbehaviors, adherence to school rules, etc.*

Domain 2: The Classroom Environment

2e: Organizing physical space	**Possible Guiding Questions:** • How do you utilize the existing physical space to maximize student learning? *The physical layout of the library is flexible to accommodate technology, large group instruction, collaborative groups, individual instruction, literacy activities, etc. Displays promote reading and information literacy. Materials are accessible to all students.*

Domain 3: Instruction

3a: Communicating with students	**Possible Guiding Questions:**
	• What strategies do you use to check students' misconceptions as you begin the study of a new concept?
	Question and discussion techniques, determine prior knowledge, analyze previous work, use inquiry based activities, give students individual feedback.
	• How do you ensure student understanding?
	Students are able to apply the learning, students are able to comprehend, students are able to analyze and construct new knowledge, students are able to formulate questions, students meet objectives.
3b: Using questioning and discussion techniques	**Possible Guiding Questions:**
	• How do you maximize student participation in discussion?
	Utilizing questioning techniques that engage most of the class, requiring them to formulate their own questions, asking questions that require higher order thinking skills, allowing techniques that encourage discussion with a partner or group prior to sharing with the class such as "Think-Pair-Share."
3c: Engaging students in learning	**Possible Guiding Questions:**
	• In your planning, how do you determine groups of students who work cooperatively?
	Collaboration with the classroom teacher to determine best configuration of groups to maximize achievement.
	• What strategies or techniques do you use to maximize student engagement?
	Utilize a wide variety of instructional activities, focus on inquiry-based learning, require participation from all students, encourage student interaction with one another.
3d: Using assessment in instruction	**Possible Guiding Questions:**
	• What types of assessment do you use?
	Rubrics, checklists, surveys, journal, technology presentations, bibliography checks, quizzes, exit tickets.
	• How do you know that your instruction is effective?

Students are on task, Teacher/Librarian reflection meetings on the success of a project, Student reflections, Observation, students met teacher's or librarian's objective.

3e: Demonstrating flexibility and responsiveness	**Possible Guiding Questions:** • What do you do when you are halfway through your lesson and you realize that your students don't understand the concept you are teaching? *Using questioning techniques, determine how much of the concept they understand. From this point, review and reteach using a new strategy to facilitate better understanding. The Librarian may also request that the collaborating teacher give them more instructional time to review the concept with students.* • How do you handle multiple demands on your time? *Possible situations may include: students coming to the library from study hall, learning support classes, content area classes, making up tests, independent research, recreational reading, use of computers, assistance with technology, inter-library loan requests, teacher collaboration, library scheduling, circulation, management tasks (such as cataloging, acquisitions, purchase requests, collection development, weeding, inventory, maintenance.) Answers provided will reflect any methods of multi-tasking the librarian uses during any given period of the day.*

Domain 4: Professional Responsibilities

4a: Reflecting on teacher and student learning	**Possible Guiding Questions:** • In what ways have you reflected on the observed lesson? *Self-reflection included analyzing whether or not objectives were met by looking at student work, assessments and observation. Discussion with collaborative teacher on effectiveness/success of project based on information resources.* • What Professional Development contributed to the strategies you used during the lesson? *Possible answers may include use of new technologies/strategies learned during conferences, in-services, webinars, and professional journal reviews of new resources.*
4b: Maintaining Accurate Records	**Possible Guiding Questions:** • What records do you keep in relationship to the library program and instruction? *Student grades, circulation numbers, collection data, inter-library loan statistics, database usage, student usage numbers (of library, of technology), class instruction types and statistics, research project records, lesson plans, curriculum, library policies.*
4c: Communicating with Families	**Possible Guiding Questions:** • How do you keep parents and the community informed about what's happening in your library? *Newsletters, web presence (school website, social media), presentations to PTO or school board.* • How do you inform parents about student library obligations? *Notices or bills sent home, phone calls, email communications.*
4d: Participating in a professional community	**Possible Guiding Questions:** • How do you view your role as a professional member of our school's learning community? *Librarians have unique roles as instructor, teaching partner, technology leader, facility administrator and information expert. In these roles we connect with all members of*

Domain 4: Professional Responsibilities

	the school community; students, staff, administration and community. Plays a role in extracurricular activities, member of school-wide committees. • What other ways do you participate in a professional learning community as a librarian? *Social media, professional blogs, wikis and listservs, professional literature and organizations.*
4e: Growing and developing professionally	**Possible Guiding Questions:** • Are you a member of any professional organizations? *ALA, AASL, PSLA, local library affiliates, ISTE, PSEA, NEA, Phi Delta Kappan, (other educational organizations)* • Do you subscribe to any print or online professional publications? *Learning & Media, Library Media Connection, School Library Journal, Booklist, Horn Book, etc.* • How do you contribute to the professional growth of your school community? *Disseminating educationally appropriate resources and information via a variety of formats such as email, announcements, faculty meetings, in-services, presentations, etc.*
4f: Showing professionalism	**Possible Guiding Questions:** • What do you believe to be the characteristics of an exemplary librarian? *A sincere interest in continued professional growth, strong connected relationships with staff and administration, flexibility to communicate and work on a variety of tasks with a diverse group of stakeholders, communicate the value of your program to student achievement.* • What are your personal goals to maintain your professionalism? *Stay current with emerging trends in information, technology and instruction, increase collaboration, maintain an up to date and innovative collection that is aligned with curriculum and student interests.*