

AR TESS Library/Media Specialists Framework

DOMAIN 1: Planning and Preparation

- 1a Know Current Trends in Library/Media Practice, Information Technology and Literature
- 1b Know Students and How the Program Can Address their Needs
- 1c Establish Goals for Program
- 1d Design a Coherent Program within School Programs and in Budget Guidelines
- 1e Develop a Plan to Evaluate the Program

DOMAIN 2: The Classroom Environment

- 2a Respectful and Rapport
- 2b Culture for Learning
- 2c Establish and Maintain Library Procedures, Physical and Virtual Spaces and Supervising Library Para Professionals and Student Assistance
- 2d Manage Students Behavior
- 2e Organize Physical Space

DOMAIN 4: Professional Responsibilities

- 4a Reflect on Practice
- 4b Maintain Accurate Library Records
- 4c Communicate with School Staff and Community
- 4d Participate in a Professional Community
- 4e Grow and Develop Professionally
- 4f Show Professionalism

DOMAIN 3: Instruction

- 3a Communicate with Members of the Learning Community
- 3b Questioning and Research Techniques
- 3c Engage Students in Literature and Learning Information Skills
- 3d Assessment in Instruction
- 3e Flexibility and Responsiveness

CLARIFYING

Clarifying communicates that the listener has...

HEARD what the speaker said BUT does NOT fully UNDERSTAND what was said. Clarifying involves ASKING A QUESTION (direct or implied) to:

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

- Say a little more about...?
- Can you clarify what you mean by ...?
- Share an example of ...
- So, are you saying/suggesting...?
- In what ways is that idea like (or different from) ...
- When you say _____, what meaning does that have for you?

INSTRUCTIONAL STEMS

- What we know is...
- The research around this shows that...
- A couple of things to keep in mind...
- Some teachers have tried....
- There are number of approaches...
- Sometimes it's helpful if...

PARAPHRASING

Paraphrasing communicates that the listener has...

HEARD what the speaker said, UNDERSTOOD what was said, and CARES

Paraphrasing involves either:

RESTATING in your own words, or
SUMMARIZING

Some possible paraphrasing stems include the following:

- So ...
- In other words ...
- You are saying ...
- You are feeling ...
- Your opinion is ...
- You're considering several things ...
- A value or belief you have ...

NON JUDGMENTAL RESPONSES

- Build trust
- Promote an internal locus of control
- Encourage self-assessment
- Develop autonomy
- Foster risk-taking

Possible examples:

- Identify what worked and why
- When you _____ the student really _____
- Encourage
- It sounds like you have a number of ideas to try out! It'll be exciting/interesting/great to see which works best for you!
- Ask the teacher to self-assess
- How do you think the lesson went and why?

SUGGESTION STEMS

- One thing we've learned/noticed is...
- A couple of things to keep in mind...
- Several/some teachers have tried a couple of different things in this sort of situation and maybe one might work for you...
- What effective teachers seem to know about _____ is _____ ...
- Something/some things to keep in mind when dealing with...
- Something you might consider trying is....
- There are a number of approaches...
- Sometimes it's helpful if...

Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.

- How might that look in your classroom?
- To what extent might that be effective in your situation/with your students?
- What do you imagine might happen if you were to try _____ with your class?
- Which of these ideas might work best in your classroom (with your students)?

MEDIATIONAL QUESTIONS

- HYPOTHESIZE what might happen
- ANALYZE what worked and what didn't
- IMAGINE possibilities
- COMPARE AND CONTRAST what was planned with what happened:
- What might be some other ways ...?
- What would it look like if ...?
- What might happen if you ...?
- What do you consider when you decide ...?