

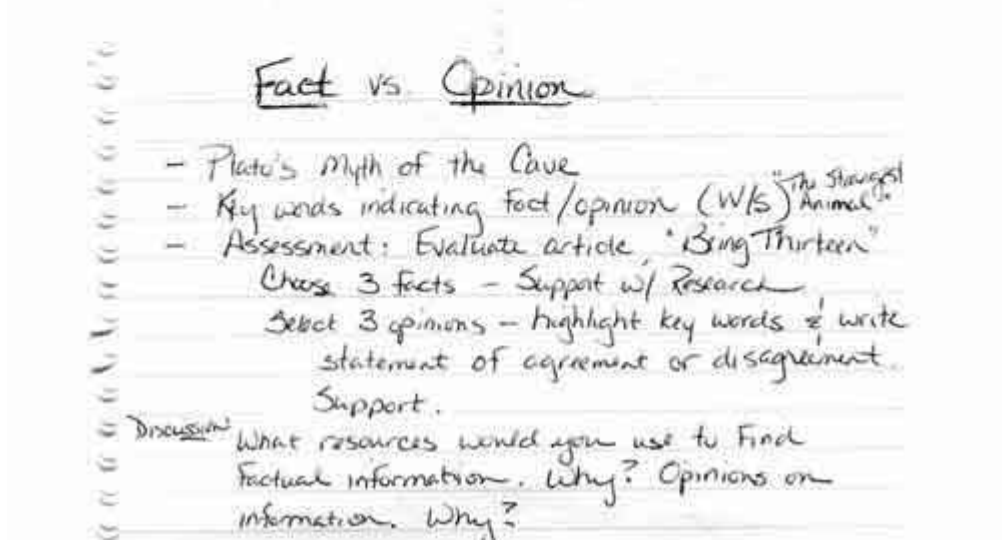
STANDARD 1: INSTRUCTION	
<i>Discussion Question:</i> How do you promote and model effective use of information literacy and technology to demonstrate critical thinking and problem solving and communicate learning that is in alignment with classroom objectives?	
<ul style="list-style-type: none"> ▪ Samples of student work. ▪ Reports of formal and/or informal contacts with colleagues including logs or collaboration forms. ▪ Summary of objectives and teaching strategies utilizing library resources and multimedia technology. 	<ul style="list-style-type: none"> ▪ Differentiated lesson plans or units that address multiple learning styles, foster independent learning, and develop quality presentations of learning. ▪ Lesson plans or units that foster reading enjoyment and lifelong learning.
STANDARD 2: ASSESSMENT	
<i>Discussion Question:</i> How do you assess information literacy and technology instruction that is integrated with classroom objectives?	
<ul style="list-style-type: none"> ▪ Rubrics or assessments tied to lesson plans and data collected. ▪ Teacher-made tests prepared in collaboration with classroom teachers. ▪ Develop an action research plan based on a need for improving library services. 	<ul style="list-style-type: none"> ▪ Reflection on unit or lesson taught. ▪ Checklist or evaluation of a lesson taught. ▪ Written collection map and development plan covering the next 2–5 years.
STANDARD 3: CURRICULUM AND PLANNING	
<i>Discussion Question:</i> How do you provide activities that enable students to acquire 21 st Century skills (i.e. locate, analyze, evaluate, synthesize, and present information) to complete classroom assignments?	
<ul style="list-style-type: none"> ▪ Lesson or unit plans. ▪ Differentiated lesson plans. ▪ Collaborative planning forms. ▪ Lesson plans from several curricular areas that use a similar research process (cross-curricular research methods). ▪ Evidence of collection development tied to curricular goals. 	<ul style="list-style-type: none"> ▪ Bibliography or web quest of the library resources for a specific classroom unit taught emphasizing curriculum connections. ▪ Demonstrate use of curricular terminology (literacy—"paraphrase," "memoir", science—"hypothesis," "variable," etc.) and teaching strategies in the LMC. ▪ Evidence that the library program meets the needs of individual student research objectives.
STANDARD 4: LEARNING ENVIRONMENT	
<i>Discussion Question:</i> How do you create the library atmosphere so that it is conducive to inquiry, research, and learning for all members of your community?	
<ul style="list-style-type: none"> ▪ Documents such as LMC schedule or plan book that show opportunities for every student to use the library media center according to their needs. ▪ Examples of user respect for library rituals and routines. ▪ Signs that guide the library user. 	<ul style="list-style-type: none"> ▪ Job aids describing specific steps for using individual library resources. ▪ Substantiate that user's feel welcomed, respected, honored, and supported in the library. ▪ Topical displays of materials and student work.
STANDARD 5: PROFESSIONAL RESPONSIBILITIES	

Discussion Question: How do you manage the professional responsibilities associated with the Library Media Center?

- LMC Policies and Procedures Manual—an established set of rituals and routines.
- Up-to-date statistics of library usage and materials expenditures.
- Evidence of partnership with school, family, and community organizations.
- LMC plan book demonstrating appropriate standards used for each lesson.
- Demonstrate that objectives are used routinely to drive instruction.
- Promotion and marketing of the library programs, events, and services.
- Participation in school-wide committees such as leadership team, scheduling, budget, technology, and staff meetings.
- Communication about upcoming LMC programs, new materials, resources, services, and special displays (e.g., newsletters, website, book fair).
- Evidence of attendance at professional meetings (conferences, inservices, district, association, and/or state committees) and examples of success applying information to LMC program.

Sample Standard 1:

RECORD OF TEACHING OR SERVICE COVER SHEET	
Educator Name <i>Cheryl Josephy</i>	Date
Record type (grade book, lesson plan, etc.) <i>Lesson Plan / Unit Plan: "Fact vs Opinion"</i>	
Performance Standard <i>1: Instruction. How do you provide information literacy?</i>	
Criteria <i>Differentiated lesson or unit plan; Motivational activities</i>	
Description of how the record of teaching or service is evidence of the performance standard and/or criteria:	
<i>Students will study and learn key differences between fact and opinion when researching; they will select work/resources showing examples of both.</i>	



Sample Standard 2:

RECORD OF TEACHING OR SERVICE COVER SHEET	
Educator Name <i>RE</i>	Date
Record type <i>(grade book, lesson plan, etc.)</i> Rubric	
Performance Standard #2 Assessment	
Criteria Bullet #1	
Description of how the record of teaching or service is evidence of the performance standard and/or criteria:	
<i>Students evaluate their Biography Research unit to assess information literacy and technology instruction that is integrated with Classroom & library objectives.</i>	

**Rubrics Biography Research Unit
Sample Standard 2**

Category	4 Advanced	3 Proficient	2 Partial Proficient	1 Unsatisfactory
Research	3 or more detailed, important facts for each	2 or more detailed, important facts for each category	1 important fact for each category	No important facts for any category
Writing	Draws the reader in with an inviting lead, middle, and a satisfying end	Has a satisfactory beginning, middle, end with closure	Writes 2 out of 3 beginning, middle, end	Has only 1 of 3: beginning, middle, end
1 st Draft	Detailed paragraph for each category (elaboration)	Semi-detailed paragraph for each category	Some details in each paragraph for each category	Few or no details in paragraph for each category (some irrelevant details)
Final Copy	Indented paragraphs for all categories Correct spelling, capitalization, punctuation, grammar, and usage Neat handwriting or typed finished copy	Many indented paragraphs Most words spelled correctly, most punctuation, grammar, and usage Good handwriting or typed finished copy	Some paragraphs indented Some misspelled words, some missed capitalization, punctuation, grammar and usage mistakes Sloppy, messy handwriting or no typing done	Few or no indented paragraphs Many misspelled words, many capitalization, punctuation, grammar and usage mistakes Very messy, unreadable handwriting and no typing done
Publishing	The published character resembles very closely the real	The published character favors the real person	The published character somewhat resembles the	The published character does not resemble the real person at all

Sample Standard 3, page 1.

RECORD OF TEACHING OR SERVICE COVER SHEET	
Educator Name	Date
Record type <i>(grade book, lesson plan, etc.)</i>	Lesson Plan
Performance Standard	Standard 3
Criteria	Implements ILT Proficiencies
Description of how the record of teaching or service is evidence of the performance standard and/or criteria:	
Enables students to acquire 21 st Century skills of locating, analyzing, evaluating, synthesizing and presenting information	

Sample Standard 3, page 2:

Lesson Plan
Research Skills

Grade 5

Objective

The Students will use each of the four standard outlines

- Animal
- Person
- Place
- Thing

and the BIG6 process to organize their research. They will present their results in the form of written documentation. The documentation will include a bibliography.

The first research session the students will write one to two sentences on each of the five categories. A few of the students will make an oral presentation of their research.

The second research the students will again write two or three sentences on each of the five categories. A few of the students will make an oral presentation of their research.

The third and fourth research sessions the students will write four or five sentences on each of the five categories.

Prerequisites

Standard Outlines
BIG6 process
Bibliography
Note taking

Supplies

Reference books and materials on animals
Books
2-sided Worksheets for each student

Measurement

Measure the student's performance based on the documentation. Collect the worksheets over the 4 weeks and compare looking for improvement.

Asses based on a rubric evaluating the documented completion of the BIG6 as well as note taking, bibliography, use of outline, and organization of information.

Process

Lesson #1 Introduction to the process:

Over the next few weeks we will be practicing research skills. Like any other skill, for example skateboarding, soccer, reading or baseball research skills require practice. SOoooo, we are going to practice. That will get you ready for when you are asked to do it in the next few years. You will know what to do and it will be easy for you.

Sample Standard 3, page 3.

You remember the four outlines we practiced last year. Lets start by reviewing the names of the four outlines:

- Animal
- Person
- Place
- Thing

Now lets fill in the categories for each one.

<u>Animal</u>	<u>Person</u>	<u>Place</u>	<u>Thing</u>
Description	Birth and growing up	Description	Description
Habitat	Education	History	History
Life Cycle	Accomplishments	The People	How and where made
Food and enemies	Later years and Death	The Economy	Effects on people
Essential Question	Essential Question	Essential Question	Essential Question

Good. If we were to do a quick research project on an animal, what animal would you research?

Let's do it together.

BIG6 step #1

A report on an animal use:

- the standard outline
- the BIG6 process

include a bibliography

BIG 6 step #2

Where would you look for information?

- Books Zoo
- Encyclopedia TV
- Internet etc.

Circle the one's we can do easily right now.

BIG6 step #3

Get the sources.

BIG6 step #4

Read and take notes.

Assign some to look in the encyclopedia for information about this animal.

Assign some to find information about this animal in some of our books.

Assign some to find information from the web.

Ask for two good facts for each of the categories.

AND bibliographic information.

Allow 10 minutes.

Come back together to pool the findings and write some sentences about the animal.

BIG6 step #5

CONSTRUCT A SHORT REPORT WITH THE RESULTS OF THE RESEARCH.

What is BIG6 step #6?

Look for improvements

Sample Standard 3, page 4.

Would an Essential question improve this report? Why

It shows that the students are thinking and synthesizing the information to better understand and apply it.

An Essential Question might be; "Would this animal make a good pet?"

This is good work everyone. We did a good job!

END OF FIRST LESSON**Lesson #2**

Review the last lesson on using the standard outlines, the BIG6 process and completing research. Remind the students of the standard outlines and the 6 steps of the BIG6 process. Review the worksheet including the area provided for bibliography.

Have the students work in teams of 2 to research an animal (they may not do the one covered in lesson #1).

Assign the following Essential Question:

As an animal collector you have decided to own this animal. How will you care for it and why would others think this is not a desirable animal to keep around?

Each student must complete a worksheet and hand it in at the end of the lesson

Allow 20 minutes for research.

Lesson #3

Remind the students of the standard outlines and the 6 steps of the BIG6 process. Review the worksheet including the area provided for bibliography.

Have the students work independently to research an animal (they may not do the one covered in lessons#1 or the animal they did in #2).

Assign the following Essential Question:

You are a photographer for National Geographic. You have been assigned to photograph this animal for a story about a year in the life of the animal. What will you pack in your suitcase to be prepared to photograph the animal for one year?

Each student must complete a worksheet and hand it in at the end of the lesson

Allow 20 minutes for research.

Research Worksheet

Big6 Steps

1. What is the assignment? What do we have to do?
 - Working as a team, we have to write 2 good sentences for each standard outline category about our animal.
 - We have to include a bibliography.
 - We have to be ready to tell the class about our animal.

2. What are your possible sources?

3. Get the sources.

4. Read and take notes

Animal _____

Description _____

Habitat _____

Live Cycle _____

Food and Enemies _____

Essential Question _____

5. Put the information together.

Use the back of this paper.

6. Find places to improve.

Sample Standard 4:

RECORD OF TEACHING OR SERVICE COVER SHEET	
Educator Name	Date
Record type <i>(grade book, lesson plan, etc.)</i> Job aid	
Performance Standard Standard 4	
Criteria Standard 4-A: manages lib. procedures	
Description of how the record of teaching or service is evidence of the performance standard and/or criteria: Job aid to help students format their bibliographies, which are a required part of the project	

Bibliography Formats

Encyclopedia or reference book (without an author)

Title of encyclopedia, volume number. (city: publisher, date.)
page number.

World Book Encyclopedia, vol. 2. (Chicago: World Book Inc.,
2004.) p. 25.

Book with one author

Author's last name, Author's first name. Title. City of
publication: Publishing company, copyright date.

O'Shei, Tim. Scott Gomez. Philadelphia: Chelsea House
Publishers, 2002.

Website

Author's last name, Author's first name. Title of the website.
Publishing date of the site. Name of any institution that
is associated with the website. Date you got the
information. Address of the website.

Berger, Beatriz. Las Mujeres::Sor Juana Ines de la Cruz.
October 1994. World Press Review. March 2005.
<<http://www.lasmujeres.com/sorjuana/rebeinun.shtml>>

RECORD OF TEACHING OR SERVICE COVER SHEET	
Educator Name	Date
Record type <i>(grade book, lesson plan, etc.)</i>	<i>Plan</i>
Performance Standard	<i>Standard 5</i>
Criteria	<i>Promotion (Bullet #6)</i>
Description of how the record of teaching or service is evidence of the performance standard and/or criteria:	
<i>Example of promotion of the library can be done with students. This is promotion and marketing of the library programs events, services</i>	

Children's Book Week Activities and Due Dates

Bookmark Contest -- finished bookmarks due in the LMC
Wed., Nov. 19th; Prizes given Friday, Nov. 21st

Readers Choice Awards -- Index Cards due in LMC Wed., Nov.
19th; Prizes given Friday, Nov. 21st

Buddy Read -- Wed. Nov. 19 from 9:30 to 10:00 a.m. (See
Schedule of classes)

Checkout Challenge -- Done in the Library during class book
checkout time.

P. A. Announcements -- Designated students read sayings
about books every morning during the week.

Happy Children's Book Week!

DENVER PUBLIC SCHOOLS
Kaiser Elementary
Interdepartmental Communication

TO: Kaiser Staff

FROM: Karen Epps, Library Media Specialist

DATE: November 14, 2003

RE: Buddy Read Schedule--Children's Book Week

Here is the schedule for the Buddy Read planned for **Wednesday, November 19**. It will be from **9:30 a.m. to 10:00 a.m.** Each teacher will split their class in half and one half of the class will go to the designated room and the other half will stay in the room. Special area teachers are assigned to pick up and deliver classes. If you need books to read, please let me know on **Tuesday, November 18**.

6th grade (Haider) and 1st grade (Goldenberg) Escort is John D'Orazio

5th grade (Austin) and 1/2 grade (Throner) Escort is Karen Epps

5th grade (Carrigan) and 2nd grade (Nikolaou) Escort is Marvin Baltzell

4th grade (Bougher) and ECE/ELC (ELC will be in the ECE Room) Escort is Rachel Maghtas

3rd grade (Moncus) and Kdg/DLC (DLC will be in the Kdg Room) Escort is Carolyn Mills

3rd grade (Connelly) and AF (Bainter) Escort is Jill Jackson