The evaluation components are based on the 4 domains of the American Association of School Librarians' (AASL) recommendations for exemplary Teacher Librarians. All elements represent principles of best practices in teaching and school librarianship.

Domain 1: Planning and Preparation

Both directly and indirectly, the school librarian plays an important role in planning for instruction. Supporting instruction requires having the necessary resources available; achieving availability requires knowledge of curriculum and knowledge of students. The school librarian is involved in ensuring that units of instruction help students develop and practice:

* information literacy skills (the ability to define the task/problem/need for information; develop a search strategy; locate, evaluate, and use information effectively)

* the research process

* media and digital literacy and technology skills

This integration requires that school librarians collaborate with teachers in planning, implementing, and assessing some units of study.

Domain 2: The Library Environment

In this domain many elements and components are similar to those of the classroom environment. The components of managing classroom procedures and organizing the learning environment have been adapted to meet specific needs within the library. Traffic flow - the ability to move freely and easily within a space – and the importance of self-directed use are important concepts to consider in the organization of the library as a flexible learning environment capable of simultaneously supporting a variety of groups and activities.

Domain 3: Instruction

The components in this domain have been adapted to show how the school librarian is involved in instruction. The research process, as well as information, media, and digital literacy and technology skills are emphasized when working with classes, small groups, or individuals. Additionally, much one-on-one teaching occurs in the library.

Domain 4: Professional Responsibilities

Within this domain, components dealing with reflection, communication, contributing to the school and school district, and growing professionally are much the same as the teachers' components documented by Danielson. Included in the L4L sample evaluation system are additional components unique to librarianship and professional responsibilities involving the management of the library:

*   developing and administering the budget
*   keeping accurate records regarding collection, circulation, and use
*   analyzing data for planning and decision making
*   supervising staff
*   developing and maintaining a collection of resources

Additionally, enhancement of professional knowledge in the specialty and service to the profession are in this
domain.