

NORTH CAROLINA SCHOOL LIBRARY MEDIA COORDINATOR STANDARDS

Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

Vision for School Library Media Coordinators

The demands of providing a 21st century education dictate new roles for School Library Media Coordinators. School Library Media Coordinators are called on to have a larger role in their schools and school communities. School leadership is distributed among the staff and administration in order to bring consensus, common understandings, and shared ownership of the vision and purpose of the school. School Library Media Coordinators are valued for their leadership abilities throughout the school as well as in the media center.

School Library Media Coordinators help make the content engaging and meaningful to students' lives as they support teachers and facilitate the integration of curriculum and related projects across disciplines. In the school and the media center, School Library Media Coordinators facilitate instruction, encouraging all students to use 21st century skills to discover how to learn, innovate, collaborate, and communicate their ideas. They serve as facilitators of information skills development through the provision of professional development, coaching, mentoring, and co-teaching activities. Their work includes supporting the development of authentic and structured assessment strategies to assure that students demonstrate understanding of the content taught and ability to apply the skills they have learned. School Library Media Coordinators demonstrate the value of lifelong learning and instill a love of reading and learning in the students with whom they come into contact.

STANDARD 1: SCHOOL LIBRARY MEDIA COORDINATORS DEMONSTRATE LEADERSHIP.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>a. School Library Media Coordinators lead in the school library media center and media program to support student success.</p> <p>School Library Media Coordinators provide leadership for the school library media program. They share responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education and are prepared for life in the 21st Century. They collaboratively create, align, and implement a program informed by state and national guidelines and research-based best practices. They transform the library media center into a 21st century learning environment (both virtual and physical) and a shared space for knowledge construction, collaboration and inquiry-based learning, and they assist teachers with similar transformations. They coordinate the activities and training of library media support personnel including volunteers.</p>				
<p>Understands:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The significance of a collaborative media program and its impact on student learning. <input type="checkbox"/> 21st century skills and content. <input type="checkbox"/> How to establish an open, equitable, accessible, and flexible learning environment. 	<p>... and</p> <ul style="list-style-type: none"> Aligns all components of the school's library media program with: <ul style="list-style-type: none"> <input type="checkbox"/> 21st century skills and content. <input type="checkbox"/> State and local priorities and the North Carolina Standard Course of Study. <input type="checkbox"/> Research-based practices <input type="checkbox"/> Provides leadership in collaboratively planning, promoting, and sustaining the school library media program, services, and resources. <input type="checkbox"/> Establishes the library media center as both a physical and virtual shared learning space. <input type="checkbox"/> Provides an open, equitable and accessible learning environment. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership to the school community in creating a 21st century learning environment. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership at district, state, and/or national level in creating 21st century learning environments. 	

STANDARD 1: SCHOOL LIBRARY MEDIA COORDINATORS DEMONSTRATE LEADERSHIP.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
b. School Library Media Coordinators lead in their schools. School Library Media Coordinators work collaboratively with school personnel to create a professional learning community. They analyze data to develop goals and strategies in the school improvement plan that enhance student learning. They provide input in determining the school budget and in the selection and provision of professional development that meets the needs of the students, the staff, and their own professional growth. They participate in the hiring process and collaborate with their colleagues to support teachers in the improvement of the effectiveness of their departments or grade levels. They establish positive working relationships and communicate with other educators to identify and select resources for curriculum support. They also partner with teachers to design instruction that seamlessly integrates 21st century skills, information fluency, and digital literacy across the curriculum.				
<input type="checkbox"/> Understands the goals of the school improvement plan <input type="checkbox"/> Participates in shared decision making within the school. <input type="checkbox"/> Supports and participates in professional learning communities.	... and <input type="checkbox"/> Participates in the development and implementation of the school improvement plan. <input type="checkbox"/> Infuses multiple literacies and 21st century skills within content-area instruction. <input type="checkbox"/> Provides technology-enabled one-on-one and group professional development for school-based educators. <input type="checkbox"/> Participates in the recruitment hiring process and/or mentoring of school-based educators.	... and <input type="checkbox"/> Assumes a leadership role in a Professional Learning Community and/or the school improvement team at the school level. <input type="checkbox"/> Models and leads 21 st century teaching and learning concepts and strategies. <input type="checkbox"/> Collaborates with teachers to integrate information and instructional technology into all curricular areas.	... and <input type="checkbox"/> Assumes a leadership role in developing and implementing the school improvement plan. <input type="checkbox"/> Participates in a professional learning network (PLN) at the district, state, and/or national level. <input type="checkbox"/> Provides professional development on integrating information and instructional technology into all curricular areas at the school, district, state, and/or national level.	

STANDARD 1: SCHOOL LIBRARY MEDIA COORDINATORS DEMONSTRATE LEADERSHIP.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
c. School Library Media Coordinators advocate for effective media programs. School Library Media Coordinators are proactive in communicating the vision, requirements and impact of an effective 21st century library media program to key stakeholders using relevant research, evidence of student learning, and other outcomes. They advocate for information fluency, inquiry-based learning, curriculum fidelity, creativity, planning, innovation and reading for enjoyment and lifelong learning to ensure that all students have access to proper learning resources and are prepared for the future.				
<input type="checkbox"/> Understands the need to advocate for the library media program and resources to support the learning community.	... and Advocates for: <ul style="list-style-type: none"> <input type="checkbox"/> Equitable access to 21st century resources throughout the learning community. <input type="checkbox"/> Integration of 21st century skills and resources throughout the school's instructional program. <input type="checkbox"/> Appropriate staffing for the school library program. <input type="checkbox"/> Policies and procedures to support effective school library media programs. <input type="checkbox"/> Shares relevant research, evidence of student learning, and other outcomes to educate the school community about effective school library media programs. 	... and <input type="checkbox"/> Establishes internal and external partnerships to advocate for effective school library media program.	... and <input type="checkbox"/> Provides leadership beyond the school level in communicating the impact of library media program on 21 st century content and skills. <input type="checkbox"/> Leverages partnerships to advocate at the local, district, state and/or national level for highly effective school library media programs.	

STANDARD 1: SCHOOL LIBRARY MEDIA COORDINATORS DEMONSTRATE LEADERSHIP.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
d. School Library Media Coordinators demonstrate high ethical standards. School Library Media Coordinators demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. They uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.				
<input type="checkbox"/> Models ethical behavior as outlined in the Code of Ethics for NC Educators and the Standards for Professional Conduct. <input type="checkbox"/> Models best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	... and <input type="checkbox"/> Educates students, teachers, and other members of the school community to use best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	... and <input type="checkbox"/> Partners with other libraries and community organizations to promote the use of best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	... and <input type="checkbox"/> Participates in state and/or national conversations regarding ethical access and use of resources, intellectual property, and digital citizenship.	
Examples of Artifacts that may be used to support ratings:				
<input type="checkbox"/> Staff development documentation				
<input type="checkbox"/> Newsletters				
<input type="checkbox"/> Conference documentation				
<input type="checkbox"/> Websites				
<input type="checkbox"/> School improvement and/or other leadership team documents				
<input type="checkbox"/> PLC and/or PLN documentation				
<input type="checkbox"/> Emails				
<input type="checkbox"/> Informal communication with school staff				
<input type="checkbox"/> Collaboration forms				
<input type="checkbox"/> Articles and presentation documentation				
<input type="checkbox"/> Professional Organization Activities				
<input type="checkbox"/> North Carolina School Library/Media Rubrics and Research				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

Evaluator Comments: (Required for all “Not Evident” ratings and recommended for all others.

Comments of Person Being Evaluated: (Optional)

STANDARD 2. School Library Media Coordinators build a learning environment that meets the instructional needs of a diverse population of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<p>a. School Library Media Coordinators establish a learning environment that facilitates access to resources and addresses the learning needs of all members of the school community. School Library Media Coordinators create a welcoming and accessible physical space that facilitates active learning, promotes participation and collaboration and teamwork, and provides flexibility to accommodate multiple learning styles, 21st Century skills, and reading enjoyment. School Library Media Coordinators incorporate a global view and multiculturalism in library services, programming, and collection development to meet the personal interests and learning needs of a diverse student population. They develop and implement strategies to remove barriers to open and equitable access to the library media center and its resources.</p>				
<input type="checkbox"/> Acknowledges that diversity impacts student learning.	<p>... and</p> <input type="checkbox"/> Utilizes data to understand the diverse needs of the school community.	<p>... and</p> <input type="checkbox"/> Collaborates with teachers to develop classroom instructional practices that are culturally relevant and address the needs of diverse learners.	<p>... and</p> <input type="checkbox"/> Recommends to school and/or district administrators changes to education programs and policies based on data analysis.	
	<input type="checkbox"/> Provides open and equitable access to information and technology resources that reflect and accommodate diverse student needs and interests.	<input type="checkbox"/> Leads professional development on resources and instructional strategies to meet the needs of a diverse population of students.		
	<input type="checkbox"/> Fosters global literacy, awareness and cultural understanding.			

STANDARD 2. School Library Media Coordinators build a learning environment that meets the instructional needs of a diverse population of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
b. School Library Media Coordinators provide appropriate resources, services, and instruction for learners at all stages of development. School Library Media Coordinators model and promote the seamless integration of content, pedagogy, and technology to meet diverse student needs. They incorporate universal design to facilitate equitable access to information and resources for learning. They encourage the cultivation of creativity, reading interests, and critical thinking across multiple years of students' school careers.				
Recognizes the need to: <input type="checkbox"/> Use technology and research-based instructional strategies. <input type="checkbox"/> Use innovative instructional strategies to engage students. <input type="checkbox"/> Differentiate instruction. <input type="checkbox"/> Cultivate student creativity, reading interests, and critical thinking.	... and <input type="checkbox"/> Uses technology and i research-based instructional strategies to deliver instruction. <input type="checkbox"/> Uses innovative instructional strategies to engage students. <input type="checkbox"/> Guides students to utilize critical thinking and creativity in the creation of new content. <input type="checkbox"/> Utilizes a variety of strategies to cultivate and support students' reading interests.	... and <input type="checkbox"/> Collaboratively designs differentiated instruction that assures the integration of content, pedagogy, and technology across the curriculum. <input type="checkbox"/> Facilitates the collaborative design of learning experiences that cultivate creativity and critical thinking.	... and <input type="checkbox"/> Leads professional development in the design of learning experiences that result in student-created content.	

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Examples of Artifacts that may be used to support ratings:

- ☐ Student-created content
- ☐ Usage data
- ☐ Assessment data
- ☐ Collection Management Plan
- ☐ Policies and Procedures Manuals
- ☐ Collaboratively produced lesson and unit plan
- ☐ Professional development plans
- ☐ Documentation of Professional/Electronic Learning Community Activities
- ☐ Reflective journaling
- ☐ Blogs
- ☐ Articles written by School Library Media Coordinator
- ☐ Listservs
- ☐ Newsletters
- ☐
- ☐
- ☐
- ☐

Evaluator Comments: Required for all “Not Evident” ratings and recommended for all others.

Comments of person being evaluated (Optional):

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Standard 3: School Library Media Coordinators implement a comprehensive 21st century library media program.

Developing	Proficient	Accomplished	Distinguished	Not Evident
<p>a. School Library Media Coordinators develop a library collection that supports 21st Century teaching and learning. School Library Media Coordinators develop an appropriate and high quality library media collection that facilitates 21st century teaching and learning. They use collection mapping and other collection analysis tools to ensure that the collection is dynamic, learner-centered, supports the <i>North Carolina Standard Course of Study</i>, and meets the unique needs of the school and its learners.</p>				
<input type="checkbox"/> Understands the components of a collection management plan. <input type="checkbox"/> Recognizes that the collection management plan should be collaboratively developed and regularly updated.	<input type="checkbox"/> ... and <input type="checkbox"/> Systematically collects and utilizes data to collaboratively develop and regularly update the collection management plan. Ensures that the library collection: <input type="checkbox"/> Is aligned with and supports the <i>NC Standard Course of Study</i> . <input type="checkbox"/> Provides for the recreational and informational needs of students in a variety of formats.	... and <input type="checkbox"/> Uses collection management plan data to solicit external resources to support collection development.	... and <input type="checkbox"/> Provides leadership beyond the school level in best practices regarding the development and implementation of a high quality collection management plan.	

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b.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
c. School Library Media Coordinators serve, promote and facilitate inquiry-based instruction and the effective use of information and technology. School Library Media Coordinators make their skills and expertise as well as the learning space and resources of the library media center flexibly available and easily accessible to all members of the school community. They help learners become discerning and effective users of information and ideas, and they promote the seamless integration of curriculum, pedagogy and technology to meet curricular goals. They encourage teachers and students to apply an inquiry-based approach to learning and actively support instructional practices that promote creativity and critical thinking.				
<input type="checkbox"/> Understands and supports inquiry-based approaches to learning. <input type="checkbox"/> Communicates the connection between a flexibly scheduled school library media program, collaboration with classroom teachers, and student learning.	... and <input type="checkbox"/> Collaboratively plans, implements, and assesses inquiry-based instruction. <input type="checkbox"/> Ensures that library resources and technology are flexibly available and easily accessible.	... and <input type="checkbox"/> Leads other educators in the implementation of inquiry-based instruction. <input type="checkbox"/> Shares data about library accessibility with the school community.	... and <input type="checkbox"/> Communicates data that illustrate the connection between an open and flexibly scheduled library media program, collaboration with classroom teachers, and student learning	
Artifacts that may be used to support ratings:				
<input type="checkbox"/> Collection Management Plan				
<input type="checkbox"/> Library Media Center Schedule				
<input type="checkbox"/> Library Media Center Sign-Up Sheets				
<input type="checkbox"/> Collaboration Forms				
<input type="checkbox"/> Lesson Plans				
<input type="checkbox"/> Research				
<input type="checkbox"/> Documentation of Work with School Staff, Parents, and Other Members of the School Community				
<input type="checkbox"/> Output Measures				
<input type="checkbox"/> Data Walls				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Evaluator Comments (Required for “Not Evident” ratings and recommended for all others: 				
Comments of person being evaluated (Optional): 				

Standard 4. School Library Media Coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School Library Media Coordinators use effective pedagogy to infuse content-area curricula with 21st Century skills. School Library Media Coordinators integrate 21st century skills in instructional design, delivery, and assessment to meet curriculum objectives and produce positive learning outcomes for students. They promote best instructional practices and curriculum fidelity through collaboration and support to educators. They model and facilitate access to current information and technology tools and participatory and social learning.				
<input type="checkbox"/> Understands the need for participatory and social learning for 21 st Century learners. <input type="checkbox"/> Understands the Framework for 21 st Century Learning.	... and <input type="checkbox"/> Utilizes participatory and social learning experiences in instruction. Collaborates with school staff to: <input type="checkbox"/> Incorporate participatory and social learning into their instructional practices. <input type="checkbox"/> Design, deliver and assess instruction that integrates 21 st century skills and content. <input type="checkbox"/> Designs, delivers and assesses instruction that integrates 21 st Century skills and content.	... and Models and leads other educators in the use of:: <input type="checkbox"/> Participatory and social learning experiences. <input type="checkbox"/> The design, delivery and assessment of instruction that integrate 21 st century skills and content.	... and <input type="checkbox"/> Assists content area teachers in understanding the relationship between the quality of instructional design and positive learning outcomes for students.	

Standard 4. School Library Media Coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
b. School Library Media Coordinators know the content appropriate to their teaching specialty. School Library Media Coordinators model, promote, and support other educators in the effective use of information resources, best practices in research, multiple literacies, digital safety, and the ethical use of information and technology resources. They collaboratively develop and utilize research-based pedagogical strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. They apply the content standards for students developed by their professional organizations. School Library Media Coordinators collaboratively design, use, and communicate innovative outcome measures to identify evidence of student learning using 21st century skills across all curriculum areas.				
Teaches students: <input type="checkbox"/> Safe and ethical use of information and technology resources. <input type="checkbox"/> Effective strategies for accessing, evaluating, and synthesizing information resources to support learning. <input type="checkbox"/> Utilizes a research model in the school library media center. <input type="checkbox"/> Demonstrates knowledge of curriculum goals across grade levels and subject areas.	... and Works with teachers to: <input type="checkbox"/> Assure that students are safe and ethical use of information and technology resources. <input type="checkbox"/> Integrate effective strategies for accessing, evaluating, and synthesizing information resources to support teaching and learning. <input type="checkbox"/> Implement a school wide research model.	... and Provides leadership in: <input type="checkbox"/> The ethical and appropriate use of information and technology resources. <input type="checkbox"/> Collaboratively assessing, evaluating, and synthesizing information resources to support teaching and learning.	... and <input type="checkbox"/> Participates in district, state, or national conversations and debates regarding the safe, ethical and appropriate use of information and technology resources. <input type="checkbox"/> Provides educational opportunities at the district, state or national level for professional staff members regarding the safe, ethical and appropriate use of information and technology resources.	

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Standard 4. School Library Media Coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
c. School Library Media Coordinators promote reading as a foundational skill for learning. School Library Media Coordinators champion reading for information, pleasure and lifelong learning. They build relationships with students to discover reading interests and assist in finding engaging and appropriate materials to encourage a love of reading. They partner with teachers in identifying the reading interests and needs of students and recommending appropriate resources.				
<input type="checkbox"/> Identifies appropriate resources based on student interests and needs to scaffold and support differentiated instruction. <input type="checkbox"/> Assists students in finding engaging and appropriate information resources by building on their interests.	... and Challenges students to read: <input type="checkbox"/> For pleasure. <input type="checkbox"/> Independently. <input type="checkbox"/> Increasingly complex materials. <input type="checkbox"/> A variety of materials Across a variety of subject areas and disciplines <input type="checkbox"/> Partners with teachers in identifying the reading interests and needs of students. <input type="checkbox"/> Recommends appropriate resources to address the reading interests and needs of students.	... and <input type="checkbox"/> Expands and enhances the quantity and quality of students' reading activities. <input type="checkbox"/> Promotes the use of a variety of engaging and appropriate materials to support reading instruction.	... and <input type="checkbox"/> Involves stakeholders in leisure reading activities. <input type="checkbox"/> Provides leadership in implementing community partnerships to support literacy programs.	
Artifacts that may be used to support ratings:				
<input type="checkbox"/> Documents written for a listserv				
<input type="checkbox"/> Book Fairs				
<input type="checkbox"/> Collection Management Plan				
<input type="checkbox"/> Records of students who have public library cards				
<input type="checkbox"/> Participation in Battle of the Books				
<input type="checkbox"/> Summer reading programs				
<input type="checkbox"/> Student and teacher feedback about the school's collection				
<input type="checkbox"/> Community partnership activities				
<input type="checkbox"/> Student reading records				
<input type="checkbox"/> Family Reading Night				
<input type="checkbox"/> Adult Literacy Courses				
<input type="checkbox"/> Reading Across the Community Programs				
<input type="checkbox"/> Book Clubs				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

Evaluator Comments (Required for all “Not Evident” ratings and recommended for all others:

Comments of person being evaluated (Optional):

Standard 5. School library media coordinators reflect on their practice.				
Developing	Proficient	Accomplished	Distinguished	Not Evident
a. School Library Media Coordinators analyze student learning. School Library Media Coordinators use formative and summative assessments to collect data about student learning in the library media center and its impact on student achievement. They use multiple sources and types of data to improve their professional practice.				
<input type="checkbox"/> Thinks systematically and critically about the impact of the school library media program on student learning.	... and Develops and implements a long-term strategic library program plan that: <ul style="list-style-type: none"> <input type="checkbox"/> is based on evidence and best practices <input type="checkbox"/> reflects the goals of the school improvement plan <input type="checkbox"/> Collects and uses I relevant data to improve their professional practice and the library media program 	... and <input type="checkbox"/> Seeks feedback from stakeholders on the effectiveness of service delivery and needed changes. <input type="checkbox"/> Conducts action research to determine the impact of the school library media program on student achievement. <input type="checkbox"/> Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students. <input type="checkbox"/> Leverages resources to implement action research findings.	... and <input type="checkbox"/> Advocates for changes to the school library media program guided by action research findings. <input type="checkbox"/> Collaborates with stakeholders to use action research findings in the implementation of the school library media program.	

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Standard 5. School library media coordinators reflect on their practice.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
b. School Library Media Coordinators link professional growth to their professional goals. School Library Media Coordinators actively seek ongoing professional development to improve their practice and the effectiveness of the library media program.				
<input type="checkbox"/> Develops and follows a professional growth plan aligned to evaluation results and professional practice needs. <input type="checkbox"/> Understands that personal culture and experiences may impact professional practice.	... and Participates in professional development that: <input type="checkbox"/> Addresses professional growth goals. <input type="checkbox"/> Reflects 21 st Century skills and knowledge. <input type="checkbox"/> Is aligned with State Board of Education and school and district priorities.	... and <input type="checkbox"/> Applies and implements knowledge and skills attained from professional development to improve the library program and their practice.	... and <input type="checkbox"/> Assesses the impact of professional development on the effectiveness of their instruction and the library program.	
c. School Library Media Coordinators function effectively in a complex, dynamic environment. School Library Media Coordinators adapt to a rapidly changing information and technology environment. They thrive in an increasingly digital information landscape and continuously adapt their professional practice based on research and student data to support school goals.				
<input type="checkbox"/> Stays current with evolving research about the changing information and technology environment.	... and <input type="checkbox"/> Applies findings from evidence-based research to professional practices. <input type="checkbox"/> Seeks new ideas that support students' social, emotional, psychological, and academic success. <input type="checkbox"/> Changes practice to best meet the evolving needs of students, families, schools, and communities.	... and <input type="checkbox"/> Routinely monitors the impact of changes to professional practice.	... and <input type="checkbox"/> Uses the results of monitoring activities to improve the school library media program. <input type="checkbox"/> Shares results of monitoring activities and offers recommendations for the improvement of the school library media program throughout the school and district.	

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Artifacts that may be used to support ratings:

- ☐ Self assessment
- ☐ Documentation of continuing education—articles, conferences
- ☐ Feedback from supervisor, students, parents, community members, colleagues
- ☐ Professional development syllabi
- ☐ Professional Growth Plan
- ☐ Evaluation tool
- ☐ Student outcome data
- ☐ Logs
- ☐ Action research documentation
- ☐ Memberships in professional organizations
- ☐ Formative and summative assessments
- ☐ Student and school needs assessments
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Evaluator Comments (Required for all “Not Evident” ratings and recommended for all others):

Comments of person being evaluated (Optional):