

**Fort Dodge Community Schools**  
**Examples of Possible Supporting Documentation**  
**K-12 Library Media Specialists**  
**10.2005**

<b>Standard 1</b> Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals.	
<b>Criteria: <i>The Teacher:</i></b>	<b>Examples of Possible Supporting Documents</b> (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)
a. Provides evidence of student learning to students, families, and staff.	<ul style="list-style-type: none"> <li>• Letters, notes, e-mails, phone call log (Note <i>Family Contact Log</i>)</li> <li>• Log of active participation at staff faculty meetings/in-services where student learning is shared</li> <li>• LMC web pages and/or Share Point web pages</li> <li>• Letters/e-mails home and/or log of those</li> <li>• Media newsletter articles</li> <li>• Planner notes</li> </ul>
b. Implements strategies supporting student, building, and district goals.	<ul style="list-style-type: none"> <li>• Rubrics used</li> <li>• LMC web pages and/or Share Point web pages</li> <li>• Mission Posted</li> <li>• Committee membership and Activity Schedules/Minutes</li> <li>• Lesson Plans</li> </ul>
c. Uses student performance data as a guide for decision-making.	<ul style="list-style-type: none"> <li>• Evidence of revised instruction based on test results/rubrics</li> <li>• Use of data from pre and post tests</li> <li>• Anecdotal records</li> </ul>
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.	<ul style="list-style-type: none"> <li>• Evidence of using multiple teaching strategies to meet the diverse needs of students within one classroom</li> <li>• Lesson plans</li> <li>• Provides bibliographies/webliographies/Pathfinders</li> </ul>
e. Creates an environment of mutual respect, rapport, and fairness.	<ul style="list-style-type: none"> <li>• Application of Character Counts/Education</li> <li>• Positive behavior plan (How you should act in the LMC)</li> <li>• Student work displayed</li> <li>• Bulletin boards</li> <li>• Displays</li> </ul>
f. Participates in and contributes to a school culture that focuses on improved student learning.	<ul style="list-style-type: none"> <li>• Record of service to the district to show committees, curriculum writing, interview teams, presentations/facilitation during inservice, etc. (Note School and District Contribution Log)</li> <li>• Summary of active participation in building professional development/in-service</li> <li>• Notes from team or faculty meetings</li> <li>• Notes from meeting/agenda/handouts</li> <li>• Proof of implementations</li> </ul>
g. Communicates with students, families, colleagues, and communities effectively and accurately.	<ul style="list-style-type: none"> <li>• LMC web pages and/or Share Point web pages</li> <li>• Communication Log</li> <li>• Copies of Newsletters</li> <li>• Copies of "Thank you notes"</li> <li>• Copies of E-mails</li> </ul>

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10.2005

<b>Standard 2</b> Demonstrates competence in content knowledge appropriate to the teaching position.	
<b>Criteria: <i>The Teacher:</i></b>	<b>Examples of Possible Supporting Documents</b> (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.	<ul style="list-style-type: none"> <li>• Current library web page</li> <li>• Current library computer catalog</li> <li>• Photos of thematic displays</li> <li>• Lesson plans with reference to S &amp; B's</li> <li>• Appropriate signage</li> <li>• Samples of student work</li> <li>• Variety of graphic organizers</li> <li>• Unit plans</li> <li>• Summary/log explaining how ideas/strategies learned during professional development have been implemented (Note <i>Professional Development Log</i>)</li> </ul>
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student	<ul style="list-style-type: none"> <li>• Lesson plans with reference to S &amp; B's</li> <li>• Photos of students using LMC or labs</li> <li>• Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)</li> <li>• Summary/notes from reviewing student cum. folder and talking with previous teachers to gain guiding information</li> <li>• Integration of technology into instruction and learning (eg.: Mini-labs/laptops. WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)</li> <li>• Copies of loans and shared material forms</li> <li>• Student/staff request lists (titles/themes)</li> <li>• Log of collaboration with teachers</li> </ul>
c. Relates ideas and information within and across content areas.	<ul style="list-style-type: none"> <li>• Interdisciplinary units</li> <li>• Graphic organizers</li> <li>• Study guides</li> <li>• Multiple lesson plans showing the relationships</li> <li>• Rubrics</li> <li>• Student work</li> <li>• Interdisciplinary planning notes</li> <li>• Team teaching planning notes</li> <li>• Collaborative planning sheets</li> <li>• Displays of student work</li> <li>• Resource directories: e.g. Pathfinders, Web Quests, bibliographies (including MCGF), mediographies, LMC web pages and/or Share Point web pages, etc.</li> </ul>

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10.2005

<b>Standard 2</b> Demonstrates competence in content knowledge appropriate to the teaching position.	
<b>Criteria: <i>The Teacher:</i></b>	<b>Examples of Possible Supporting Documents</b> (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)
d. Understands and uses instructional strategies that are appropriate to the content area	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• "Skinny book" checklist</li> <li>• Student work</li> <li>• Graphic organizers</li> <li>• Photos of students using LMC, Labs, and technology equipment</li> <li>• Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)</li> <li>• Integration of technology into instruction and learning (eg.: Mini-labs/laptops, WebQuest, Breakthrough, etc.)</li> <li>• Collaborative planning sheets</li> </ul>

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10.2005

Standard 3 Demonstrates competence in planning and preparing for instruction.	
Criteria: <i>The Teacher:</i>	Examples of Possible Supporting Documents (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)
a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.	<ul style="list-style-type: none"> <li>• District Technology Plan</li> <li>• Curriculum Maps &amp; curriculum requests</li> <li>• Log/reflection of teachers' requests met, strategies used; showing how teaching strategies are chosen to accommodate various learning styles within the classroom</li> <li>• Integration of technology into instruction and learning (eg.: Mini-labs/laptops, WebQuest, etc.)</li> <li>• Collaborative planning documents</li> </ul>
b. Sets and communicates high expectations for social, behavioral, and academic success of all students.	<ul style="list-style-type: none"> <li>• Copies of procedures/plans/handbook</li> <li>• Classroom rules/expectations</li> <li>• Unit plan, lesson plan identifying standards and benchmarks covered</li> <li>• Student responses to LMC climate</li> <li>• Overdue fines/notices</li> </ul>
c. Uses students' developmental needs, background, and interests in planning for instruction.	<ul style="list-style-type: none"> <li>• Lesson plan with reference to standards and benchmarks</li> <li>• Evidence of using/log of multiple teaching strategies to meet the diverse needs/learning styles of students within one classroom, related to collection development</li> <li>• Photos of students using LMC</li> <li>• Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)</li> <li>• Integration of technology into instruction and learning (eg: Mini-labs/laptops, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)</li> <li>• Team meeting participation</li> </ul>
d. Selects strategies to engage all students in learning.	<ul style="list-style-type: none"> <li>• Integration of technology into instruction and learning (eg.: Mini-labs/laptops, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)</li> <li>• Activity photos, student work and displays</li> <li>• Lesson plans showing use of various strategies</li> </ul>
e. Uses available resources, including technologies, in the development and sequencing of instruction.	<ul style="list-style-type: none"> <li>• Integration of technology into instruction and learning (eg.: Mini-labs/laptops, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)</li> <li>• PowerPoint/electronic presentations/demonstrations</li> <li>• List of Internet and other resources, including online databases, used and show how</li> <li>• Curriculum maps; unit plans.</li> <li>• Assignment/assessments are prepared and/or administered electronically.</li> <li>• Evidence of working with the Library Media Specialist and the media center</li> <li>• Resource directories: e.g. Pathfinders, Web Quests, bibliographies (including MCGF), mediographies, LMC web pages and/or Share Point web pages, etc.</li> <li>• Handouts from Tech classes (for teachers and/or students)</li> <li>• Copies of bibliographies for staff &amp; students</li> </ul>

**Fort Dodge Community Schools**  
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**Library Media Specialists**  
10.2005

<b>Standard 4</b> Uses strategies to deliver instruction that meet the multiple learning needs of students.	
<b>Criteria: <i>The Teacher:</i></b>	<b>Examples of Possible Supporting Documents</b> (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)
a. Aligns classroom instruction with local standards and district curriculum.	<ul style="list-style-type: none"> <li>• Lesson plans identifying standards and benchmarks covered</li> <li>• Integration of technology into instruction and learning (eg.: Mini-labs/laptops, WebQuest, etc.)</li> <li>• Log showing variety of grouping strategies used and when/why used</li> <li>• Collaborative planning documents</li> </ul>
b. Uses research-based instructional strategies that address the full range of cognitive levels.	<ul style="list-style-type: none"> <li>• Lesson plans identifying standards and benchmarks covered</li> <li>• Journal subscriptions &amp; conferences</li> </ul>
c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.	<ul style="list-style-type: none"> <li>• Lesson plans identifying standards and benchmarks covered</li> <li>• Evidence of revised instruction based on test results/ rubrics</li> <li>• Use of data from pre and post tests</li> <li>• Student work showing evidence of positive development</li> </ul>
d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.	<ul style="list-style-type: none"> <li>• Application of Character Counts/Education</li> <li>• School-to-career learning activities</li> <li>• Integrates technology/media in instruction and learning.</li> <li>• Lesson plans identifying standards and benchmarks covered</li> <li>• Large/small group and one-on-one instruction</li> </ul>
e. Connects students' prior knowledge, life experiences, and interests in the instructional process.	<ul style="list-style-type: none"> <li>• Use of KWL strategies</li> <li>• Lesson plans identifying standards and benchmarks covered</li> <li>• Use of data from pre and post tests</li> <li>• Copies of surveys</li> <li>• Parent invitations to volunteer</li> <li>• Photos</li> <li>• E-mails</li> <li>• Booster Club involvement</li> </ul>
f. Uses available resources, including technologies, in the delivery of instruction.	<ul style="list-style-type: none"> <li>• Lesson plans identifying standards and benchmarks covered</li> <li>• Integration of technology/varied media into instruction and learning (eg.: Mini-labs/laptops. WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)</li> <li>• List/Log of Internet and other resources used and show how they are used</li> <li>• Evidence of using &amp; providing support for a variety of technology/media resources for students &amp; staff.</li> <li>• LMC web pages and/or Sharepoint web pages</li> <li>• Resource directories: e.g. Pathfinders, Web Quests, bibliographies (including MCGF), mediagraphies, LMC web pages and/or Share Point web pages, etc.</li> <li>• Team teaching plans</li> <li>• Photos</li> </ul>

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**Library Media Specialists**  
10.2005

Standard 5 Uses a variety of methods to monitor student learning.	
Criteria: <i>The Teacher:</i>	Examples of Possible Supporting Documents (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)
a. Aligns classroom assessment with instruction.	<ul style="list-style-type: none"> <li>• Notes from teacher collaborations</li> <li>• Rubrics</li> <li>• Lesson plans</li> <li>• Quiz</li> <li>• Technology integration documents</li> <li>• Evidence of re-teaching due to the need identified by student assessment—and how instruction was changed to meet the need</li> <li>• Student self assessments</li> <li>• Examples of assessments/tests showing varied use of methods and formats aligned with the instruction/standard(s) taught</li> <li>• Evidence of revised instruction based on assessments/rubrics</li> </ul>
b. Communicates assessment criteria and standards to all students and parents.	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Letter to parents (e.g. overdues)</li> <li>• Newsletters and school newsletter articles</li> <li>• E-mail</li> <li>• LMC web pages and/or SharePoint web pages</li> <li>• Posted LMC procedures/expectations</li> <li>• Students responses to LMC climate</li> <li>• Copies of procedures/plans</li> </ul>
c. Understands and uses the results of multiple assessments to guide planning and instruction.	<ul style="list-style-type: none"> <li>• Evidence of revised instruction based on rubrics/assessments</li> <li>• Evidence that additional professional development/research sought because of assessment results---Evidence of how that information is used to improve student achievement</li> <li>• Evidence of how student self-assessment is used to guide instruction</li> <li>• Evidence of collection development based on identified student needs (e.g. use of Lexiles, Guided Reading levels, etc.)</li> <li>• Copy of EBSCO search in Prof. Lit. collection</li> </ul>
d. Guides students in goal setting and assessing their own learning.	<ul style="list-style-type: none"> <li>• Signage</li> <li>• Book talk log</li> <li>• Photos of book displays</li> <li>• Reading Counts data</li> <li>• Journaling</li> <li>• Student planners</li> <li>• Rubrics</li> <li>• Student portfolios</li> <li>• Student self-assessment and evidence of how that information is used</li> <li>• Guidance for students in selecting appropriate reading materials</li> </ul>

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**Examples of Possible Supporting Documentation**  
**Library Media Specialists**  
10.2005

<b>Standard 5</b> Uses a variety of methods to monitor student learning.	
<b>Criteria: <i>The Teacher:</i></b>	<b>Examples of Possible Supporting Documents</b> (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)
e. Provides substantive, timely, and constructive feedback to students and parents.	<ul style="list-style-type: none"> <li>• Log of when assignments/assessments are turned in and when they are returned to the student</li> <li>• School newsletter articles</li> <li>• Parent letters</li> <li>• Phone/email log</li> <li>• Log of individual student guidance on software and follow-up assessment of learning</li> </ul>
f. Works with other staff and building and district leadership in analysis of student progress.	<ul style="list-style-type: none"> <li>• Circulation statistics</li> <li>• Meeting notes (with dept members, counselors, other teachers, administrators, etc.</li> <li>• Participation in inservice analysis of test data</li> </ul>

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**Examples of Possible Supporting Documentation**  
**Library Media Specialists**

10.2005

Standard 6 Demonstrates competence in classroom management.	
Criteria: <i>The Teacher:</i>	Examples of Possible Supporting Documents (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)
a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.	<ul style="list-style-type: none"> <li>• Evidence of using multiple teaching strategies to meet the diverse needs of students related to collection development</li> <li>• Lesson plans</li> <li>• Provides bibliographies/webliographies</li> <li>• Application of Character Counts/Education</li> <li>• Positive behavior plan (How you should act in the LMC)</li> <li>• Student work displayed</li> <li>• Bulletin boards</li> <li>• Displays</li> <li>• Lesson plans with reference to S &amp; B's</li> <li>• Photos of students using LMC or labs</li> <li>• Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)</li> <li>• Summary/notes from reviewing student cum. folder and talking with previous teachers to gain guiding information</li> <li>• Integration of technology into instruction and learning (eg.: Mini-labs/laptops. WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)</li> <li>• Copies of loans and shared material forms</li> <li>• Student/staff request lists (titles/themes)</li> <li>• Log of collaboration with teachers</li> <li>• Posted procedures/expectations</li> <li>• Resource directories: e.g. Pathfinders, Web Quests, bibliographies (including MCGF), mediographies, LMC web pages and/or Share Point web pages, etc.</li> </ul>
b. Establishes, communicates, models, and maintains standards of responsible student behavior.	<ul style="list-style-type: none"> <li>• Copies of procedures/plans/handbook</li> <li>• Classroom rules/expectations</li> <li>• Unit plan, lesson plan identifying standards and benchmarks covered</li> <li>• Student responses to LMC climate</li> <li>• Overdue fines/notices</li> <li>• Posted procedures/expectations</li> </ul>
c. Develops and implements classroom procedures and routines that support high expectations for student learning.	<ul style="list-style-type: none"> <li>• Signage</li> <li>• Posted procedures/expectations</li> </ul>
d. Uses instructional time effectively to maximize student achievement.	<ul style="list-style-type: none"> <li>• Schedule copy</li> <li>• Photos</li> <li>• Documentation of procedures for specialist and/or para (e.g.: re-shelving procedure)</li> </ul>
e. Creates a safe and purposeful learning environment.	<ul style="list-style-type: none"> <li>• Classroom rules/expectations</li> <li>• Photos showing a variety of learning situations (e.g.: small group, large group, presentations, etc.)</li> </ul>



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**Examples of Possible Supporting Documentation**  
**Library Media Specialists**  
10.2005

Standard 7 Engages in professional growth.	
Criteria: <i>The Teacher:</i>	Examples of Possible Supporting Documents (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)
a. Demonstrates habits and skills of continuous inquiry and learning.	<ul style="list-style-type: none"> <li>• Transcripts of courses</li> <li>• Copies of membership certificates &amp; workshop registrations</li> <li>• Workshop programs/notes</li> <li>• Leave Slips showing Professional Development</li> <li>• Books/journals on shelves</li> <li>• Degrees or certification notes</li> <li>• Copy of article utilized in teaching with notes on utilization</li> <li>• Log of professional development/reading (Note: <i>Professional Development Log</i>)</li> <li>• Article written/published</li> <li>• Evidence of implementation of information learned through professional development</li> <li>• Evidence of participation in district learning teams and evidence of implementation of what was learned</li> <li>• Regularly meets state requirements for own licensure renewal</li> <li>• Reading reviews and children's texts</li> </ul>
b. Works collaboratively to improve professional practice and student learning.	<ul style="list-style-type: none"> <li>• Sample lessons of collaborative activities</li> <li>• Orders and purchases of collection development for curriculum integration and professional collection building (requisitions, info, book lists, notes)</li> <li>• Record of service to the district to show committee, curriculum writing, interview teams, presentations/facilitations at inservices, etc. (Note <i>School and District Contribution Logs</i>)</li> <li>• Log/summary of active participation at staff faculty meetings/in-services where student learning is shared</li> <li>• Evidence that additional professional development/research was sought because of assessment results—Evidence of how that information is used to improve student achievement</li> <li>• Notes from teacher or faculty meetings</li> <li>• Interdisciplinary planning notes</li> <li>• Team teaching planning notes</li> <li>• Evidence of participation in district learning teams and evidence of implementation of what was learned</li> <li>• Evidence of service as a mentor</li> <li>• Logs of use of common planning time for this purpose</li> <li>• Evidence of promoting new materials/resources, etc.</li> <li>• Student achievement spreadsheets: Evidence of student learning from collaborative technology-integration units</li> </ul>

**Fort Dodge Community Schools**  
**Examples of Possible Supporting Documentation**  
**Library Media Specialists**  
10.2005

<b>Standard 7</b> Engages in professional growth.	
<b>Criteria: <i>The Teacher:</i></b>	<b>Examples of Possible Supporting Documents</b> (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)
c. Applies research, knowledge, and skills from professional development opportunities to improve practice.	<ul style="list-style-type: none"> <li>• Presentations to staff</li> <li>• Website recommendations for students/teachers/parents</li> <li>• Log of professional development/reading (Note: <i>Professional Development Log</i>)</li> <li>• Evidence of implementation of information learned through professional development</li> <li>• Evidence of participation in district learning teams and evidence of implementation of what was learned</li> <li>• Evidence of presenting applications of new research of implementation of new skills at building/district inservice of faculty/team/department meetings</li> <li>• Log of impact/effect of implementation within the classroom</li> </ul>
d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa teaching standards and district/building student achievement goals.	<ul style="list-style-type: none"> <li>• Sets own professional goals and long-range plans</li> <li>• Individual Career Development Plan</li> <li>• Log of professional development/reading (Note: <i>Professional Development Log</i>)</li> </ul>

**Fort Dodge Community Schools**  
**Examples of Possible Supporting Documentation**  
**Library Media Specialists**  
10.2005

<b>Standard 8</b> Fulfills professional responsibilities established by the school district.	
<b>Criteria: <i>The Teacher:</i></b>	<b>Examples of Possible Supporting Documents</b> (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)
a. Adheres to board policies, district procedures, and contractual obligations.	<ul style="list-style-type: none"> <li>• 2-week log of arrival/departure times according to contract</li> <li>• Transcripts from post-graduate work</li> <li>• Inservice notes/agendas</li> <li>• Sub plans, as appropriate</li> <li>• No evidence of not following board policies, district procedures, and/or contractual obligations</li> <li>• Evidence that all state and district requirements are met/renewed on time (e.g.: license, physicals, mandatory classes, contract, leaves, ID tag worn daily, etc.)</li> <li>• Evidence that proper building/district procedures/requirements are followed (e.g.: building sign-out, faculty/team/dept. team meeting attendance, supervision responsibilities, enforcement of student rules, ordering of materials, etc.)</li> </ul>
b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.	<ul style="list-style-type: none"> <li>• No evidence of illegal or unethical activity</li> <li>• Child-abuse training documentation</li> </ul>
c. Contributes to efforts to achieve district and building goals.	<ul style="list-style-type: none"> <li>• Rubrics used</li> <li>• LMC web pages and/or SharePoint web pages</li> <li>• District/LMC mission posted in LMC</li> <li>• Committee membership and Activity Schedules/Minutes</li> <li>• Lesson Plans</li> </ul>
d. Demonstrates an understanding of and respect for all learners and staff.	<ul style="list-style-type: none"> <li>• Log of accommodations/adaptations used</li> <li>• Student recognition for positive behavior</li> <li>• Summaries/notes from student/teacher conferences</li> <li>• Evidence of following IEP and/or 504 Plan</li> <li>• Log of extra help provided students (outside designated school day)</li> <li>• Evidence that proper building/district procedures/requirements are followed (e.g.: building sign-out, faculty/team/dept meeting attendance, supervision responsibilities, enforcement of student rules, ordering of materials, etc.)</li> <li>• Evidence of fulfillment of all extra-curricular obligations</li> <li>• Evidence that school rules are adhered to equitably for all students</li> </ul>

**Fort Dodge Community Schools**  
**Examples of Possible Supporting Documentation**  
**Library Media Specialists**  
10.2005

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<b>Criteria: <i>The Teacher:</i></b>	<b>Examples of Possible Supporting Documents</b> (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)
e. Collaborates with students, families, colleagues, and communities to enhance student learning.	<ul style="list-style-type: none"> <li>• Letters, notes, e-mails, homegrams, phone call log (Note <i>Family Contact Log</i>)</li> <li>• Log of active participation at staff faculty meetings/in-services where student learning is shared</li> <li>• LMC web pages and/or Share Point web pages</li> <li>• Copies of letters/e-mails home and/or log of those</li> <li>• Media newsletter articles; copies of email announcements to building staff</li> <li>• Planner notes</li> <li>• No evidence indicating inappropriate communications regarding student learning</li> </ul>