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

**Standard 1**  
Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals.

<table>
<thead>
<tr>
<th>Criteria: The Teacher:</th>
<th>Examples of Possible Supporting Documents</th>
</tr>
</thead>
</table>
| a. Provides evidence of student learning to students, families, and staff. | • Letters, notes, e-mails, phone call log (Note Family Contact Log)  
• Log of active participation at staff faculty meetings/inservices where student learning is shared  
• LMC web pages and/or Share Point web pages  
• Letters/e-mails home and/or log of those  
• Media newsletter articles  
• Planner notes |
| b. Implements strategies supporting student, building, and district goals. | • Rubrics used  
• LMC web pages and/or Share Point web pages  
• Mission Posted  
• Committee membership and Activity Schedules/Minutes  
• Lesson Plans |
| c. Uses student performance data as a guide for decision-making. | • Evidence of revised instruction based on test results/rubrics  
• Use of data from pre and post tests  
• Anecdotal records |
| d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. | • Evidence of using multiple teaching strategies to meet the diverse needs of students within one classroom  
• Lesson plans  
• Provides bibliographies/webbiographies/Pathfinders |
| e. Creates an environment of mutual respect, rapport, and fairness. | • Application of Character Counts/Education  
• Positive behavior plan (How you should act in the LMC)  
• Student work displayed  
• Bulletin boards  
• Displays |
| f. Participates in and contributes to a school culture that focuses on improved student learning. | • Record of service to the district to show committees, curriculum writing, interview teams, presentations/facilitation during inservice, etc. (Note School and District Contribution Log)  
• Summary of active participation in building professional development/inservice  
• Notes from team or faculty meetings  
• Notes from meeting/agenda/handouts  
• Proof of implementations |
| g. Communicates with students, families, colleagues, and communities effectively and accurately. | • LMC web pages and/or Share Point web pages  
• Communication Log  
• Copies of Newsletters  
• Copies of “Thank you notes”  
• Copies of E-mails |
### Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

<table>
<thead>
<tr>
<th>Criteria: <strong>The Teacher:</strong></th>
<th>Examples of Possible Supporting Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)</td>
</tr>
</tbody>
</table>
| a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. | • Current library web page  
• Current library computer catalog  
• Photos of thematic displays  
• Lesson plans with reference to S & B’s  
• Appropriate signage  
• Samples of student work  
• Variety of graphic organizers  
• Unit plans  
• Summary/log explaining how ideas/strategies learned during professional development have been implemented (Note: Professional Development Log) |
| b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student | • Lesson plans with reference to S & B’s  
• Photos of students using LMC or labs  
• Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)  
• Summary/notes from reviewing student cum. folder and talking with previous teachers to gain guiding information  
• Integration of technology into instruction and learning (eg.: Mini-labs/laptops. WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)  
• Copies of loans and shared material forms  
• Student/staff request lists (titles/themes)  
• Log of collaboration with teachers |
| c. Relates ideas and information within and across content areas. | • Interdisciplinary units  
• Graphic organizers  
• Study guides  
• Multiple lesson plans showing the relationships  
• Rubrics  
• Student work  
• Interdisciplinary planning notes  
• Team teaching planning notes  
• Collaborative planning sheets  
• Displays of student work  
• Resource directories: e.g. Pathfinders, Web Quests, bibliographies (including MCGF), mediagraphies, LMC web pages and/or Share Point web pages, etc. |
<table>
<thead>
<tr>
<th>Criteria: <strong>The Teacher:</strong></th>
<th>Examples of Possible Supporting Documents</th>
</tr>
</thead>
</table>
| d. Understands and uses instructional strategies that are appropriate to the content area | - Lesson plans  
- “Skinny book” checklist  
- Student work  
- Graphic organizers  
- Photos of students using LMC, Labs, and technology equipment  
- Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)  
- Integration of technology into instruction and learning (eg.: Mini-labs/laptops, WebQuest, Breakthrough, etc.)  
- Collaborative planning sheets |
## Standard 3

Demonstrates competence in planning and preparing for instruction.

<table>
<thead>
<tr>
<th>Criteria: The Teacher:</th>
<th>Examples of Possible Supporting Documents</th>
</tr>
</thead>
</table>
| a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction. | • District Technology Plan  
• Curriculum Maps & curriculum requests  
• Log/reflection of teachers’ requests met, strategies used; showing how teaching strategies are chosen to accommodate various learning styles within the classroom  
• Integration of technology into instruction and learning (eg.: Mini-labs/laptops, WebQuest, etc.)  
• Collaborative planning documents |
| b. Sets and communicates high expectations for social, behavioral, and academic success of all students. | • Copies of procedures/plans/handbook  
• Classroom rules/expectations  
• Unit plan, lesson plan identifying standards and benchmarks covered  
• Student responses to LMC climate  
• Overdue fines/notice |
| c. Uses students' developmental needs, background, and interests in planning for instruction. | • Lesson plan with reference to standards and benchmarks  
• Evidence of using/log of multiple teaching strategies to meet the diverse needs/learning styles of students within one classroom, related to collection development  
• Photos of students using LMC  
• Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)  
• Integration of technology into instruction and learning (eg: Mini-labs/laptops, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)  
• Team meeting participation |
| d. Selects strategies to engage all students in learning. | • Integration of technology into instruction and learning (eg.: Mini-labs/laptops, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)  
• Activity photos, student work and displays  
• Lesson plans showing use of various strategies |
| e. Uses available resources, including technologies, in the development and sequencing of instruction. | • Integration of technology into instruction and learning (eg.: Mini-labs/laptops, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)  
• PowerPoint/electronic presentations/demonstrations  
• List of Internet and other resources, including online databases, used and show how  
• Curriculum maps; unit plans.  
• Assignment/assessments are prepared and/or administered electronically.  
• Evidence of working with the Library Media Specialist and the media center  
• Resource directories: e.g. Pathfinders, Web Quests, bibliographies (including MCGF), mediagraphies, LMC web pages and/or Share Point web pages, etc.  
• Handouts from Tech classes (for teachers and/or students)  
• Copies of bibliographies for staff & students |
### Standard 4

Uses strategies to deliver instruction that meet the multiple learning needs of students.

<table>
<thead>
<tr>
<th>Criteria: The Teacher:</th>
<th>Examples of Possible Supporting Documents</th>
</tr>
</thead>
</table>
| a. Aligns classroom instruction with local standards and district curriculum. | • Lesson plans identifying standards and benchmarks covered  
• Integration of technology into instruction and learning (e.g.: Mini-labs/laptops, WebQuest, etc.)  
• Log showing variety of grouping strategies used and when/why used  
• Collaborative planning documents |
| b. Uses research-based instructional strategies that address the full range of cognitive levels. | • Lesson plans identifying standards and benchmarks covered  
• Journal subscriptions & conferences |
| c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. | • Lesson plans identifying standards and benchmarks covered  
• Evidence of revised instruction based on test results/ rubrics  
• Use of data from pre and post tests  
• Student work showing evidence of positive development |
| d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. | • Application of Character Counts/Education  
• School-to-career learning activities  
• Integrates technology/media in instruction and learning,  
• Lesson plans identifying standards and benchmarks covered  
• Large/small group and one-on-one instruction |
| e. Connects students' prior knowledge, life experiences, and interests in the instructional process. | • Use of KWL strategies  
• Lesson plans identifying standards and benchmarks covered  
• Use of data from pre and post tests  
• Copies of surveys  
• Parent invitations to volunteer  
• Photos  
• E-mails  
• Booster Club involvement |
| f. Uses available resources, including technologies, in the delivery of instruction. | • Lesson plans identifying standards and benchmarks covered  
• Integration of technology/varied media into instruction and learning (e.g.: Mini-labs/laptops, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)  
• List/Log of Internet and other resources used and show how they are used  
• Evidence of using & providing support for a variety of technology/media resources for students & staff.  
• LMC web pages and/or Sharepoint web pages  
• Resource directories: e.g. Pathfinders, Web Quests, bibliographies (including MCGF), mediagraphies, LMC web pages and/or Share Point web pages, etc.  
• Team teaching plans  
• Photos |
### Standard 5
Uses a variety of methods to monitor student learning.

<table>
<thead>
<tr>
<th>Criteria: The Teacher:</th>
<th>Examples of Possible Supporting Documents</th>
</tr>
</thead>
</table>
| a. Aligns classroom assessment with instruction. | - Notes from teacher collaborations  
- Rubrics  
- Lesson plans  
- Quiz  
- Technology integration documents  
- Evidence of re-teaching due to the need identified by student assessment—and how instruction was changed to meet the need  
- Student self assessments  
- Examples of assessments/tests showing varied use of methods and formats aligned with the instruction/standard(s) taught  
- Evidence of revised instruction based on assessments/rubrics |
| b. Communicates assessment criteria and standards to all students and parents. | - Rubrics  
- Letter to parents (e.g. overdues)  
- Newsletters and school newsletter articles  
- E-mail  
- LMC web pages and/or SharePoint web pages  
- Posted LMC procedures/expectations  
- Students responses to LMC climate  
- Copies of procedures/plans |
| c. Understands and uses the results of multiple assessments to guide planning and instruction. | - Evidence of revised instruction based on rubrics/assessments  
- Evidence that additional professional development/research sought because of assessment results—Evidence of how that information is used to improve student achievement  
- Evidence of how student self-assessment is used to guide instruction  
- Evidence of collection development based on identified student needs (e.g. use of Lexiles, Guided Reading levels, etc.)  
- Copy of EBSCO search in Prof. Lit. collection |
| d. Guides students in goal setting and assessing their own learning. | - Signage  
- Book talk log  
- Photos of book displays  
- Reading Counts data  
- Journaling  
- Student planners  
- Rubrics  
- Student portfolios  
- Student self-assessment and evidence of how that information is used  
- Guidance for students in selecting appropriate reading materials |
<table>
<thead>
<tr>
<th><strong>Standard 5</strong></th>
<th><strong>Examples of Possible Supporting Documents</strong> (Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria: The Teacher:</strong></td>
<td><strong>Examples of Possible Supporting Documents</strong></td>
</tr>
</tbody>
</table>
| **e. Provides substantive, timely, and constructive feedback to students and parents.** | • Log of when assignments/assessments are turned in and when they are returned to the student  
• School newsletter articles  
• Parent letters  
• Phone/email log  
• Log of individual student guidance on software and follow-up assessment of learning |
| **f. Works with other staff and building and district leadership in analysis of student progress.** | • Circulation statistics  
• Meeting notes (with dept members, counselors, other teachers, administrators, etc.)  
• Participation in inservice analysis of test data |
### Standard 6
Demonstrates competence in classroom management.

<table>
<thead>
<tr>
<th>Criteria: <strong>The Teacher:</strong></th>
<th>Examples of Possible Supporting Documents</th>
</tr>
</thead>
</table>
| a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. | • Evidence of using multiple teaching strategies to meet the diverse needs of students related to collection development  
• Lesson plans  
• Provides bibliographies/webliographies  
• Application of Character Counts/Education  
• Positive behavior plan (How you should act in the LMC)  
• Student work displayed  
• Bulletin boards  
• Displays  
• Lesson plans with reference to S & B’s  
• Photos of students using LMC or labs  
• Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)  
• Summary/notes from reviewing student cum. folder and talking with previous teachers to gain guiding information  
• Integration of technology into instruction and learning (eg.: Mini-labs/laptops. WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)  
• Copies of loans and shared material forms  
• Student/staff request lists (titles/themes)  
• Log of collaboration with teachers  
• Posted procedures/expectations  
• Resource directories: e.g. Pathfinders, Web Quests, bibliographies (including MCGF), mediagraphies, LMC web pages and/or Share Point web pages, etc. |
| b. Establishes, communicates, models, and maintains standards of responsible student behavior. | • Copies of procedures/plans/handbook  
• Classroom rules/expectations  
• Unit plan, lesson plan identifying standards and benchmarks covered  
• Student responses to LMC climate  
• Overdue fines/notices  
• Posted procedures/expectations |
| c. Develops and implements classroom procedures and routines that support high expectations for student learning. | • Signage  
• Posted procedures/expectations |
| d. Uses instructional time effectively to maximize student achievement. | • Schedule copy  
• Photos  
• Documentation of procedures for specialist and/or para (e.g.: re-shelving procedure) |
| e. Creates a safe and purposeful learning environment. | • Classroom rules/expectations  
• Photos showing a variety of learning situations (e.g.: small group, large group, presentations, etc.) |
### Standard 7
Engages in professional growth.

<table>
<thead>
<tr>
<th>Criteria: The Teacher:</th>
<th>Examples of Possible Supporting Documents</th>
</tr>
</thead>
</table>
| a. Demonstrates habits and skills of continuous inquiry and learning. | • Transcripts of courses  
• Copies of membership certificates & workshop registrations  
• Workshop programs/notes  
• Leave Slips showing Professional Development  
• Books/journals on shelves  
• Degrees or certification notes  
• Copy of article utilized in teaching with notes on utilization  
• Log of professional development/reading (Note: Professional Development Log)  
• Article written/published  
• Evidence of implementation of information learned through professional development  
• Evidence of participation in district learning teams and evidence of implementation of what was learned  
• Regularly meets state requirements for own licensure renewal  
• Reading reviews and children's texts |
| b. Works collaboratively to improve professional practice and student learning. | • Sample lessons of collaborative activities  
• Orders and purchases of collection development for curriculum integration and professional collection building (requisitions, info, book lists, notes)  
• Record of service to the district to show committee, curriculum writing, interview teams, presentations/facilitations at inservices, etc. (Note School and District Contribution Logs)  
• Log/summary of active participation at staff faculty meetings/inservices where student learning is shared  
• Evidence that additional professional development/research was sought because of assessment results—Evidence of how that information is used to improve student achievement  
• Notes from teacher or faculty meetings  
• Interdisciplinary planning notes  
• Team teaching planning notes  
• Evidence of participation in district learning teams and evidence of implementation of what was learned  
• Evidence of service as a mentor  
• Logs of use of common planning time for this purpose  
• Evidence of promoting new materials/resources, etc.  
• Student achievement spreadsheets: Evidence of student learning from collaborative technology-integration units |
### Standard 7
Engages in professional growth.

<table>
<thead>
<tr>
<th>Criteria: The Teacher:</th>
<th>Examples of Possible Supporting Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)</td>
</tr>
</tbody>
</table>
| c. Applies research, knowledge, and skills from professional development opportunities to improve practice. | • Presentations to staff  
• Website recommendations for students/teachers/parents  
• Log of professional development/reading (Note: *Professional Development Log*)  
• Evidence of implementation of information learned through professional development  
• Evidence of participation in district learning teams and evidence of implementation of what was learned  
• Evidence of presenting applications of new research of implementation of new skills at building/district inservice of faculty/team/department meetings  
• Log of impact/effect of implementation within the classroom |
| d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa teaching standards and district/building student achievement goals. | • Sets own professional goals and long-range plans  
• Individual Career Development Plan  
• Log of professional development/reading (Note: *Professional Development Log*) |
<table>
<thead>
<tr>
<th>Standard 8</th>
<th>Fulfills professional responsibilities established by the school district.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria:</strong> The Teacher:</td>
<td><strong>Examples of Possible Supporting Documents</strong></td>
</tr>
<tr>
<td>(Note: Not all examples are required, and other supporting documents may be more appropriate, depending on the situation.)</td>
<td></td>
</tr>
</tbody>
</table>
| a. Adheres to board policies, district procedures, and contractual obligations. | • 2-week log of arrival/departure times according to contract  
  • Transcripts from post-graduate work  
  • Inservice notes/agendas  
  • Sub plans, as appropriate  
  • No evidence of not following board policies, district procedures, and/or contractual obligations  
  • 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.)  
  • 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.) |
| b. Demonstrates professional and ethical conduct as defined by state law and individual district policy. | • No evidence of illegal or unethical activity  
  • Child-abuse training documentation |
| c. Contributes to efforts to achieve district and building goals. | • Rubrics used  
  • LMC web pages and/or SharePoint web pages  
  • District/LMC mission posted in LMC  
  • Committee membership and Activity Schedules/Minutes  
  • Lesson Plans |
| d. Demonstrates an understanding of and respect for all learners and staff. | • Log of accommodations/adaptations used  
  • Student recognition for positive behavior  
  • Summaries/notes from student/teacher conferences  
  • Evidence of following IEP and/or 504 Plan  
  • Log of extra help provided students (outside designated school day)  
  • 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.)  
  • Evidence of fulfillment of all extra-curricular obligations  
  • Evidence that school rules are adhered to equitably for all students |
## Standard 8
Fulfills professional responsibilities established by the school district.

<table>
<thead>
<tr>
<th>Criteria: The Teacher:</th>
<th>Examples of Possible Supporting Documents</th>
</tr>
</thead>
</table>
| e. Collaborates with students, families, colleagues, and communities to enhance student learning. | - Letters, notes, e-mails, homegrams, phone call log (Note Family Contact Log)
- Log of active participation at staff faculty meetings/inservices where student learning is shared
- LMC web pages and/or Share Point web pages
- Copies of letters/e-mails home and/or log of those
- Media newsletter articles; copies of email announcements to building staff
- Planner notes
- No evidence indicating inappropriate communications regarding student learning |