
North Carolina School Library Media Coordinator Evaluation Process

Users' Guide

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Public Schools of North Carolina
State Board of Education
Department of Public Instruction

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Introduction

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education, and prepared for life in the 21st Century. This mission requires a new vision of school leadership and a new set of skills that school library media coordinators must use daily in order to help their students learn 21st Century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

North Carolina School Library Media Coordinator Standards

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.

Element a. School library media coordinators lead in the school library media center and media program to support student success.

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.

School library media coordinators:

- Align the mission, policies, resources and activities of the school's library media program with the North Carolina Standard Course of Study (North Carolina Essential Standards and Common Core State Standards), local goals, and priorities for teaching and learning.
- Collaborate with and support other members of the school community to select materials and promote library services and resources within the school.

- Foster collaboration with teachers in their school community to facilitate the design, delivery, and assessment of instructional activities that promote learner competence and confidence with 21st Century skills.
- Provide leadership and support for establishing, promoting, and sustaining the effective use of information resources and technology tools.
- Establish the library media center as both a physical and virtual shared learning space for 21st Century teaching and learning plus opportunities for students to be engaged in collaboration and inquiry-based learning.
- Represent the reading interests and curricular needs of all students in selecting and promoting information and technology resources and tools.
- Use learner-centered instructional strategies and resources to model the integration of multiple literacies with content curriculum.

Element 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.

School library media coordinators:

- Contribute to the development and implementation of the school improvement plan.
- Participate in shared decision making addressing all aspects of the school library media center's functions.
- Participate with classroom teachers in professional learning communities to address student and professional achievement.
- Support teachers' efforts to infuse multiple literacies and 21st Century skills within content-area instruction.
- Foster collaboration among members of the school community to meet the school improvement goals.
- Model and make effective use of 21st Century tools for communication and collaboration.
- Support the school's conversion to 21st Century technology, curriculum, pedagogy, professional development, and appropriate digital resources.
- Provide technology-enabled one-on-one and group professional development for classroom teachers.
- Provide professional development in integrating information and instructional technology skills into all curricular areas.
- Apply principles of adult learning to provide relevant, engaging, and differentiated professional development.
- Assist in designing effective school and classroom alternative assessment of 21st Century skills.

Element 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.

School Library Media Coordinators:

- Advocate for and model the seamless integration of core content with technology tools and information resources.
- Advocate for equitable access to digital information, resources and tools for all students. Cultivate relationships with and communicate resource needs to decision makers and stakeholders and advocate for library resources that support the entire school community.
- Establish connections with community agencies and other libraries to strengthen cooperation and increase opportunities for resource sharing.

Element 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.

School library media coordinators:

- Uphold the Code of Ethics for North Carolina Educators and Standards for Professional Conduct.
- Apply professional standards and guidelines for school library media programs, ethical codes, and principles of education and information professions in decision making.
- Model and guide best practices in copyright, ethical access and use of information and technology resources, intellectual property, digital citizenship, and safety for the school community.
- Demonstrate and foster appropriate digital citizenship and safety practices for all school community members.

Standard 2. School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.

Element 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, equitable access to the library media center and its resources.

School library media coordinators:

- Establish a learning environment that promotes global awareness and cultural understanding.
- Promote and facilitate open, equitable access and appropriate use of all information and technology resources.
- Respect and meet the needs of a diverse school community.
- Provide accessible and flexible physical and virtual learning spaces to foster 21st Century skills.

Element 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 and information, 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.

School library media coordinators:

- Collaborate with teachers and other specialists to identify students' interests, learning styles, and unique instructional requirements and to design instructional strategies guided by universal design principles.
- Use technology skills and innovative strategies to support the dynamic participation and engagement of all learners, including those with special needs.
- Encourage all learners to establish and maintain a positive digital footprint as they interact in web-enabled environments.

Standard 3. School library media coordinators implement a comprehensive 21st Century library media program.

Element 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 North Carolina Essential Standards and Common Core State Standards, and meets the unique needs of the school and its learners.

School library media coordinators:

- Continuously evaluate the library media collection to ensure that it is accurate and current and meets teacher and student needs for recreational reading and curriculum-based materials in a variety of formats.
- Collaborate with members of the school community in assessing needs and using needs assessment information to inform the school's collection development plan.
- Evaluate and select new resources based on the collection development plan.
- Exercise professional judgment in selecting resources that reflect the diverse developmental, cultural, social, and linguistic needs of students.
- Collaborate with local technical staff to ensure that digital resources are easily accessible and reliable.

Element b. 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.

School library media coordinators:

- Demonstrate best practices in the integration of information and technology skills and resources in all areas of the curriculum while modeling and supporting inquiry-based learning.
- Encourage and enable use of the library media center and its resources as a shared learning space.

Standard 4. School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.

Element 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.

School library media coordinators:

- Use a variety of instructional strategies, resources, and assessment tools to provide digital-age learning experiences.
- Model, promote, and facilitate the seamless integration of information and technology tools and resources across all content areas.
- Support differentiation of instruction by choosing and modifying learning strategies, tools, and resources to meet the needs of all learners.

Element 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.

School library media coordinators:

- Demonstrate knowledge of curriculum goals across grade levels and subject areas.
- Model and promote multiple strategies in locating, evaluating and using a wide range of information and technology resources in an ethical and appropriate manner.
- Foster global literacy, awareness and cultural understanding by facilitating the access and use of information from a variety of sources.

- Collaborate, model, and promote effective strategies for accessing, evaluating, and synthesizing information resources to support teaching and learning.
- Encourage and support all members of the learning community to synthesize and properly cite information from multiple sources and to communicate using a variety of modes and strategies.
- Demonstrate effective strategies to discover student interests and learning styles and to assist them in finding engaging and appropriate information resources.
- Utilize knowledge of appropriate assessment strategies to collaboratively design and facilitate innovative assessment of information and technology skills within content areas.

Element 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.

School library media coordinators:

- Collaboratively plan learning experiences that offer whole classes, small groups, and individual learners an interdisciplinary approach to learning and direct students' curiosity into an interest in reading for learning and pleasure.
- Recommend and use appropriate resources to scaffold and support multiple learning styles and intelligences, reading abilities and interests.
- Model, promote and support other educators in reading and writing and interaction in multiple formats and media.
- Collaboratively design, deliver, and assess instructional activities that empower learners to read across multiple formats and media.
- Use a variety of strategies to promote leisure reading.

Standard 5. School library media coordinators reflect on their practice.

Element 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.

School library media coordinators:

- Collect evidence regarding the effectiveness of the school library media program.
- Use data on student learning and achievement to improve their professional practice and future program planning.
- Conduct action research to determine the impact of library services on student achievement.

Element 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.

- School library media coordinators complete professional development and participate in professional learning communities to explore effective applications and enhancements for improving professional practice.

Element 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.

School library media coordinators:

- Seek input from colleagues and students regarding needed improvements to their professional practice.
- Apply professional skills to investigate and apply to their practice current research on information resources, technology, pedagogy, and curriculum.

Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for 21st Century student success in the new global economy.

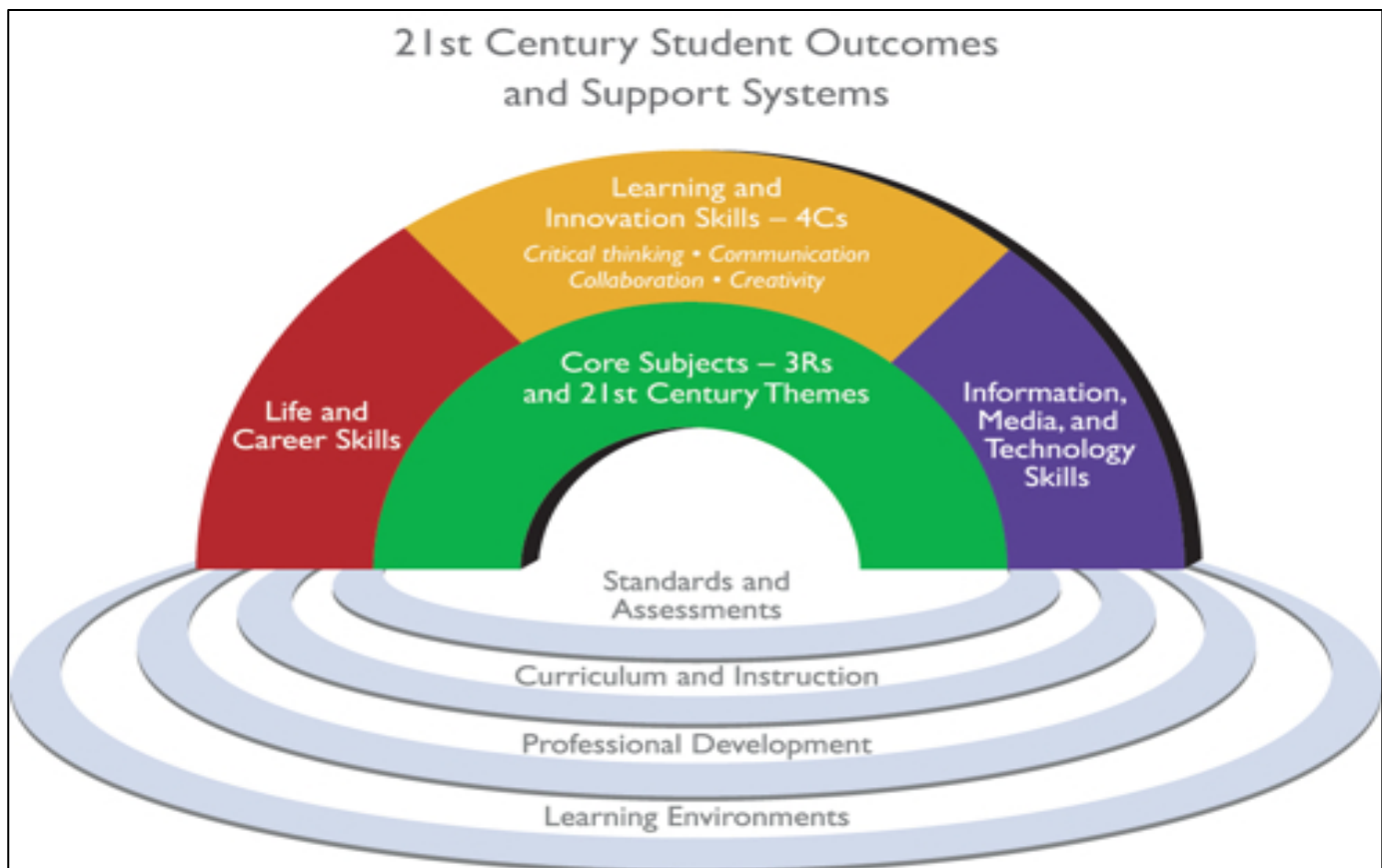


Figure 1. 21st Century Student Outcomes and Support Systems

The elements described in this section as “21st Century student outcomes” (represented by the rainbow in Figure 1) are the skills, knowledge, and expertise students should master to succeed in work and life in the 21st Century.

Core Subjects and 21st Century Themes

Mastery of **core subjects** and **21st Century themes** is essential for students in the 21st Century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics.

We believe school must move beyond a focus on basic competency in core subjects promoting understanding of academic content at much higher levels by weaving **21st Century interdisciplinary themes** into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st Century and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media, and Technology Skills

People in the 21st Century live in a technology and media-driven environment, marked by access to an abundance of information, rapid change in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st Century, citizens and works must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21st Century Support Systems

Developing a comprehensive framework for 21st Century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multidimensional abilities required of them in the 21st Century. The Partnership has identified five critical support systems that ensure student mastery of 21st Century skills:

- 21st Century Standards
- Assessment of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

For more information, visit the Partnership's Web site at www.21stcenturyskills.org.

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Milestones for Improving Learning and Education

The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching, and assessing 21st Century skills. The following describes the skills and knowledge required of students in the 21st Century. This list was adapted from the 21st Century Partnership's MILE Guide and served as a foundation for the North Carolina School Library Media Coordinator Standards.

Global Awareness

- Using 21st Century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national, and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy

- Having the ability to access health information and services, navigate health institutions, and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Demonstrating understanding of national and international health.

Thinking and Learning Skills

Critical Thinking and Problem Solving Skills

- Exercising sound reasoning and understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing, and solving problems.

Communication

- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

Creativity and Innovation Skills

- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaboration Skills

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

Contextual Learning Skills

- Having the ability to take advantage of education in a variety of contexts, both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT Literacy

- Using technology in the course of attaining and utilizing 21st Century skills.

Life Skills

Leadership

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics

- Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

Accountability

- Setting and meeting high standards and goals for one's self and others.

Adaptability

- Adapting to varied roles and responsibilities.

- Tolerating ambiguity and changing priorities.

Personal Productivity

- Utilizing time efficiently and managing workload.
- Being punctual and reliable.

Personal Responsibility

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills

- Working appropriately and productively with others.

Self-Direction

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize, and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

Social Responsibility

- Acting responsibly with the interests of the larger community in mind.

North Carolina School Library Media Coordinator Evaluation Process

The rubric used for evaluating North Carolina's school library media coordinators is based on the Framework for 21st Century Learning and the North Carolina Professional School Library Media Coordinator Standards. The rubric is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. The evaluation instrument and its accompanying processes and materials are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The intended purpose of the North Carolina School Library Media Coordinator Evaluation Process is to assess the school library media coordinator's performance in relation to the North Carolina Professional School Library Media Coordinator Standards and to design a plan for professional growth. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the school library media coordinator will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A local board shall use the North Carolina Professional School Library Media Coordinator Standards and North Carolina School Library Media Coordinator Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional School Library Media Coordinator Standards and North Carolina School Library Media Coordinator Evaluation Process.

The North Carolina School Library Media Coordinator Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process, all school library media coordinators, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

Within two weeks of a school library media coordinator's first day of work in any school year, the principal will provide the school library media coordinator with a copy of or directions for obtaining access to a copy of:

- A. The Rubric for Evaluating North Carolina School Library Media Coordinators;
- B. This policy; and
- C. A schedule for completing all the components of the evaluation process.

Component 3: Self-Assessment

Using the Rubric for Evaluating North Carolina School Library Media Coordinators, the school library media coordinator shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the school library media coordinator to discuss the school library media coordinator's self- assessment based on the Rubric for Evaluating North Carolina School Library Media Coordinators, the school library media coordinator's most recent professional growth plan, and the lesson(s) to be observed. The school library media coordinator will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

All school support staff members who are licensed by the North Carolina Department of Public Instruction are required to adhere to the annual evaluation requirements outlined in GS 115c-333.1(a). The **minimum** requirements for observations of probationary staff members whose contracts are renewed annually and career staff members who have reached career status are:

Probationary

- One (1) pre-observation conference conducted prior to the first formal observation.
- Three (3) formal observations which may be conducted by different administrators if the support staff member works in more than one school. Different administrators in the same school may also conduct observations. Administrators may choose to conduct more than the required three (3) formal observations during the school year.
- Three (3) formal post-observation conferences.
- One (1) final/summative evaluation conducted near the end of the year. All administrators who observed the support staff member during the year should confer about the final evaluation ratings prior to the final/summative evaluation conference to ensure that all aspects of the support staff member's performance are considered.

Total: Three (3) Formal Observations

(Minimum requirement as administrators reserve the right to determine number of observations. Likewise, the employee may request additional Formal Observations.)

Career

- One (1) pre-observation conference conducted prior to the first formal observation.
- One (1) formal observation.
- One (1) formal post-observation conference.
- Two (2) informal observations which may be conducted by more than one (1) administrator.
- One (1) final/summative evaluation conducted near the end of the year. All administrators who observed the support staff member during the year should confer about final evaluation ratings prior to the final/summative evaluation conference to ensure that all aspects of the support staff member's performance are considered.

Total: Three (3) Observations (1 Formal, 2 Informal)

(Multiple administrators confer regarding observations and Summative Evaluation as determined by LEA)

Any administrator responsible for evaluating probationary or career status school support staff members may choose to conduct additional formal observations during the school year. Observation requirements are summarized in the following table. Likewise, the employee may request additional Formal Observations.

Comparison of Probationary and Career Support Staff Member Evaluation Requirements

	Probationary	Career
Pre-Observation Conference	One (1) conducted prior to first formal observation	
Formal Observation(s)	3	1
Formal Post-Observation Conference	3	1
Informal Observations		2
Summative Evaluation	1	1
Other Requirements	Multiple administrators confer regarding observation results and representation on the final/summative evaluation.	
Options	Administrators may choose to conduct additional observations. Likewise, the employee may request additional observations.	

During observations, the evaluator shall note the school library media coordinator's performance in relationship to applicable standards on the appropriate rubric for evaluating the school support staff member. Each formal observation should last at least forty-five minutes or an entire session or activity.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and school library media coordinator shall discuss and document on the Rubric the strengths and weaknesses of the school library media coordinator's performance during the observed lesson.

Component 7: Summary Evaluation Conference and Scoring the Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the school library media coordinator. During the summary evaluation conference, the principal and school library media coordinator shall discuss the school library media coordinator's self-assessment, the most recent Professional Growth Plan, the components of the North Carolina School Library Media Coordinator Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of performance on the Rubric.

At the conclusion of the North Carolina School Library Media Coordinator Evaluation Process, the principal shall:

- A. Give a rating for each Element in the Rubric;
- B. Make a written comment on any Element marked “Not Demonstrated”;
- C. Give an overall rating of each Standard in the Rubric;
- D. Provide the school library media coordinator with the opportunity to add comments to the School Library Media Coordinator Summary Rating Form;
- E. Review the completed School Library Media Coordinator Summary Rating Form with the school library media coordinator; and
- F. Secure the school library media coordinator’s signature on the Record of School Library Media Coordinator Evaluation Activities and School Library Media Coordinator Summary Rating Form.

Component 8: Professional Development Plans

School library media coordinators shall develop a Professional Growth Plan designed to serve as a guide for improving their performance during the subsequent school year. At a minimum, such a plan shall outline the standards and elements on which improvement is needed, goals to be accomplished, activities to be completed, and a timeline for completing all activities and/or achieving goals. The Professional Growth Plan should be discussed with and approved by the evaluator as the final step in the evaluation process.

Individual Growth Plans

School library media coordinators who are rated at least “Proficient” on all Standards on the School Library Media Coordinator Summary Rating Form shall develop an Individual Growth Plan designed to improve performance on specifically identified standards and elements.

Monitored Growth Plans

A school library media coordinator shall be placed on a Monitored Growth Plan whenever he or she:

- A. Is rated “Developing” on one or more standard(s) on the School Library Media Coordinator Summary Rating Form; and
- B. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the standards and elements to be improved, the goals to be accomplished and the activities the school library media coordinator should undertake to achieve proficiency, and a timeline which allows the school library media coordinator one school year to achieve Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Directed Growth Plans

A school library media coordinator shall be placed on a Directed Growth Plan whenever he or she:

- A. Is rated
 1. “Not Demonstrated” on any Standard on the School Library Media Coordinator Summary Rating Form; or
 2. “Developing” on one or more Standards on the School Library Media Coordinator Summary Rating Form for two sequential years: and
- B. Is not recommended for dismissal, demotion or nonrenewal.

The Directed Growth Plan shall, at a minimum, identify the standards and elements to be improved, the goals to be accomplished, the activities to be completed to achieve Proficiency, a timeline for achieving Proficiency within one school year or such shorter time as determined by the LEA. A Directed Growth Plan that meets those

criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b). North Carolina School Library Media Coordinator Evaluation Process

Effective Dates and Effect on Licensing and Career Status

Effective with the 2013-14 school year, all school library media coordinators in North Carolina will be evaluated using this policy unless a local board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional School Library Media Coordinator Standards and North Carolina School Library Media Coordinator Evaluation Process in which case the local board shall use that instrument.

Beginning School Library Media Coordinators

Effective 2013-14, beginning school library media coordinators must be rated “Proficient” on all five North Carolina Professional School Library Media Coordinator Standards on the most recent School Library Media Coordinator Summary Rating Form in order to be eligible for the Standard Professional 2 License.

Probationary School Library Media Coordinators

Effective 2013-14, a principal must rate a probationary school library media coordinator as “Proficient” on all five North Carolina Professional School Library Media Coordinator Standards on the most recent School Library Media Coordinator Summary Rating Form before recommending that school library media coordinator for career status.

Clarification of Evaluation Procedures for Career-Status School Library Media Coordinators

A career-status school library media coordinator participates in a full evaluation process every year. This means the principal shall conduct at least three observations, including at least one formal observation and two other observations, either formal or informal, and rate all elements and all standards on the Summary Rating Form.

Purposes of the Evaluation Process

The school library media coordinator performance evaluation process will:

- Serve as a measurement of performance for individual school library media coordinators;
- Serve as a guide for school library media coordinators as they reflect upon and improve their effectiveness;
- Serve as the basis for the improvement of professional practice;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their school library media coordinators;
- Guide professional development programs for school library media coordinators;
- Serve as a tool in developing coaching and mentoring programs for school library media coordinators;
- Inform higher education institutions as they develop the content and requirements for school library media coordinator training programs.

In July 2012 the North Carolina State Board of Education approved the Rubric for Evaluating North Carolina School Library Media Coordinators and the School Library Media Coordinator Evaluation Process.

Responsibilities for school library media coordinators and their evaluators, as they complete the evaluation process, are as follows:

School Library Media Coordinator Responsibilities:

- Know and understand the North Carolina Professional School Library Media Coordinator Standards.
- Understand the North Carolina School Library Media Coordinator Evaluation Process.
- Prepare for, and fully participate in, each component of the evaluation process.
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals.

Principal/Evaluator Responsibilities:

- Know and understand the North Carolina Professional School Library Media Coordinator Standards.
- Supervise the school library media coordinator evaluation process and ensure that all steps are conducted according to the approved process.
- Identify the school library media coordinator's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the School Library Media Coordinator Summary Evaluation Form contain accurate information and accurately reflect the school library media coordinator's performance.
- Develop and supervise implementation of action plans as appropriate.

Figure 2 illustrates the components of the evaluation process.

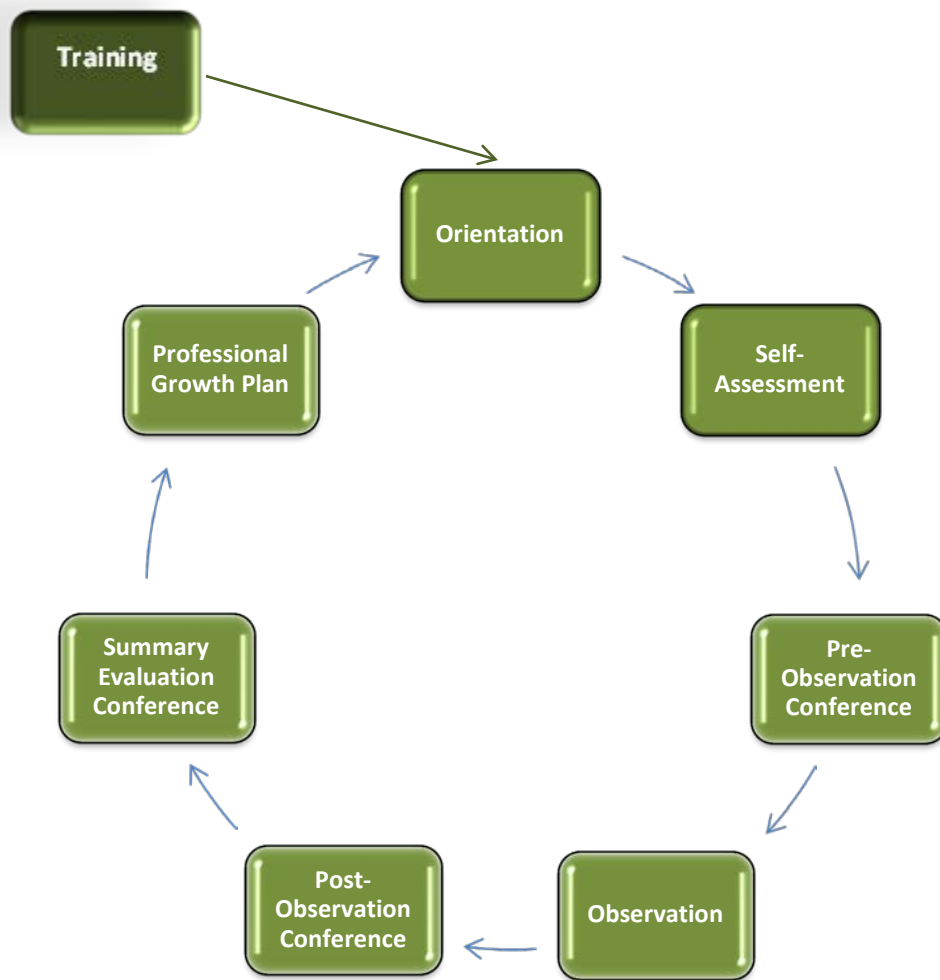


Figure 2: School Library Media Coordinator Annual Evaluation Process

Rubric for Evaluating North Carolina School Library Media Coordinators

The following rubric was developed to align with and exemplify the North Carolina Professional School Library Media Coordinator Standards I-V approved by the North Carolina State Board of Education in September 2012. The rubric should be used in conjunction with the standards descriptions. The rubric will be used by the principal during observations to check descriptors that describe levels of performance and by the school library media coordinator during self-assessment. Together, these materials form the core of the North Carolina School Library Media Coordinator Evaluation process.

After all observations have been completed, school library media coordinator performance will be noted as follows:

- **Not Demonstrated:** School library media coordinator did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the principal/evaluator must comment about why it was used.)
- **Developing:** School library media coordinator demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- **Proficient:** School library media coordinator demonstrated basic competence on standard(s) of performance.
- **Accomplished:** School library media coordinator exceeded basic competence on standard(s) of performance most of the time.
- **Distinguished:** School library media coordinator consistently and significantly exceeded basic competence on standard(s) of performance.

The developing school library media coordinator may exemplify the skills expected of a school library media coordinator who is new to the profession or an experienced school library media coordinator who is working in a new content area or grade level, or who needs a new skill in order to meet the standard. A proficient school library media coordinator must exhibit the skills and knowledge described under the Developing header as well as those under Proficient. Likewise, a distinguished school library media coordinator exhibits all of the skills and knowledge described for that element across the entire row. The Not Demonstrated rating should be used when the school library media coordinator is performing below expectations and is not making adequate growth toward becoming proficient on the element. This rating is also used when the principal is not able to check any of the descriptors for the element being rated. If a school library media coordinator is rated as Not Demonstrated, then a comment must be made as to why.

Completing the Rubric and the Summary Rating Form

Self-Assessment

Early in the school year, the school library media coordinator will complete a self-assessment based on the Rubric for Evaluating North Carolina School Library Media Coordinators. The self-assessment is a personal reflection about one’s professional practice. It should be completed without input from others. The purposes of the self-assessment are to provide the school library media coordinator an opportunity to reflect on his/her capabilities with respect to achieving the state’s standards of performance and to contextualize anticipated levels of performance during the school year. As a part of this process, the school library media coordinator should consider past performance as well as the school characteristics for the current school year. These two factors will help the school library media coordinator articulate professional development, coaching, and mentoring needs in order to maintain or improve performance.

At the discretion of the school library media coordinator, the self-assessment ratings may be used as the basis for discussions with the evaluator in order to clarify performance expectations, set goals, plan professional development and program changes, or provide input to the final, end-of-year ratings.

The school library media coordinator should complete the rubric by checking descriptors that characterize professional practices in evidence as a part of his/her daily work. The school library media coordinator should complete the self-assessment at the beginning of the school year and update it frequently throughout the year in light of changes to either personal performance or the school context.

Completing the Rubric Based on Observations

The evaluator will complete the Rubric for Evaluating North Carolina school library media coordinators during formal and informal observations as well as through reviews of artifacts. The evaluator checks descriptors that are observed during the session/lesson or as a result of review of artifacts and additional evidence. If the evaluator is not able to mark any of the descriptors for an element, then the “Not Demonstrated” column is used. In such a case, the evaluator must write a comment about the school library media coordinator’s performance and include suggestions for improvement. During a post-observation conference, the evaluator and school library media coordinator discuss and document the descriptors on which the school library media coordinator has demonstrated performance as well as those on which performance was not demonstrated and for which no additional evidence has been provided.

The evaluator should conduct at least one formal observation of the school library media coordinator’s performance. Additional informal observations may be conducted throughout the year to supplement information gained through the formal observation and to observe elements for which additional information is needed in order to adequately and accurately rate the school library media coordinator’s performance.

Determining Rating Levels After Completing the Rubric

The school library media coordinator and evaluator should independently score each element within a standard to determine the level of performance for that element. The school library media coordinator scores the rubric as a part of the self-assessment process and the evaluator scores it as a result of observations, artifact reviews, and other inputs. Each of the elements should be scored separately, and the individual element scores will determine the overall score for the standard.

The rater, whether the school library media coordinator completing a self-assessment or the evaluator, will score each of the elements separately. The rater will then examine the individual element scores for each standard to determine the overall score for that standard. To determine individual element ratings, the rater should begin with the left-hand column and mark each descriptor that describes the performance of the school library media coordinator during the period for which he or she is being evaluated. If the rater is not able to mark any of the descriptors for an element, then the “Not Demonstrated” column is used. In such a case, the rater must write a comment including suggestions for improving performance.

The rating for each descriptor is the lowest rating for which all descriptors are marked and all descriptors below that rating are marked. As illustrated in the exhibit entitled “Scoring the Rubric”, the school library media coordinator would be rated as “Proficient” on element a, “school library media coordinators lead in the school library media center and media program to support student success,” even though all of the descriptors for “Proficient” are marked and the “Distinguished” descriptor was marked. This is because “Proficient” is the highest rating for which all descriptors were marked and all descriptors below it were marked.

Formal and informal observations of the school library media coordinator’s performance should be conducted throughout the year. Overall ratings for standards should not be determined until the end of the year during the Summary Evaluation Conference. When a school library media coordinator is rated as “Developing” or “Not Demonstrated” on any element or standard during the Summary Evaluation Conference, the evaluator should strongly encourage the school library media coordinator to develop a goal to address the area(s) where proficiency has not been reached.

Determining the school library media coordinator’s overall standard ratings involves determining the ratings for individual elements. The evaluator should score all elements within a standard to determine the level of performance for that standard.

Using this approach, the school library media coordinator whose scores are illustrated in the exhibit entitled “Example of How to Score the Rubric”, would be rated as “Developing” on element b, “School library media coordinators lead in their schools” and “Proficient” on each of the remaining elements. This would result in an overall rating of “Proficient” for Standard 1.

Scoring the Rubric

Standard 1. School library media coordinators demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element a. School library media coordinators lead in the school library media center and media program to support student success. 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 21 st 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.				
Understands: <input checked="" type="checkbox"/> The significance of a collaborative media program and its impact on student learning. <input checked="" type="checkbox"/> 21 st Century skills and content. <input checked="" type="checkbox"/> How to establish an open, equitable, accessible, and flexible learning environment.	... and Aligns all components of the school’s library media program with: <input checked="" type="checkbox"/> 21 st Century skills and content. <input checked="" type="checkbox"/> State and local priorities and the North Carolina Standard Course of Study. <input checked="" type="checkbox"/> Research-based practices <input checked="" type="checkbox"/> Provides leadership in collaboratively planning, promoting, and sustaining the school library media program, services, and resources.	... and <input type="checkbox"/> Provides leadership to the school community in creating a 21 st Century learning environment.	... and <input checked="" type="checkbox"/> Provides leadership at district, state, and/or national level in creating 21 st Century learning environments.	

Example of How to Score the Rubric

Standard 1. School library media coordinators demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Element a. School library media coordinators lead in the school library media center and media program to support student success. 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 checked="" type="checkbox"/> The significance of a collaborative media program and its impact on student learning. <input checked="" type="checkbox"/> 21st Century skills and content. <input checked="" 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 checked="" type="checkbox"/> 21st Century skills and content. <input checked="" type="checkbox"/> State and local priorities and the North Carolina Standard Course of Study. <input checked="" type="checkbox"/> Research-based practices. <input checked="" type="checkbox"/> Provides leadership in collaboratively planning, promoting, and sustaining the school library media program, services, and resources. <input checked="" type="checkbox"/> Establishes the library media center as both a physical and virtual shared learning space. <input checked="" 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 checked="" 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)
<p>Element 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.</p>				
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understands the goals of the school improvement plan. <input checked="" type="checkbox"/> Participates in shared decision making within the school. <input checked="" type="checkbox"/> Supports and participates in professional learning communities. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" 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 checked="" type="checkbox"/> Provides technology-enabled one-on-one and group professional development for school-based educators. <input checked="" type="checkbox"/> Participates in the recruitment and hiring process and/or mentoring of school-based educators. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assumes a leadership role in a Professional Learning Community and/or the school improvement team at the school level. <input checked="" type="checkbox"/> Models and leads 21st Century teaching and learning concepts and strategies. <input type="checkbox"/> Collaborates with teachers to integrate information and instructional technology into all curricular areas. 	<p>... and</p> <ul style="list-style-type: none"> <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 checked="" 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)
<p>Element 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.</p>				
<p><input checked="" type="checkbox"/> Understands the need to advocate for the library media program and resources to support the learning community.</p>	<p>... and</p> <p>Advocates for:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equitable access to 21st Century resources throughout the learning community. <input checked="" type="checkbox"/> Integration of 21st Century skills and resources throughout the school's instructional program. <input checked="" type="checkbox"/> Appropriate staffing for the school library program. <input checked="" type="checkbox"/> Policies and procedures to support effective school library media programs. <input checked="" type="checkbox"/> Shares relevant research, evidence of student learning, and other outcomes to educate the school community about effective school library media programs. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes internal and external partnerships to advocate for effective school library media program. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership beyond the school level in communicating the impact of library media program on 21st Century content and skills. <input checked="" 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)
Element 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 checked="" type="checkbox"/> Models ethical behavior as outlined in the Code of Ethics for NC Educators and the Standards for Professional Conduct. <input checked="" type="checkbox"/> Models best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	... and <input checked="" 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 checked="" type="checkbox"/> Participates in state and/or national conversations regarding ethical access and use of resources, intellectual property, and digital citizenship.	

Directions for Completing the Summary Rating Form

Overall ratings of standards should be determined during the Summary Evaluation Conference conducted at the end of the year. During the Summary Evaluation Conference, the evaluator and school library media coordinator discuss the self-assessment and most recent professional development plan, the components of the North Carolina School Library Media Coordinator Evaluation Process completed during the year, formal and informal observations, artifacts submitted or collected during the evaluation process and other evidence of performance. The ratings included on the Summary/End-of-Year Rating Form (page 28) should be jointly reviewed and agreed to by the school library media coordinator and evaluator during the Summary Evaluation Conference.

When a school library media coordinator is rated “Developing” or “Not Demonstrated,” the evaluator should strongly encourage the development of a goal to address the area(s) where proficiency has not been achieved.

It should be noted that evaluators are not required to complete the Summary Rating Sheet. This is provided to demonstrate the process for determining overall ratings for elements and as a way to track performance throughout the year.

Example of Completing the Summary Rating Sheet

Summary Rating Form for School Library Media Coordinators	Not Demonstrated	Developing	Proficient	Accomplish	Distinguished
Standard 1. School library media coordinators demonstrate leadership.					
Element a. School library media coordinators lead in the school library media center and media program to support student success.			✓		
Element b. School library media coordinators lead in their schools.		✓			
Element c. School library media coordinators advocate for effective media programs.			✓		
Element d. School library media coordinators demonstrate high ethical standards.			✓		
Overall Rating for Standard 1					
Standard 2. School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.					
Element 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.			✓		
Element b. School library media coordinators provide appropriate resources, services, and instruction for learners at all stages of development.				✓	
Overall Rating for Standard 2					
Standard 3. School library media coordinators implement a comprehensive 21st Century library media program.					
Element a. School library media coordinators develop a library collection that supports 21 st Century teaching and learning.					✓
Element b. School library media coordinators serve, promote and facilitate inquiry-based instruction and the effective use of information and technology.				✓	
Overall Rating for Standard 3					
Standard 4. School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.					
Element a. School library media coordinators use effective pedagogy to infuse content-area curricula with 21 st Century skills.				✓	
Element b. School library media coordinators know the content appropriate to their teaching specialty.			✓		
Element c. School library media coordinators promote reading as a foundational skill for learning.			✓		
Overall Rating for Standard 4					
Standard 5. School library media coordinators reflect on their practice.					
Element a. School library media coordinators analyze student learning.					✓
Element b. School library media coordinators link professional growth to their professional goals.					✓
Element c. School library media coordinators function effectively in a complex, dynamic environment.			✓		
Overall Rating for Standard 5					

Glossary

Action Plan–A plan developed by the principal/supervisor with input from the school library media coordinator for the purpose of articulating specific actions and outcomes needed in order to improve the school library media coordinator’s performance. Action plans are developed and administrated under guidelines provided by each LEA.

Artifact–A product resulting from a school library media coordinator’s work. Artifacts are natural by-products of a school library media coordinator’s work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used as evidence to support an evaluation rating. School library media coordinators may use them as exemplars of their work and evaluators may use them to illustrate their rationale for the ratings provided. Examples of artifacts include these:

- **Daily Plans**–School library media coordinator’s daily plans that demonstrate integration of 21st Century skills and coverage of North Carolina’s Standard Course of Study.
- **Professional Development**–Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
- **Student Achievement Data**–Student achievement/testing data available from the North Carolina School Report Card (see www.ncschoolreportcard.org).
- **Student Dropout Data**–Data about grade 9–12 students who drop out of high school (see www.ncpublicschools.org/research/dropouts/reports).
- **School Improvement Plan**–A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. School library media coordinators should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.
- **School Improvement Team**–A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, school library media coordinators, and parents of children enrolled in the school. The team’s purpose is to develop a school improvement plan to strengthen student performance.

Code of Ethics for North Carolina Educators–The standards of professional conduct required of educators. (See www.ncptsc.org). (See Appendix A.)

Code of Professional Practice and Conduct for North Carolina Educators–The uniform standards of professional conduct for licensed professional educators (see www.ncptsc.org). (See Appendix A.)

Data–Factual information used as the basis for reasoning, discussion, or planning.

Evaluator–The person responsible for overseeing and completing the school library media coordinator evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

Evidence–Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

Formal Evaluation Process–The process of evaluating a school library media coordinator using the following essential components.

- A. **Training** – Before participating in the evaluation process, all school library media coordinators and evaluators must complete training on the evaluation process.

- B. **Orientation**– Within two weeks of a school library media coordinator’s first day of work in any school year, the principal will conduct a face-to-face meeting with the school library media coordinator or provide through electronic means a copy of, or directions for, obtaining access to:
1. The most current version of the Users’ Guide for Evaluating North Carolina School Library Media Coordinators;
 2. A schedule for completing all the components of the evaluation process.
- C. **School Library Media Coordinator Self-Assessment** – Using the Rubric for Evaluating North Carolina School Library Media Coordinators, the school library media coordinator shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.
- D. **Pre-Observation Conference**–Before the first formal observation, the evaluator shall meet with the School Library Media Coordinator to discuss the school library media coordinator’s self-assessment based on the Rubric for Evaluating North Carolina School Library Media Coordinators, the school library media coordinator’s most recent professional growth plan, and the lesson(s) to be observed. The school library media coordinator will provide the evaluator with a written description of the lesson(s). The goal of this conference is to prepare the evaluator for the observation. Pre-Observation conferences are not required for subsequent observations.
- E. **Observations:**
1. **Formal Observation**–A formal observation shall last 45 minutes or an entire lesson or session.
 2. **Informal Observation**–An informal observation may take place as an evaluator visits classrooms, helps a student, or “drops in” on the school library media coordinator’s lesson or session for a minimum of 20 minutes in one sitting.
- F. **Post-Observation Conference**–During the post-observation conference, the evaluator and school library media coordinator shall discuss and document on the Rubric the strengths and weaknesses of the school library media coordinator’s performance during the observed lesson.
- G. **Summary Evaluation Conference and Summary Rating Form**–The conference between the evaluator and school library media coordinator to discuss the school library media coordinator’s self-assessment, the school library media coordinator’s most recent Professional Development Plan, the components of the North Carolina School Library Media Coordinator Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the school library media coordinator’s performance on the rubric. At the conclusion of the process, the evaluator shall complete the School Library Media Coordinator Summary Rating Form.
- H. **Professional Growth Plans**-Every school library media coordinator will use a Professional Growth Plan to identify goals and strategies to improve performance.

Performance Rating Scale–The following rating scale will be used for determining the final evaluation rating for North Carolina school library media coordinators:

- **Not Demonstrated:** School library media coordinator did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the evaluator must comment about why it was used.)
- **Developing:** School library media coordinator demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- **Proficient:** School library media coordinator demonstrated basic competence on standard(s) of performance.
- **Accomplished:** School library media coordinator exceeded basic competence on standard(s) of performance most of the time.
- **Distinguished:** School library media coordinator consistently and significantly exceeded basic competence on standard(s) of performance.

Probationary School Library Media Coordinators- School library media coordinators who have not yet been granted Career Status in their current North Carolina school district.

Rubric for Evaluating North Carolina School Library Media Coordinators-A composite matrix of the following standards, elements, and descriptors of the North Carolina School Library Media Coordinator Standards:

- a. **Performance Standards**–The distinct aspect of school library media coordinator responsibilities or realm of activities which form the basis for the evaluation of a school library media coordinator.
- b. **Performance Elements**–The subcategories of performance embedded within the performance standard.
- c. **Performance Descriptor**–The specific performance responsibilities embedded within the components of each performance element.

School Executives–Principals and assistant principals licensed to work in North Carolina.

Self-assessment–Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.

School Library Media Coordinator–A person who holds a valid North Carolina School Library Media Coordinator certificate and is employed to provide school library/media services in North Carolina’s public schools.

Training–State-approved and sponsored training on the school library media coordinator rubric and evaluation process required of all school library media coordinator and individuals responsible for their evaluation.

Twenty-first Century Content-Global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health and wellness awareness.

Twenty-first Century Life Skills-School library media coordinators incorporate 21st century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility.

Appendix A: Codes of Ethics

Code of Ethics for North Carolina Educators

Code of Professional Practice and Conduct for North Carolina Educators

Code of Ethics of the American Library Association

Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

Preamble

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. To uphold these commitments, the educator:

I. Commitment to the Student

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason
- D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision making processes or due process proceedings.
- E. When acting in an administrative capacity:

1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators

16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as “educator” or “professional educator,” and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;
Eff. April 1, 1998.

16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators

The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
 - a. Statement of professional qualifications;
 - b. Application or recommendation for professional employment, promotion, or licensure;
 - c. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
 - d. Representation of completion of college or staff development credit;
 - e. Evaluation or grading of students or personnel;
 - f. Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
 - g. Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
 - h. Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related

criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
 - a. Any use of language that is considered profane, vulgar, or demeaning;
 - b. Any sexual act;
 - c. Any solicitation of a sexual act, whether written, verbal, or physical;
 - d. Any act of child abuse, as defined by law;
 - e. Any act of sexual harassment, as defined by law; and
 - f. Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
9. Alcohol or controlled substance abuse. The educator shall not:
 - a. Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;
 - b. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
 - c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
 - d. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
10. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from

students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

11. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
12. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998.

Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of coworkers, and by fostering the aspirations of potential members of the profession.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.

Appendix B: Forms

Rubric for Self-Assessment and Observations (Required)
Summary Rating Form (Required)
Professional Development Plan (Required)
Record of Evaluation Activities

Rubric for Evaluating North Carolina’s School Library Media Coordinators

Standard 1. School library media coordinators demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Element a. School library media coordinators lead in the school library media center and media program to support student success. 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)
<p>Element 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.</p>				
<ul style="list-style-type: none"> <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. 	<p>... and</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <ul style="list-style-type: none"> <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 21st Century teaching and learning concepts and strategies. <input type="checkbox"/> Collaborates with teachers to integrate information and instructional technology into all curricular areas. 	<p>... and</p> <ul style="list-style-type: none"> <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)
<p>Element 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.</p>				
<p><input type="checkbox"/> Understands the need to advocate for the library media program and resources to support the learning community.</p>	<p>... and</p> <p>Advocates for:</p> <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. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes internal and external partnerships to advocate for effective school library media program. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership beyond the school level in communicating the impact of library media program on 21st 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)
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Element 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.	<p>... and</p> <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.	<p>... and</p> <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.	<p>... and</p> <input type="checkbox"/> Participates in state and/or national conversations regarding ethical access and use of resources, intellectual property, and digital citizenship.	
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Examples of artifacts that may be used to support ratings:

- Staff development documentation
- Newsletters
- Conference documentation
- Websites
- School improvement and/or other leadership team documents
- PLC and/or PLN documentation
- Emails
- Informal communication with school staff
- Collaboration forms
- Articles and presentation documentation
- Professional organization activities
- North Carolina School Library/Media Rubrics and research
-
-
-
-

Evaluator Comments: (Required for all “Not Demonstrated” 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 (Comment Required)
<p>Element 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 culturally relevant classroom instructional practices.	<p>... and</p> <input type="checkbox"/> Recommends to school and/or district administrators changes to education programs and policies based on data analysis.	
<p>Element 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.</p>				
<p>Recognizes the need to:</p> <input type="checkbox"/> Use technology and research-based instructional strategies.	<p>... and</p> <input type="checkbox"/> Uses technology and research-based instructional strategies to deliver instruction.	<p>... and</p> <input type="checkbox"/> Collaboratively designs differentiated instruction that assures the integration of content, pedagogy, and technology across the curriculum.	<p>... and</p> <input type="checkbox"/> Leads professional development in the design of learning experiences that result in student-created content.	
<input type="checkbox"/> Use innovative instructional strategies to engage students.	<input type="checkbox"/> Uses innovative instructional strategies to engage students.	<input type="checkbox"/> Facilitates the collaborative design of learning experiences that cultivate creativity and critical thinking.		
<input type="checkbox"/> Differentiate instruction.	<input type="checkbox"/> Guides students to utilize critical thinking and creativity in the creation of new content.			
<input type="checkbox"/> Cultivate student creativity, reading interests, and critical thinking.	<input type="checkbox"/> Utilizes a variety of strategies to cultivate and support students' reading interests.			

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

Comments of person being evaluated (Optional):

Standard 3. School library media coordinators implement a comprehensive 21st Century library media program.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Element 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>				
<ul style="list-style-type: none"> <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. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically collects and utilizes data to collaboratively develop and regularly update the collection management plan. <p>Ensures that the library collection:</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses collection management plan data to solicit external resources to support collection development. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership beyond the school level in best practices regarding the development and implementation of a high quality collection management plan. 	
<p>Element b. 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.</p>				
<ul style="list-style-type: none"> <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. 	<p>... and</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <ul style="list-style-type: none"> <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. 	

Examples of artifacts that may be used to support ratings:

- Collection Management Plan
- Library media center schedule
- Library media center sign-up sheets
- Collaboration forms
- Lesson plans
- Research
- Documentation of work with school staff, parents, and other members of the school community
- Output measures
- Data walls
-
-
-
-

Evaluator Comments (Required for “Not Demonstrated” 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 (Comment Required)
<p>Element 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.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the need for participatory and social learning for 21st Century learners. <input type="checkbox"/> Understands the Framework for 21st Century Learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes participatory and social learning experiences in instruction. <input type="checkbox"/> Collaborates with school staff to incorporate participatory and social learning into their instructional practices. <input type="checkbox"/> Designs, delivers and assesses instruction that integrates 21st Century skills and content. 	<p>... and</p> <p>Models and leads other educators in the use of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participatory and social learning experiences. <input type="checkbox"/> The design, delivery and assessment of instruction that integrate 21st Century skills and content. 	<p>... and</p> <ul style="list-style-type: none"> <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)
<p>Element 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.</p>				
<p>Teaches students:</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <p>Works with teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assure that students are safe and ethical users 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. 	<p>... and</p> <p>Provides leadership in:</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <ul style="list-style-type: none"> <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. 	

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)
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Element 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.	<p>... and</p> Challenges students to read: <ul style="list-style-type: none"> <input type="checkbox"/> For pleasure. <input type="checkbox"/> Independently. <input type="checkbox"/> Increasingly complex materials. <input type="checkbox"/> A variety of materials. <input type="checkbox"/> Across a variety of subject areas and disciplines. <ul style="list-style-type: none"> <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. 	<p>... and</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involves stakeholders in leisure reading activities. <input type="checkbox"/> Provides leadership in implementing community partnerships to support literacy programs. 	
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Examples of artifacts that may be used to support ratings:

- Documents written for a listserv
- Book fairs
- Collection management plan
- Records of students who have public library cards
- Participation in Battle of the Books
- Summer reading programs
- Student and teacher feedback about the school's collection
- Community partnership activities
- Student reading records
- Family reading night
- Adult literacy courses
- Reading across the community programs
- Book clubs
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-
-
-

Evaluator Comments: (Required for all "Not Demonstrated" 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 Demonstrated (Comment Required)
Element 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 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. <ul style="list-style-type: none"> <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. <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with stakeholders to use action research findings in the implementation of the school library media program. 	
Element 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: <ul style="list-style-type: none"> <input type="checkbox"/> Addresses professional growth goals. <input type="checkbox"/> Reflects 21st 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.	

Standard 5. School library media coordinators reflect on their practice.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element 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.	

Examples of 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
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Evaluator Comments (Required for all “Not Demonstrated” ratings and recommended for all others):

Comments of person being evaluated (Optional):

Rubric Signature Page

School Library Media Coordinator Signature

Date

Principal/Evaluator Signature

Date

Comments Attached: ____ **YES** ____ **NO**

Principal/Evaluator Signature

Date

(Signature indicates question above regarding comments has been addressed.)

Note: The school library media coordinator's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the school library media coordinator has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the school library media coordinator process.

Summary Rating Sheet (Optional)

This form summarizes ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed as part of the Summary Evaluation discussions conducted near the end of the school year. It should be used to summarize self-assessment and evaluator ratings.

Name: _____ Date: _____
 School: _____ District: _____
 Evaluator: _____ Title: _____

Summary Rating Sheet for School Library Media Coordinators	Not Demonstrated	Developing	Proficient	Accomplish	Distinguished
Standard 1: School library media coordinators demonstrate leadership.					
Element a. School library media coordinators lead in the school library media center and media program to support student success.					
Element b. School library media coordinators lead in their schools.					
Element c. School library media coordinators advocate for effective media programs.					
Element d. School library media coordinators demonstrate high ethical standards.					
Overall Rating for Standard 1					
Standard 2: School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.					
Element 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.					
Element b. School library media coordinators provide appropriate resources, services, and instruction for learners at all stages of development.					
Overall Rating for Standard 2					
Standard 3: School library media coordinators implement a comprehensive 21st Century library media program..					
Element a. School library media coordinators develop a library collection that supports 21 st Century teaching and learning.					
Element b. School library media coordinators serve, promote and facilitate inquiry-based instruction and the effective use of information and technology.					
Overall Rating for Standard 3					
Standard 4. School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.					
Element a. School library media coordinators use effective pedagogy to infuse content-area curricula with 21 st Century skills.					
Element b. School library media coordinators know the content appropriate to their teaching specialty.					
Element c. School library media coordinators promote reading as a foundational skill for learning.					
Overall Rating for Standard 4					
Standard 5: School library media coordinators reflect on their practice.					
Element a. School library media coordinators analyze student learning.					
Element b. School library media coordinators link professional growth to their professional goals.					
Element c. School library media coordinators function effectively in a complex, dynamic environment.					
Overall Rating for Standard 5					

Professional Development Plan – Mid-Year Review

To be completed by (date) _____

School Library Media Coordinator _____ Academic Year: _____

Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

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Narrative

School Library Media Coordinator's Comments:	Administrator's Comments:
School Library Media Coordinator's Signature: Date:	Administrator's Signature: Date:

Professional Development Plan – End-Of-Year Review

To be completed by (date) _____

School Library Media Coordinator _____ Academic Year: _____

Evidence of Progress Toward Specific Standards or Elements to be addressed/Enhanced

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Goal 1 was successfully completed. Yes No

Goal 2 was successfully completed. Yes No

Goal 3 was successfully completed. Yes No

Narrative

School Library Media Coordinator's Comments:	Administrator's Comments:
School Library Media Coordinator's Signature: Date:	Principal/Evaluator's Signature: Date:

Record of School Library Media Coordinator Evaluation Activities

Name: _____ ID# _____
 School: _____ School Year: _____
 Position/Assignment: _____
 Evaluator: _____ Title: _____

School Library Media Coordinator Background: (Briefly describe the school library media coordinator’s educational background, years of experience, assignment, and any other factors that may impact the evaluation)

The North Carolina school library media coordinator evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	School Library Media Coordinator Signature	Evaluator Signature
Probationary			
Orientation			
Pre-Observation Conference			
Formal Observation #1			
Post-Observation Conference #1			
Formal Observation #2			
Post-Observation Conference #2			
Formal Observation #3			
Post-Observation Conference #3			
Summary Evaluation Conference			
Professional Growth Plan Completed			
Career			
Orientation			
Pre-Observation Conference			
Formal Observation			
Post-Observation Conference			
Informal Observation #1			
Informal Observation #2			
Summary Evaluation Conference			
Professional Growth Plan Completed			



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