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SBE MISSION: The State Board of Education has the constitutional authority to lead and uphold the system of public education in North Carolina.

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Table of Contents

Introduction ............................................................................................................................................ 3

North Carolina School Library Media Coordinator Standards
The NC Professional Library Media Coordinator Standards ................................................................. 3-10
Framework for 21st Century Learning ............................................................................................ 11-12
21st Century Support Systems ............................................................................................................. 12
Milestones for Improving Learning and Education ........................................................................ 13
Thinking and Learning Skills ................................................................................................................... 14
Life Skills ............................................................................................................................................... 15

State Board of Education Policy/Evaluation Requirements ................................................................. 16-20
  Comprehensive Evaluation Cycle ........................................................................................................ 16
  Standard Evaluation Cycle .................................................................................................................... 17
  Determining the Cycle ........................................................................................................................... 17
  Process ................................................................................................................................................ 17
  Effective Dates and Effect on Licensing ............................................................................................... 21
  Beginning Library Media Coordinators ............................................................................................... 20
Purposes of the Evaluation Process ..................................................................................................... 21
Library Media Coordinator Responsibilities .......................................................................................... 21
Principal/Evaluator Responsibilities ....................................................................................................... 21
Chart of Annual Evaluation Process ..................................................................................................... 22

Rubric for Evaluating North Carolina School Library Media Coordinators
Introduction/Explanation of the Performance Rubric .......................................................................... 23
Directions for Completing the Rubric ..................................................................................................... 24
  Completing the Rubric for Self-Assessment ......................................................................................... 24
  Completing the Rubric for Observations ............................................................................................... 24

End-of-Year Final Summary Evaluation
Compiling Observation Data to Determine Summary Ratings ............................................................... 25
Completing the Summary Rating Form .................................................................................................. 25
Example of Compiling Observation Data to Determine Summary Ratings ........................................ 26-29
Example of Marking the Summary Rating Sheet .................................................................................... 30-31

Glossary ............................................................................................................................................. 32-33

Appendix A: Codes of Ethics
Code of Ethics for North Carolina Educators ....................................................................................... 34-35
Code of Professional Practice and Conduct for North Carolina Educators ...................................... 36-38
Code of Ethics of the American Library Association .............................................................................. 39

Appendix B: Forms (and Sheet)
Rubric for Evaluating North Carolina School Library Media Coordinators ........................................ 41-60
Summary Rating Sheet for School Library Media Coordinators ....................................................... 61-62
Library Media Coordinator Summary Rating Form ............................................................................... 63-69
Professional Development Plans ........................................................................................................... 70-72
Record of Evaluation Activities for School Library Media Coordinators ........................................... 73
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 Professional 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 I. 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 II. 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 III. 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 Standard Course of Study, 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 IV. 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 V. 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](image)

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 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 workers 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.p21.org. Used with permission.
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 Professional 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 “evaluator”) 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 the 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.

Evaluation Requirements

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 Evaluation Process shall be conducted annually, according to one of the following cycle types:

Comprehensive Evaluation Cycle

- School Library Media Coordinator Self-Assessment
- Professional Development Plan
- Formal Observation (with pre- and post-conference)
- Formal Observation (with post-conference)
- Peer Observation (with post-conference)
- Summative Evaluation Conference
- Summary Rating Form
Standard Evaluation Cycle

- School Library Media Coordinator Self-Assessment
- Professional Development Plan
- Formal Observation (with pre- and post-conference)
- Observation (formal or informal)
- Observation (formal or informal)
- Summative Evaluation Conference
- Summary Rating Form

Determining the Cycle

School library media coordinators with less than three consecutive years of employment must be evaluated on a Comprehensive Cycle.

School library media coordinators with more than three consecutive years of employment may be evaluated on either cycle (standard or comprehensive) at the discretion of the district.

Note: There is no Abbreviated Evaluation Cycle for school library media coordinators.

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. North Carolina State Board Policy TCP-C-004; and
C. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

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 session/lesson to be observed. The school library media coordinator will provide the principal with a written description of the session/lesson. 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
A. A formal observation shall last at least forty-five minutes or an entire session or class period. An informal observation shall be at least 20 minutes in duration
B. New school library media coordinators who have not been employed for at least three consecutive years
   1. The principal shall conduct a Comprehensive Evaluation Cycle which includes at least three formal observations of all new school library media coordinators.
   2. A peer shall conduct one formal observation of a new school library media coordinator.
C. Experienced school library media coordinators (including those with career status) who have been employed for three or more years
   1. The principal shall conduct observations in accordance with one of the evaluation cycle types above for all school library media coordinators with greater than three years of experience.

During observations, the principal and peer (in the case of a new school library media coordinator) shall note the school library media coordinator’s performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina School Library Media Coordinators. Additional observations may occur at the discretion of the principal consistent with local board of education policy.

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 session/lesson.

Component 7: Summary Evaluation Conference and Scoring the School Library Media Coordinator 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 school library media coordinator’s 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 the school library media coordinator’s 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

Individual Growth Plans
School library media coordinators who are rated at least “Proficient” on all the 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 Standards 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 the school library media coordinator shall complete 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

Effective Dates and Effect on Licensing

Effective with the 2013-2014 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 2013-2014, beginning school library media coordinators must be rated “Proficient” on the 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.
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.
- 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.
Annual Evaluation Process – Revised 2015
For more information regarding the evaluation process, go to http://ncees.ncdpi.wikispaces.net/

COMPONENT 2: Orientation
Within two weeks of support member’s first day, the principal will provide:
A. The (appropriate) Rubric;
B. Teacher Evaluation Policy ID Number: TCP-C-004; and
C. A schedule for completing evaluation process.

COMPONENT 3: Support Staff Member Self-Assessment
Using the (appropriate) Rubric, the staff member shall rate his or her performance and reflect on his or her performance throughout the year.

COMPONENT 4: Pre-Observation Conference
Goal: To prepare principal for the observation. Before the first formal observation, the principal meets with the staff member to discuss: self-assessment, professional growth plan and a written description of the session/lesson to be observed.

COMPONENT 5: Observations
A. Formal observation: 45 min. or entire session/lesson
   Informal: at least 20 min.
B. Support Staff <3 years employment:
   Comprehensive Evaluation Cycle – 3 formal (principal) & 1 formal (peer)
C. Support Staff >3 years employment: Standard Evaluation Cycle – 3 Observations, 1 must be formal

COMPONENT 6: Post-Observation Conference
The principal shall conduct a post-observation conference no later than ten school days after each formal observation. Discuss and document strengths and weaknesses on the Rubric.

COMPONENT 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form
Prior to end of school, the principal conducts a summary evaluation conference to discuss components of the evaluation cycle type used – Comprehensive or Standard. At the conclusion:
A. Give rating for each Element in Rubric;
B. Comment on “Not Demonstrated”;
C. Give an overall rating of each standard observed;
D. Provide staff member opportunity to add comments to the Summary Rating Form;
E. Review completed Summary Rating Form with support staff member; and
F. Secure the staff member’s signature on the Record of Evaluation Activities and Summary Rating Form.

COMPONENT 8: PD Plans
A. Individual Growth Plans: “Proficient” or better
   B. Monitored Growth Plans: at least 1 “Developing”
   C. Directed Growth Plans: “not Demonstrated” or “Developing” rating for 2 sequential years
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 evaluator 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 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.

For the summative ratings, these levels are cumulative across the rows of the rubric. The school library media coordinator who is rated Developing for an element may be a beginning school library media coordinator exemplifying 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 school library media coordinator who is rated Proficient for an element must exhibit the skills and knowledge described under the Developing header as well as those under Proficient. Likewise, a school library media coordinator who is rated Distinguished for an element exhibits all of the skills and knowledge described for that element across the row.

The Not Demonstrated level should be used when the school library media coordinator performs below expectations during an observation and is not making adequate growth toward becoming proficient on the element. This rating is used on the Summary Rating Form when the principal has not been able to check any of the descriptors for the element being rated on at least one observation during the evaluation cycle. When a school library media coordinator indicates Not Demonstrated during an observation or is rated Not Demonstrated on the Summary Rating Form for an element, then a comment must be made as to why.
Directions for Completing the Rubric

Completing the Rubric for Self-Assessment

The school library media coordinator will complete a self-assessment based on the Rubric for Evaluating North Carolina School Library Media Coordinators in preparation for the Pre-Observation Conference. The self-assessment is a 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 to provide input to the final, end-of-year ratings. The school library media coordinator should complete the rubric by checking descriptors that characterize strengths and consider descriptors that have not been checked as areas for improvement. The school library media coordinator shall measure his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Completing the Rubric for Observations

The principal or evaluator will complete the Rubric for Evaluating North Carolina School Library Media Coordinators during school library media coordinator observations. The evaluator checks descriptors that are observed during the session/lesson and considers evidence of additional performance responsibilities demonstrated by the school library media coordinator. If the observer is not able to mark any of the descriptors for an element, then the Not Demonstrated column is used. In such case, the observer must write a comment about what was observed and suggestions for improving performance. During each post-observation conference, the principal and school library media coordinator discuss and document on the rubric the strengths and weaknesses of the school library media coordinator’s performance during the observed session/lesson.
End-of-Year Final Summary Evaluation

Compiling Observation Data to Determine Summary Ratings

After all observations have been completed, the number of checks per descriptor should be added together for scoring the elements of each standard. The principal must determine whether or not each descriptor was observed at least once, across all observations over the course of the year.

Completing the Summary Rating Form

The rating for an element is the lowest rubric-column category for which all descriptors were observed at least once during the evaluation cycle. After the rating for each element is established, an overall rating for each standard may be determined.

Overall ratings of standards should not be determined until the end of the year. During the Summary Evaluation Conference, the principal and school library media coordinator shall discuss the self-assessment, the most recent Professional Development Plan, the components of the North Carolina School Library Media Coordinator Evaluation Process completed during the year, observations, artifacts submitted or collected during the evaluation process and other evidence of the school library media coordinator’s performance on the rubric. The Summary/End-of-Year Rating Form is to be jointly reviewed by the school library media coordinator and evaluator during the Summary Evaluation Conference. When a school library media coordinator is rated as Developing or Not Demonstrated, the principal or evaluator should strongly encourage the school library media coordinator to develop a goal to address the area(s) where proficiency has not been reached.
Example of Compiling Observation Data to Determine Summary Ratings

**STANDARD I: 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.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands:</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Provides leadership at district, state, and/or national level in creating 21st Century learning environments.</td>
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<tr>
<td>3</td>
<td>Aligns all components of the school’s library media program with:</td>
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<tr>
<td>2</td>
<td>21st Century skills and content.</td>
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<tr>
<td>2</td>
<td>State and local priorities and the North Carolina Standard Course of Study.</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Research-based practices.</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Provides leadership in collaboratively planning, promoting, and sustaining the school library media program, services, and resources.</td>
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<tr>
<td>3</td>
<td>Establishes the library media center as both a physical and virtual shared learning space.</td>
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<tr>
<td>3</td>
<td>Provides an open, equitable and accessible learning environment.</td>
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</tbody>
</table>
**STANDARD I: School library media coordinators demonstrate leadership.**

**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.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
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<tbody>
<tr>
<td>2</td>
<td>. . . and 2</td>
<td>. . . and</td>
<td>. . . and</td>
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<tr>
<td></td>
<td>Understands the goals of the school improvement plan.</td>
<td>Assumes a leadership role in a Professional Learning Community and/or the school improvement team at the school level.</td>
<td>Assumes a leadership role in developing and implementing the school improvement plan.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Participates in shared decision making within the school.</td>
<td>Infuses multiple literacies and 21st Century skills within content-area instruction.</td>
<td>Participates in a professional learning network (PLN) at the district, state, and/or national level.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Supports and participates in professional learning communities.</td>
<td>Provides technology-enabled one-on-one and group professional development for school-based educators.</td>
<td>Models and leads 21st Century teaching and learning concepts and strategies.</td>
<td>Provides professional development on integrating information and instructional technology into all curricular areas at the school, district, state, and/or national level.</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Participates in the recruitment and hiring process and/or mentoring of school-based educators.</td>
<td>Collaborates with teachers to integrate information and instructional technology into all curricular areas.</td>
<td></td>
</tr>
</tbody>
</table>
STANDARD I: School library media coordinators demonstrate leadership.

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.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
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<tr>
<td></td>
<td>Understands the need to advocate for the library media program and resources to support the learning community.</td>
<td>Establishes internal and external partnerships to advocate for effective school library media program.</td>
<td>Provides leadership beyond the school level in communicating the impact of library media program on 21st Century content and skills.</td>
<td>Leverages partnerships to advocate at the local, district, state and/or national level for highly effective school library media programs.</td>
</tr>
<tr>
<td>2</td>
<td>. . . and</td>
<td>. . . and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advocates for: Equitable access to 21st Century resources throughout the learning community.</td>
<td>Integration of 21st Century skills and resources throughout the school’s instructional program.</td>
<td></td>
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<td></td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equitable access to 21st Century resources throughout the learning community.</td>
<td>Appropriate staffing for the school library program.</td>
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<tr>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integration of 21st Century skills and resources throughout the school’s instructional program.</td>
<td>Policies and procedures to support effective school library media programs.</td>
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<tr>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shares relevant research, evidence of student learning, and other outcomes to educate the school community about effective school library media programs.</td>
<td>Shares relevant research, evidence of student learning, and other outcomes to educate the school community about effective school library media programs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STANDARD I: School library media coordinators demonstrate leadership.

**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.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Models ethical behavior as outlined in the Code of Ethics for NC Educators and the Standards for Professional Conduct.</td>
<td>. . and 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.</td>
<td>. . and 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.</td>
<td>. . and Participates in state and/or national conversations regarding ethical access and use of resources, intellectual property, and digital citizenship.</td>
<td></td>
</tr>
</tbody>
</table>
### Summary Rating Sheet for School Library Media Coordinators

After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.

<table>
<thead>
<tr>
<th>Standard I. School library media coordinators demonstrate leadership.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School library media coordinators lead in the school library media center and media program to support student success.</td>
</tr>
<tr>
<td>b. School library media coordinators lead in their schools.</td>
</tr>
<tr>
<td>c. School library media coordinators advocate for effective media programs.</td>
</tr>
<tr>
<td>d. School library media coordinators demonstrate high ethical standards.</td>
</tr>
</tbody>
</table>

**Overall Rating for Standard I**

<table>
<thead>
<tr>
<th>Standard II. School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>b. School library media coordinators provide appropriate resources, services, and instruction for learners at all stages of development.</td>
</tr>
</tbody>
</table>

**Overall Rating for Standard II**

<table>
<thead>
<tr>
<th>Standard III. School library media coordinators implement a comprehensive 21st Century library media program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School library media coordinators develop a library collection that supports 21st Century teaching and learning.</td>
</tr>
<tr>
<td>b. School library media coordinators serve, promote and facilitate inquiry-based instruction and the effective use of information and technology.</td>
</tr>
</tbody>
</table>

**Overall Rating for Standard III**
### EXAMPLE OF MARKING THE SUMMARY RATING SHEET (cont.)

**Summary Rating Sheet for School Library Media Coordinators**

After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.

<table>
<thead>
<tr>
<th>Standard IV. School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.</th>
<th>Not Demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School library media coordinators use effective pedagogy to infuse content-area curricula with 21st Century skills.</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. School library media coordinators know the content appropriate to their teaching specialty.</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>c. School library media coordinators promote reading as a foundational skill for learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

**Overall Rating for Standard IV**

<table>
<thead>
<tr>
<th>Standard V. School library media coordinators reflect on their practice.</th>
<th>Not Demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School library media coordinators analyze student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>b. School library media coordinators link professional growth to their professional goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>c. School library media coordinators function effectively in a complex, dynamic environment.</td>
<td></td>
<td></td>
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</tbody>
</table>

**Overall Rating for Standard V**
Glossary

**Artifact** – A product resulting from the work of a support staff member. Artifacts are natural by-products of work and are not created for the purpose of satisfying evaluation requirements. Artifacts can be presented by the support staff member to the evaluator to provide evidence of descriptors in the rubric.

**Comprehensive Evaluation Cycle** – Required for new support staff members and includes a pre-observation conference which must precede the first of 3 formal observations, 1 peer observation, and Summative Evaluation.

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

**Evaluation** – Annual assessment of performance based on standards, captured on the Summary Rating Form.

**Evaluator** – The person responsible for overseeing and completing the support staff member’s evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

**Experienced Support Staff Member** – A support staff member who has been employed for three or more years.

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

**New Support Staff Member** – A support staff member who has been employed less than three years.

**Observation** – When an evaluator checks descriptors of the rubric while watching a session/lesson.
  i. **Formal Observation** – A formal observation shall last 45 minutes or an entire session/lesson.
  ii. **Informal Observation** – An informal observation should last at least 20 minutes each. A post-conference is not required but can be requested by the support staff member.

**Orientation** – Second component of the Evaluation Process to provide support staff members with required documents. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of the school year and/or individually as staff is added throughout the year.

**Pre-Observation Conference** – The third component of the Evaluation Process. The goal of the
conference is to prepare the principal for the first observation by discussing the support staff member’s self-assessment, professional growth plan and a written description of the session/lesson to be observed.

**Professional Development Plan** – Component eight of the Evaluation Process. One of three professional growth plans is required for support staff: individual, monitored, or directed.

**Rubric for Evaluating North Carolina (specific) Support Staff** – A composite matrix of the standards, elements, and descriptors for (specific) support staff members:

a. **Performance Standards** – The distinct aspect or realm of activities that form the basis for the evaluation of the support staff member.

b. **Performance Elements** – The subcategories of performance embedded within the performance standard.

c. **Performance Descriptors** – The specific performance responsibilities embedded within the components of each performance element.

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

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

**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, to guide discussions about goal-setting, professional development and program needs, and to provide input to the final ratings.

**Standard Evaluation Cycle** – is an option for experienced support staff members and includes a formal observation with a pre-conference, 2 formal or informal observations, and a Summative Evaluation.

**Training** – State-approved and sponsored training on the rubric and evaluation process required of support staff members and individuals responsible for their evaluation.
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 a person 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 I. 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.

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<tr>
<th>Developing</th>
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<th>Accomplished</th>
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<tr>
<td>Understands:</td>
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<td>□ The significance of a collaborative media program and its impact on student learning.</td>
<td>□ The significance of a collaborative media program and its impact on student learning.</td>
<td>□ The significance of a collaborative media program and its impact on student learning.</td>
<td>□ Provides leadership at district, state, and/or national level in creating 21st Century learning environments.</td>
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<tr>
<td>□ 21st Century skills and content.</td>
<td>□ 21st Century skills and content.</td>
<td>□ 21st Century skills and content.</td>
<td>□ Provides leadership at district, state, and/or national level in creating 21st Century learning environments.</td>
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<tr>
<td>□ How to establish an open, equitable, accessible, and flexible learning environment.</td>
<td>□ How to establish an open, equitable, accessible, and flexible learning environment.</td>
<td>□ How to establish an open, equitable, accessible, and flexible learning environment.</td>
<td>□ Provides leadership at district, state, and/or national level in creating 21st Century learning environments.</td>
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- Aligns all components of the school’s library media program with:
  - □ 21st Century skills and content.
  - □ State and local priorities and the North Carolina Standard Course of Study.
  - □ Research-based practices.

- Provides leadership in collaboratively planning, promoting, and sustaining the school library media program, services, and resources.

- Establishes the library media center as both a physical and virtual shared learning space.

- Provides an open, equitable and accessible learning environment.
STANDARD I. School library media coordinators demonstrate leadership.

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.

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<tr>
<td>☐ Understands the goals of the school improvement plan.</td>
<td>☐ Participates in the development and implementation of the school improvement plan.</td>
<td>☐ Assumes a leadership role in a Professional Learning Community and/or the school improvement team at the school level.</td>
<td>☐ Assumes a leadership role in developing and implementing the school improvement plan.</td>
<td>☐ Assumes a leadership role in developing and implementing the school improvement plan.</td>
</tr>
<tr>
<td>☐ Participates in shared decision making within the school.</td>
<td>☐ Infuses multiple literacies and 21st Century skills within content-area instruction.</td>
<td>☐ Models and leads 21st Century teaching and learning concepts and strategies.</td>
<td>☐ Participates in a professional learning network (PLN) at the district, state, and/or national level.</td>
<td>☐ Participates in a professional learning network (PLN) at the district, state, and/or national level.</td>
</tr>
<tr>
<td>☐ Supports and participates in professional learning communities.</td>
<td>☐ Provides technology-enabled one-on-one and group professional development for school-based educators.</td>
<td>☐ Collaborates with teachers to integrate information and instructional technology into all curricular areas.</td>
<td>☐ Provides professional development on integrating information and instructional technology into all curricular areas at the school, district, state, and/or national level.</td>
<td>☐ Provides professional development on integrating information and instructional technology into all curricular areas at the school, district, state, and/or national level.</td>
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</table>
### STANDARD I. School library media coordinators demonstrate leadership.

#### 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.

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<tr>
<td>☐ Understands the need to advocate for the library media program and resources to support the learning community.</td>
<td>☐ <strong>. . . and</strong> Advocates for:</td>
<td>☐ <strong>. . . and</strong> Establishes internal and external partnerships to advocate for effective school library media program.</td>
<td>☐ <strong>. . . and</strong> Provides leadership beyond the school level in communicating the impact of library media program on 21st Century content and skills.</td>
<td>☐ Leverages partnerships to advocate at the local, district, state and/or national level for highly effective school library media programs.</td>
</tr>
<tr>
<td>☐ Understands the need to advocate for the library media program and resources to support the learning community.</td>
<td>☐ Equitable access to 21st Century resources throughout the learning community.</td>
<td>☐ Integration of 21st Century skills and resources throughout the school’s instructional program.</td>
<td>☐ Appropriate staffing for the school library program.</td>
<td>☐ Policies and procedures to support effective school library media programs.</td>
</tr>
<tr>
<td>☐ Understands the need to advocate for the library media program and resources to support the learning community.</td>
<td>☐ Equitable access to 21st Century resources throughout the learning community.</td>
<td>☐ Integration of 21st Century skills and resources throughout the school’s instructional program.</td>
<td>☐ Appropriate staffing for the school library program.</td>
<td>☐ Policies and procedures to support effective school library media programs.</td>
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<tr>
<td>☐ Understands the need to advocate for the library media program and resources to support the learning community.</td>
<td>☐ Equitable access to 21st Century resources throughout the learning community.</td>
<td>☐ Integration of 21st Century skills and resources throughout the school’s instructional program.</td>
<td>☐ Appropriate staffing for the school library program.</td>
<td>☐ Policies and procedures to support effective school library media programs.</td>
</tr>
<tr>
<td>☐ Understands the need to advocate for the library media program and resources to support the learning community.</td>
<td>☐ Equitable access to 21st Century resources throughout the learning community.</td>
<td>☐ Integration of 21st Century skills and resources throughout the school’s instructional program.</td>
<td>☐ Appropriate staffing for the school library program.</td>
<td>☐ Policies and procedures to support effective school library media programs.</td>
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## STANDARD I. School library media coordinators demonstrate leadership.

### 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.

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<tr>
<td>□ Models ethical behavior as outlined in the Code of Ethics for NC Educators and the Standards for Professional Conduct.</td>
<td>□ 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.</td>
<td>□ 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.</td>
<td>□ Participates in state and/or national conversations regarding ethical access and use of resources, intellectual property, and digital citizenship.</td>
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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 “Not Demonstrated” ratings, recommended for all other ratings.)


### Comments of Person Being Evaluated: (Optional)
STANDARD II. 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 and equitable access to the library media center and its resources.

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<td>☐ Acknowledges that diversity impacts student learning.</td>
<td>☐ . . and ☐ Utilizes data to understand the diverse needs of the school community. ☐ Provides open and equitable access to resources that accommodate diverse student needs and interests. ☐ Fosters global literacy, awareness and cultural understanding.</td>
<td>☐ . . and ☐ Collaborates with teachers to develop culturally relevant classroom instructional practices. ☐ Leads professional development on resources and instructional strategies to meet the needs of a diverse population of students.</td>
<td>☐ . . and ☐ Recommends to school and/or district administrators changes to education programs and policies based on data analysis.</td>
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STANDARD II. School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.

**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.

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<tr>
<td>Recognizes the need to:</td>
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<td>□ Use technology and research-based instructional strategies.</td>
<td>□ Collaboratively designs differentiated instruction that assures the integration of content, pedagogy, and technology across the curriculum.</td>
<td>□ Leads professional development in the design of learning experiences that result in student-created content.</td>
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<td>□ Use innovative instructional strategies to engage students.</td>
<td>□ Uses innovative instructional strategies to engage students.</td>
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<td>□ Differentiate instruction.</td>
<td>□ Guides students to utilize critical thinking and creativity in the creation of new content.</td>
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<td>□ Cultivate student creativity, reading interests, and critical thinking.</td>
<td>□ Utilizes a variety of strategies to cultivate and support students’ reading interests.</td>
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### Examples of Artifacts that May Be Used to Support Ratings:

- Student-created content
- Usage data
- Assessment data
- Collection Management Plan
- Policies and Procedures Manuals
- Collaboratively produced lesson and unit plan
- Professional growth plans
- Documentation of professional/electronic learning community activities
- Reflective journaling
- Blogs
- Articles written by school library media coordinator
- Listservs
- Newsletters

### Evaluator Comments (Required for ratings of Not Demonstrated, recommended for all other ratings):


### Comments of Person Being Evaluated: (Optional)
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 Standard Course of Study, and meets the unique needs of the school and its learners.

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<tr>
<td>☐ Understands the components of a collection management plan.</td>
<td>☐ Recognizes that the collection management plan should be collaboratively developed and regularly updated.</td>
<td>☐ Systematically collects and utilizes data to collaboratively develop and regularly update the collection management plan.</td>
<td>☐ Uses collection management plan data to solicit external resources to support collection development.</td>
<td>☐ Provides leadership beyond the school level in best practices regarding the development and implementation of a high quality collection management plan.</td>
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STANDARD III. School library media coordinators implement a comprehensive 21st Century library media program.

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.

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<td>□ Understands and supports inquiry-based approaches to learning.</td>
<td>□ Collaboratively plans, implements, and assesses inquiry-based instruction.</td>
<td>□ Leads other educators in the implementation of inquiry-based instruction.</td>
<td>□ Communicates data that illustrate the connection between an open and flexibly scheduled library media program, collaboration with classroom teachers, and student learning.</td>
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<tr>
<td>□ Communicates the connection between a flexibly scheduled school library media program, collaboration with classroom teachers, and student learning.</td>
<td>□ Ensures that library resources and technology are flexibly available and easily accessible.</td>
<td>□ Shares data about library accessibility with the school community.</td>
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<td>Examples of Artifacts that May Be Used to Support Ratings:</td>
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<tr>
<td>☐ Collection Management Plan</td>
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<td>☐ Library media center schedule</td>
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<td>☐ Library media center sign-up sheets</td>
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<td>☐ Collaboration forms</td>
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<td>☐ Lesson plans</td>
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<td>☐ Research</td>
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<td>☐ Documentation of work with school staff, parents, and other members of the school community</td>
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<td>☐ Output measures</td>
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<tr>
<td>☐ Data walls</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| Evaluator Comments (Required for ratings of Not Demonstrated, recommended for all other ratings): |

| Comments of Person Being Evaluated: (Optional) |
STANDARD IV. 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.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
</table>
STANDARD IV. School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.

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.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaches students:</td>
<td>. . and</td>
<td>. . and</td>
<td>. . and</td>
<td></td>
</tr>
<tr>
<td>□ Safe and ethical use of information and technology resources.</td>
<td></td>
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</tr>
<tr>
<td>□ Effective strategies for accessing, evaluating, and synthesizing information resources to support learning.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>□ Utilizes a research model in the school library media center.</td>
<td></td>
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</tr>
<tr>
<td>□ Demonstrates knowledge of curriculum goals across grade levels and subject areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works with teachers to:</td>
<td>□ Assure that students are safe and ethical users of information and technology resources.</td>
<td>□ The ethical and appropriate use of information and technology resources.</td>
<td>□ Participates in district, state, or national conversations and debates regarding the safe, ethical, and appropriate use of technology resources.</td>
<td>□ 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.</td>
</tr>
<tr>
<td>□ Integrate effective strategies for accessing, evaluating, and synthesizing information resources to support teaching and learning.</td>
<td>□ Collaboratively assessing, evaluating, and synthesizing information resources to support teaching and learning.</td>
<td></td>
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<tr>
<td>□ Implement a school wide research model.</td>
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</tbody>
</table>
STANDARD IV. School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.

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.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
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</tr>
<tr>
<td>Identifies appropriate resources based on student interests and needs to scaffold and support differentiated instruction.</td>
<td>Challenges students to read:</td>
<td>Expands and enhances the quantity and quality of students’ reading activities.</td>
<td>Involves stakeholders in leisure reading activities.</td>
<td>Invokes leadership in implementing community partnerships to support literacy programs.</td>
</tr>
<tr>
<td>Assists students in finding engaging and appropriate information resources by building on their interests.</td>
<td>For pleasure.</td>
<td>Promotes the use of a variety of engaging and appropriate materials to support reading instruction.</td>
<td>Provides leadership in implementing community partnerships to support literacy programs.</td>
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<tr>
<td></td>
<td>Independently.</td>
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<tr>
<td></td>
<td>Increasingly complex materials.</td>
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<tr>
<td></td>
<td>A variety of materials.</td>
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<tr>
<td></td>
<td>Across a variety of subject areas and disciplines.</td>
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<tr>
<td></td>
<td>Partners with teachers in identifying the reading interests and needs of students.</td>
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<tr>
<td></td>
<td>Recommends appropriate resources to address the reading interests and needs of students.</td>
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</tr>
</tbody>
</table>
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
- 
- 
- 
- 

Evaluator Comments (Required for ratings of Not Demonstrated, recommended for all other ratings):

Comments of Person Being Evaluated: (Optional)
STANDARD V. 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.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
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<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Thinks systematically and critically about the impact of the school library media program on student learning.</td>
<td>. . . and Develops and implements a long-term strategic library program plan that:</td>
<td>. . . and Seeks feedback from stakeholders on the effectiveness of service delivery and needed changes.</td>
<td>. . . and Advocates for changes to the school library media program guided by action research findings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Is based on evidence and best practices.</td>
<td>- Conducts action research to determine the impact of the school library media program on student achievement.</td>
<td>- Collaborates with stakeholders to use action research findings in the implementation of the school library media program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reflects the goals of the school improvement plan.</td>
<td>- 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.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Collects and uses relevant data to improve their professional practice and the library media program.</td>
<td>- Leverages resources to implement action research findings.</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Develops and follows a professional growth plan aligned to evaluation results and professional practice needs.</td>
<td>☐ Participates in professional development that:</td>
<td>☐ Applies and implements knowledge and skills attained from professional development to improve the library program and their practice.</td>
<td>☐ Assesses the impact of professional development on the effectiveness of their instruction and the library program.</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Understands that personal culture and experiences may impact professional practice.</td>
<td>☐ Addresses professional growth goals.</td>
<td>☐ Reflects 21st Century skills and knowledge.</td>
<td>☐ Is aligned with State Board of Education and school and district priorities.</td>
<td>☐</td>
</tr>
</tbody>
</table>
STANDARD V. School library media coordinators reflect on their 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.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Stays current with evolving research about the changing information and technology environment.</td>
<td>☐ Applies findings from evidence-based research to professional practices.</td>
<td>☐ Routinely monitors the impact of changes to professional practice.</td>
<td>☐ Uses the results of monitoring activities to improve the school library media program.</td>
<td>☐ Shares results of monitoring activities and offers recommendations for the improvement of the school library media program throughout the school and district.</td>
</tr>
<tr>
<td></td>
<td>☐ Seeks new ideas that support students’ social, emotional, psychological, and academic success.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Changes practice to best meet the evolving needs of students, families, schools, and communities.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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

### Evaluator Comments (Required for ratings of Not Demonstrated, recommended for all other ratings):


### Comments of Person Being Evaluated: (Optional)
Rubric Signature Page

School Library Media Coordinator Signature  Date

Evaluator Signature  Date

Peer Signature (if applicable)  Date

Comments Attached: ____ YES ____ NO

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 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 Evaluation Process.
Summary Rating Sheet for School Library Media Coordinators (Optional)

This sheet can be used to summarize observation data and to note information about areas needing improvement. It can be completed as part of the Summary Evaluation discussions conducted near the end of the school year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>District</td>
</tr>
<tr>
<td>Evaluator</td>
<td>Title</td>
</tr>
</tbody>
</table>
## Summary Rating Sheet for School Library Media Coordinators

After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.

### Standard I: School library media coordinators demonstrate leadership.

<table>
<thead>
<tr>
<th>a.</th>
<th>School library media coordinators lead in the school library media center and media program to support student success.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>School library media coordinators lead in their schools.</td>
</tr>
<tr>
<td>c.</td>
<td>School library media coordinators advocate for effective media programs.</td>
</tr>
<tr>
<td>d.</td>
<td>School library media coordinators demonstrate high ethical standards.</td>
</tr>
</tbody>
</table>

**Overall Rating for Standard I**

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

<table>
<thead>
<tr>
<th>a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>School library media coordinators provide appropriate resources, services, and instruction for learners at all stages of development.</td>
</tr>
</tbody>
</table>

**Overall Rating for Standard II**

### Standard III: School library media coordinators implement a comprehensive 21st Century library media program.

<table>
<thead>
<tr>
<th>a.</th>
<th>School library media coordinators develop a library collection that supports 21st Century teaching and learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>School library media coordinators serve, promote and facilitate inquiry-based instruction and the effective use of information and technology.</td>
</tr>
</tbody>
</table>

**Overall Rating for Standard III**
**Summary Rating Sheet for School Library Media Coordinators (continued)**

After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.

<table>
<thead>
<tr>
<th>Overall Rating for Standard IV</th>
<th>Overall Rating for Standard V</th>
</tr>
</thead>
</table>

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

- **a.** School library media coordinators use effective pedagogy to infuse content-area curricula with 21st Century skills.
- **b.** School library media coordinators know the content appropriate to their teaching specialty.
- **c.** School library media coordinators promote reading as a foundational skill for learning.

### Standard V: School library media coordinators reflect on their practice.

- **a.** School library media coordinators analyze student learning.
- **b.** School library media coordinators link professional growth to their professional goals.
- **c.** School library media coordinators function effectively in a complex, dynamic environment.

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### School Library Media Coordinator Summary Rating Form (Required)

This form is to be jointly reviewed by the school library media coordinator and evaluator or designee during the Summary Evaluation Conference conducted at the end of the year.

<table>
<thead>
<tr>
<th>Name</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>District</td>
</tr>
<tr>
<td>Evaluator</td>
<td>Evaluator’s Title</td>
</tr>
<tr>
<td>Date Completed</td>
<td></td>
</tr>
</tbody>
</table>
# Standard I: School library media coordinators demonstrate leadership.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School library media coordinators lead in the school library media center and media program to support student success.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. School library media coordinators lead in their schools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>c. School library media coordinators advocate for effective media programs.</td>
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</tr>
<tr>
<td>d. School library media coordinators demonstrate high ethical standards.</td>
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</tr>
</tbody>
</table>

**Overall Rating for Standard I**

**Comments:**

**Evidence or documentation to support rating:**

- Staff development documentation
- Newsletters
- Conference documentation
- Websites
- School improvement and/or other leadership team documents
- PLC and/or PLN documentation
- Email
- Informal communication with staff
- Collaboration forms
- Articles and presentation documentation
- Professional Organization Activities
- North Carolina School Library/Media Rubrics and Research

**Recommended actions for improvement:**

**Resources needed to complete these actions:**
Standard II: School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
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</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. School library media coordinators provide appropriate resources, services, and instruction for learners at all stages of development.</td>
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<td></td>
</tr>
</tbody>
</table>

Overall Rating for Standard II

<table>
<thead>
<tr>
<th>Comments:</th>
<th>Evidence or documentation to support rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Student-created content</td>
</tr>
<tr>
<td></td>
<td>□ Usage data</td>
</tr>
<tr>
<td></td>
<td>□ Assessment data</td>
</tr>
<tr>
<td></td>
<td>□ Collection Management Plan</td>
</tr>
<tr>
<td></td>
<td>□ Policies and Procedures Manuals</td>
</tr>
<tr>
<td></td>
<td>□ Collaboratively produced lesson and unit plan</td>
</tr>
<tr>
<td></td>
<td>□ Professional growth plans</td>
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<tr>
<td></td>
<td>□ Documentation of professional/electronic learning community activities</td>
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<tr>
<td></td>
<td>□ Reflective journaling</td>
</tr>
<tr>
<td></td>
<td>□ Blogs</td>
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<td></td>
<td>□ Articles written by school library media coordinator</td>
</tr>
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<td></td>
<td>□ Listservs</td>
</tr>
<tr>
<td></td>
<td>□ Newsletters</td>
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</tbody>
</table>

Recommended actions for improvement:

Resources needed to complete these actions:
### Standard III: School library media coordinators implement a comprehensive 21st Century library media program.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School library media coordinators develop a library collection that supports 21st Century teaching and learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. School library media coordinators serve, promote and facilitate inquiry-based instruction and the effective use of information and technology.</td>
<td></td>
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</tr>
</tbody>
</table>

#### Overall Rating for Standard III

#### Comments:

#### Evidence or documentation to support rating:
- 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

#### Recommended actions for improvement:

#### Resources needed to complete these actions:
Standard IV: School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Demonstrated</th>
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<th>Accomplished</th>
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</tr>
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<tbody>
<tr>
<td>a. School library media coordinators use effective pedagogy to infuse content-area curricula with 21st Century skills.</td>
<td></td>
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<td></td>
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<td></td>
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<td>b. School library media coordinators know the content appropriate to their teaching specialty.</td>
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</tr>
<tr>
<td>c. School library media coordinators promote reading as a foundational skill for learning.</td>
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</tbody>
</table>

Overall Rating for Standard IV

<table>
<thead>
<tr>
<th>Comments:</th>
<th>Evidence or documentation to support rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Documents written for a listserv</td>
</tr>
<tr>
<td></td>
<td>□ Book fairs</td>
</tr>
<tr>
<td></td>
<td>□ Collection Management Plan</td>
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<tr>
<td></td>
<td>□ Records of students who have public library cards</td>
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<tr>
<td></td>
<td>□ Participation in Battle of the Books</td>
</tr>
<tr>
<td></td>
<td>□ Summer reading programs</td>
</tr>
<tr>
<td></td>
<td>□ Student and teacher feedback about the school’s collection</td>
</tr>
<tr>
<td></td>
<td>□ Community partnership activities</td>
</tr>
<tr>
<td></td>
<td>□ Student reading records</td>
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<tr>
<td></td>
<td>□ Family Reading Night</td>
</tr>
<tr>
<td></td>
<td>□ Adult literacy courses</td>
</tr>
<tr>
<td></td>
<td>□ Reading across the community programs</td>
</tr>
<tr>
<td></td>
<td>□ Book Clubs</td>
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</tbody>
</table>

Recommended actions for improvement:

<table>
<thead>
<tr>
<th>Resources needed to complete these actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
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<td>□</td>
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</tbody>
</table>
Standard V: School library media coordinators reflect on their practice.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School library media coordinators analyze student learning.</td>
<td></td>
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<tr>
<td>b. School library media coordinators link professional growth to their professional goals.</td>
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<tr>
<td>c. School library media coordinators function effectively in a complex, dynamic environment.</td>
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</tbody>
</table>

Overall Rating for Standard V

Comments:

Evidence or documentation to support rating:

- 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
Note: The school library media coordinator’s signature on this form neither represents 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 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 Evaluation Process.
Professional Development Plan

School Year: ________________

Name: ________________________________________ Position/Subject Area: __________________________

School: ____________________________________________________________________________________

NC Professional School Library Media Coordinator Standards

I. School library media coordinators demonstrate leadership.
II. School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.
III. School library media coordinators implement a comprehensive 21st Century library media program.
IV. School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.
V. School library media coordinators reflect on their practice.

<table>
<thead>
<tr>
<th>Standard(s) to be addressed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements to be addressed:</td>
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</tbody>
</table>

School Library Media Coordinator’s Strategies

<table>
<thead>
<tr>
<th>Goals for Elements</th>
<th>Activities/Actions</th>
<th>Expected Outcomes and Evidence of Completion</th>
<th>Resources Needed</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Goal 2:</td>
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<tr>
<td>Goal 3:</td>
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</tbody>
</table>

Plan:
- [ ] Individual
- [ ] Monitored
- [ ] Directed

School Library Media Coordinator’s Signature ___________________________ Date ____________

Evaluator’s Signature ___________________________ Date ____________
# Professional Development Plan – Mid-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

<table>
<thead>
<tr>
<th>School Library Media Coordinator’s Comments:</th>
<th>Evaluator’s Comments:</th>
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<tbody>
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## Narrative

<table>
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<tr>
<th>School Library Media Coordinator’s Signature:</th>
<th>Evaluator’s Signature:</th>
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<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
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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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Status</th>
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<th>No</th>
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<tbody>
<tr>
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<td>was successfully completed.</td>
<td>□</td>
<td>Yes</td>
</tr>
<tr>
<td>Goal 2</td>
<td>was successfully completed.</td>
<td>□</td>
<td>Yes</td>
</tr>
<tr>
<td>Goal 3</td>
<td>was successfully completed.</td>
<td>□</td>
<td>Yes</td>
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</table>

**Narrative**

<table>
<thead>
<tr>
<th>School Library Media Coordinator’s Comments:</th>
<th>Evaluator’s Comments:</th>
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<tr>
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<th>Evaluator’s Signature:</th>
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</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Record of Evaluation Activities for School Library Media Coordinators

School Library Media Coordinator: ____________________________ ID#: __________________
School: ____________________________ School Year: __________________
Position/Assignment: ____________________________
Evaluator: ____________________________ Title: __________________

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

The North Carolina School Media Library Coordinator Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Teacher Signature</th>
<th>Evaluator Signature</th>
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</thead>
<tbody>
<tr>
<td>Orientation</td>
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</tr>
<tr>
<td>Pre-Observation Conference</td>
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</tr>
<tr>
<td>Observation #1</td>
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<tr>
<td>Post-Observation Conference #1</td>
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<tr>
<td>Pre-Observation Conference (optional)</td>
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<td></td>
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<tr>
<td>Observation #2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Observation Conference #2</td>
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<tr>
<td>Pre-Observation Conference (optional)</td>
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<tr>
<td>Observation #3</td>
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<tr>
<td>Post-Observation Conference #3</td>
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<td>Pre-Observation Conference (optional)</td>
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<tr>
<td>Observation #4</td>
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<tr>
<td>Post-Observation Conference #4 (if required)</td>
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<tr>
<td>Summary Evaluation Conference</td>
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<tr>
<td>Professional Development Plan Completed</td>
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