

Evaluation of Evidence Guide

Early Childhood through Young Adulthood/Library Media
Portfolio Entry 1

1. **Aspects of teaching. As you review the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Is there evidence that the candidate has used knowledge of early childhood through young adulthood students' learning styles and abilities to inform instruction?
 - b) **GOALS/CONNECTIONS (G/C):** What is the rationale for the topic and goals for this lesson? What are the connections between goals, student needs, and instruction?
 - c) **COLLABORATION (COL):** What was the candidate's role and responsibility in collaboratively planning and developing this instructional sequence? How was this determined? How did the collaboration impact student learning?
 - d) **INSTRUCTION (INS):** How did collaborative instruction, teaching strategies, and procedures help students achieve content goals? How did it address the specific instructional challenges presented by the featured students?
 - e) **KNOWLEDGE OF LIBRARY AND INFORMATION STUDIES (KLIS):** How was knowledge of library and information studies used to enhance student learning?
 - f) **ANALYSIS/ASSESSMENT (ANA/ASMT):** Is there evidence of collaborative assessment of student work and the extent to which students have developed a working knowledge of library media center resources and processes?
 - g) **INSTRUCTIONAL RESOURCES (IR):** How were resources used to engage students in linking the library media center to classroom content?
 - h) **REFLECTION (R):** How did the candidate seek to improve teaching through the process of reflection? Did the candidate plan to modify future practice and seek alternative approaches based on reflective practice?

2. **Does collaborative instruction promote this student’s growth and knowledge of library media content presented? (ANSWER FOR EACH STUDENT.) As you answer this question, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? The links to think about are:**
- information about the student ← → the approach to collaboration ← → goals ← → instruction
 - instruction ← → use of instructional resources ← → analysis and assessment of student work ← → reflection
3. **Does the library media specialist’s approach to collaboration support and reinforce instruction and student learning? Consider:**
- whether approach to collaboration is effective
 - whether goal and instruction are appropriate for these students and this unit of study
 - whether instruction furthers the learning goals and addresses multiple learning styles of students
 - the use of instructional resources and how they are integrated into the lesson presented
 - the approach to assessment and whether it is collaborative
4. **Think about the performance as a whole. Overall, what is the nature of the evidence that the library media specialist is able to collaborate effectively with a colleague to plan, develop, and implement a meaningful instructional sequence that links the library media program and its resources to a content area and to assess student work that results from the instructional collaboration? Think about this in terms of:**
- your judgment of the effectiveness of the collaborative planning, instruction, and assessment
 - the instruction for each student
 - the analysis and assessment of both students’ work
 - the reflective information provided in the commentary
 - the links between the different parts of the performance

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Portfolio Entry 2

1. **Aspects of teaching. As you review the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Is there evidence that the LMS has used knowledge of early childhood through young adulthood students' interests, needs, and abilities to inform instruction?
 - b) **LEARNING ENVIRONMENT (LE):** Is there evidence of a learning environment that is inviting, warm, and supportive and encourages active student engagement in listening, reading, and viewing literature?
 - c) **FAIRNESS, EQUITY, ACCESS (FEA):** Is there evidence that the LMS ensures fairness, equity, and access for all learners?
 - d) **GOALS/CONNECTIONS (G/C):** What are the goals and the connections between those goals, student needs, and instruction? Do the goals for the lesson connect literature to a content area?
 - e) **INSTRUCTION/INTERACTIONS (INS/I):** Is there evidence of instructional strategies that guide students to make inferences and interpretations about literature? Is there evidence of teacher-to-student and/or student-to-student interaction?
 - f) **INSTRUCTIONAL RESOURCES (IR):** Are there appropriate resources selected that engage students in the learning process and foster an appreciation of literature? What additional resources are recommended to support this lesson?
 - g) **KNOWLEDGE OF LIBRARY AND INFORMATION STUDIES (KLIS):** Is there evidence of knowledge of library and information studies and of content-pedagogy?
 - h) **ANALYSIS (ANA):** Is there an accurate analysis of environment, equity, instruction, and student learning?
 - i) **REFLECTION (R):** How did the candidate seek to improve teaching through the process of reflection? Did the candidate plan to modify future practice and seek alternative approaches based on reflective practice?

2. **Do the instructional techniques and interactions used promote student growth and the understanding and appreciation of literature? As you answer this question, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? The links to think about are:**

- knowledge of students ← → established environment ← → equity of access
← → goals and connections ← → instruction
- instruction ← → interactions ← → instructional resources ← →
analysis ← → reflection
- written commentary ← → what was seen on the video recording (i.e., the
quality of “fit”: do the two sources support and enhance each other or do
they conflict and undermine each other?)

3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the library media specialist is able to foster an appreciation of literature in students, to establish a library media center setting that is inviting and supportive, and to provide equal access to materials and information for all students? Think about this in terms of:**

- evidence in the written commentary
- evidence in the video recording
- your judgement of the effectiveness of the instruction and the level of
engagement in the activity
- links between the written commentary and the video recording

Evaluation of Evidence Guide

Early Childhood through Young Adulthood/Library Media
Portfolio Entry 3

1. **Aspects of teaching. As you review the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Is there evidence that the LMS uses knowledge of early childhood through young adulthood students' interests, needs, and abilities to inform instruction?
 - b) **GOALS/CONNECTIONS (G/C):** What are the instructional goals and the connections between those goals; student needs, interests, and abilities; and instruction?
 - c) **INSTRUCTION (INS):** How do teaching strategies and procedures facilitate student understanding, access, and effective use of information and technologies? How does the LMS include instruction of ethical or legal tenets?
 - d) **RESOURCES AND TECHNOLOGIES (RT):** Were appropriate resources and technologies selected to promote student learning? How were they integrated into the lesson?
 - e) **LEARNING ENVIRONMENT (LE):** Is there evidence of a supportive environment that encourages equitable access to materials and technologies and evidence of the students' interacting with that technology?
 - f) **ANALYSIS (ANA):** Is there accurate analysis of the instruction and student learning as evidenced on the video recording and in the written commentary?
 - g) **KNOWLEDGE OF LIBRARY AND INFORMATION STUDIES (KLIS):** Is there evidence of a knowledge of library and information studies and of technologies?
 - h) **REFLECTION (R):** How did the candidate seek to improve his or her teaching through the process of reflection? Did the candidate plan to modify future practice and seek alternative approaches based on reflective practice?

2. **Does the integration of instructional technologies promote student growth and knowledge of library media content presented? As you answer this question, think about the quality of, and the links between, the different parts of the evidence—are the parts and links logical, accurate, and complete? The links to think about are:**
- information about the students ← → the goals ← → instruction ← → integration of technologies
 - integration of technologies ← → analysis of instruction and student progress ← → reflection
 - the written commentary ← → what was seen on the video recording (i.e., the quality of “fit”: do the two sources support and enhance each other or do they conflict and undermine each other?)
3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the library media specialist is able to demonstrate effective and appropriate selection and integration of technologies into an instructional lesson to enhance student learning? Think about this in terms of:**
- evidence in the written commentary
 - evidence in the video recording
 - your judgment of the effectiveness of the instruction and the integration of technologies to further student growth and understanding
 - the links between the written commentary and the video recording

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Portfolio Entry 4

1. Accomplishments:

- Briefly describe each accomplishment and note the documentation provided by candidates
- Note the aspect(s) addressed in the evidence for each accomplishment as described below:
 - a) **TEACHER AS PARTNER WITH FAMILIES AND COMMUNITY (P-F/C):** Evidence that the teacher treats parents and other interested adults as valued partners in the child’s development and education. Also, evidence that school–community connections facilitate ongoing, mutually beneficial interactions between the students and the wider community and enhance teaching and learning. Evidence that teacher fosters two-way dialogue with parents and other interested adults.
 - b) **TEACHER AS LEARNER (TL):** Evidence that the teacher has engaged in ongoing professional development whereby she or he has strengthened her or his knowledge, skills, and abilities relevant to his or her teaching context. Does the teacher seek information on current theories and research—and their applications—through familiarity with professional literature, participate in and support professional organizations, or take advanced course work relevant to his or her teaching and learning context?
 - c) **TEACHER AS LEADER/COLLABORATOR (L/C):** Evidence that the teacher has worked collaboratively with colleagues to improve teaching and learning (within school or in wider professional community). Also, evidence that the teacher has shared his or her expertise in a leadership role with other educators so that teaching and learning can be improved.
- Evaluate each accomplishment and its impact on student learning

2. Reflective Summary: Does the teacher explain what was most effective in impacting student learning and why it was effective? Does the teacher plan for impacting student learning in the future? Describe and evaluate the teacher’s summary.

3. Look at the descriptions and the documentation together with the Reflective Summary. What is the nature of the “fit” between them? Consider the following:

- Descriptions ← → supporting documentation ← → Reflective Summary (Each and every accomplishment listed by the teacher need not be verified by supporting documentation, and the documentation may not necessarily address every detail of the teacher’s description.)
- Supporting documentation ← → development as a learner; leading/ collaborating with the professional community; and outreach to families and community ← → Reflective Summary

4. Professional development, work with colleagues, and appropriateness and extent of outreach to families and the community. Consider the following evidence:

- Professional development activities and work with colleagues is ongoing, showing the application of improved content knowledge and/or pedagogical approaches that impact student learning.
- Strategies used by the teacher to reach out to families and the community are appropriate for his or her students and extensive enough to engage families and the community in two-way communication for the purpose of impacting student learning.
- Communications with families and community address substantive teaching and learning issues and student progress. (As opposed to communications that are strictly procedural, such as organizing field trips, or focused on behavior or discipline issues.)

5. Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to impact student learning through work with colleagues, professionals, families, and the community, and as a learner? Think about this in terms of the following areas:

- Teacher as Partner with Families and Communities
- Teacher as Learner
- Teacher as Leader/Collaborator