

Design Question 1: What is the professional doing to help establish and communicate learn goals, track progress, and celebrate success?

Elements	Media Specialist	Tech Specialist	Instr/Trainer Coach
For each element, activities or artifacts could include:	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc.. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc..
Communicates a clear learning goal (1)	Additional evidence: <ul style="list-style-type: none"> • Goals in Media/Tech Plan • Rubrics 	Additional evidence: <ul style="list-style-type: none"> • Goals in Media/Tech Plan • Rubrics 	Additional evidence: <ul style="list-style-type: none"> • Goals in Media/Tech Plan • Rubrics
Establishes and monitors progress of stakeholders (2)	Additional evidence: <ul style="list-style-type: none"> • Follow-up implementation in TEF and through coaching • Survey results or observations after trainings to gauge effectiveness of training • Analyzes statistical data (circulation, online databases, usage, lab schedules, etc...) showing growth after training • Direct observation in classrooms • Data-based decisions through needs assessments 	Additional evidence: <ul style="list-style-type: none"> • Follow-up implementation in TEF and through coaching • Survey results or observations after trainings to gauge effectiveness of training • Statistical data (circulation, online databases, usage, lab schedules, etc...) showing growth after training • Direct observation in classrooms • Data-based decisions through needs assessments 	Additional evidence: <ul style="list-style-type: none"> • Follow-up implementation in TEF and through coaching • Survey results or observations after trainings to gauge effectiveness of training • Statistical data (circulation, online databases, usage, lab schedules, etc...) showing growth after training • Direct observation in classrooms • Data-based decisions through needs assessments

Acknowledges and celebrates progress based on current status and knowledge gained relative to the learning goal (3)	Additional evidence: <ul style="list-style-type: none">• Communications to faculty highlighting progress of goals, initiatives, etc.	Additional evidence: <ul style="list-style-type: none">• Communications to faculty highlighting progress of goals, initiatives, etc	Additional evidence: <ul style="list-style-type: none">• Communications to faculty highlighting progress of goals, initiatives, etc

Design Question 2: What is the professional doing to help stakeholders effectively interact with new knowledge?

Elements	Media Specialist	Tech Specialist	Instr/Trainer Coach
For each element, activities or artifacts could include:	<ul style="list-style-type: none"> Activities: classroom instruction, training, or meeting facilitated by specialist/coach Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> Activities: classroom instruction, training, or meeting facilitated by specialist/coach Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> Activities: classroom instruction, training, or meeting facilitated by specialist/coach Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc..
Begins session by explaining why information is important (6)	Additional evidence:	Additional evidence:	Additional evidence:
Organizes stakeholders to allow for processing of new information (7)	Additional evidence: <ul style="list-style-type: none"> Sub-committees of larger group for a specific tasks Differentiated instruction models based on the experience of the learner 	Additional evidence: <ul style="list-style-type: none"> Sub-committees of larger group for a specific tasks Differentiated instruction models based on the experience of the learner 	Additional evidence: <ul style="list-style-type: none"> Sub-committees of larger group for a specific tasks Differentiated instruction models based on the experience of the learner
Provides activities to link new content (8)	Additional evidence:	Additional evidence:	Additional evidence:
Breaks the information into small chunks (9)	Additional evidence:	Additional evidence:	Additional evidence:
Engages stakeholders in summarizing activities (10)	Additional evidence: <ul style="list-style-type: none"> Final products of students or teachers Follow-up to training Action Plans 	Additional evidence: <ul style="list-style-type: none"> Final products of students or teachers Follow-up to training Action Plans 	Additional evidence: <ul style="list-style-type: none"> Final products of students or teachers Follow-up to training Action Plans

Design Question 3: What is the professional doing to help stakeholders practice and deepen their understanding of new knowledge?

Elements	Media Specialists	Technology Specialists	Instructional Trainer/Coach
For each element, activities or artifacts could include:	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc.
Uses specific strategies to review important information (11)	Additional evidence: <ul style="list-style-type: none"> • Follow-up activities • Follow-up communication • Newsletter 	Additional evidence: <ul style="list-style-type: none"> • Follow-up activities • Follow-up communication • Newsletter 	Additional evidence: <ul style="list-style-type: none"> • Follow-up activities • Follow-up communication • Newsletter
Groups stakeholders to facilitate practice and deepening of knowledge (12)	Additional evidence: <ul style="list-style-type: none"> • Differentiating groups • Evidence of products 	Additional evidence: <ul style="list-style-type: none"> • Differentiating groups • Evidence of products 	Additional evidence: <ul style="list-style-type: none"> • Differentiating groups • Evidence of products
Engages stakeholders in identifying and addressing barriers to progress and/or misconceptions (13)	Additional evidence: Problem solving model	Additional evidence: Problem solving model	Additional evidence: Problem solving model
Engages stakeholders in examination of content (14)	Additional evidence:	Additional evidence:	Additional evidence:

Design Question 4: What is the professional doing to help stakeholders generate and test hypotheses about new knowledge?

Elements	Media Specialist	Tech Specialist	Instr/Trainer Coach
For each element, activities or artifacts could include:	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc.
Interacts with stakeholders to determine needs (15 a)	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Surveys • Development of Media/Tech Program Plan • Facilitating groups analysis of data during problem solving process 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Surveys • Development of Media/Tech Program Plan • Facilitating groups analysis of data during problem solving process 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Surveys • Development of Media/Tech Program Plan • Facilitating groups analysis of data during problem solving process
Facilitates an activator so that the stakeholder’s identify the importance of generating/testing a hypothesis or “why” statement (15 b) And Indicates data-based decision making involving the problem solving process (15 c)	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Presentation of data • Facilitate problem solving process 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Presentation of data • Facilitate problem solving process 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Presentation of data • Facilitate problem solving process
Provides time, access, resources and guidance to stakeholders (16)	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Ticketing system • Circulation statistics • Collaborative lessons • Equitable support for 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Ticketing system • Circulation statistics • Collaborative lessons • Equitable support for 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Ticketing system • Circulation statistics • Collaborative lessons • Equitable support for

	stakeholder groups is evident	stakeholder groups is evident	stakeholder groups is evident
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Design Question 5: What is the professional doing to engage stakeholders?

Elements	Media Specialist	Tech Specialist	Instr/Trainer Coach
<p>For each element, activities or artifacts could include:</p>	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc..
<p>Uses appropriate activities/learning aids and pacing techniques to engage stakeholders (17 a)</p>	<p>Additional evidence:</p> <ul style="list-style-type: none"> • resources provided in a variety of formats • evidence of engagement in presentation slides or materials 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • resources provided in a variety of formats • evidence of engagement in presentation slides or materials 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • resources provided in a variety of formats • evidence of engagement in presentation slides or materials
<p>Monitors and adjusts to energy levels of stakeholders (17 b)</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>
<p>Uses response rate techniques to maintain engagement (18)</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>
<p>Uses cues (tone of voice, body position, level of excitement) (19 a)</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>
<p>Adjusts energy level and makes personal connections to the content (19 b)</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>

Elicits and accepts varying perspectives and opinions on content, when appropriate (20)	Additional evidence:	Additional evidence:	Additional evidence:

Design Question 6: What is the professional doing to establish or maintain procedures?

Elements	Media Specialist	Tech Specialist	Instr/Trainer Coach
<p>For each element, activities or artifacts could include:</p>	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc.. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc..
<p>Involves others when developing and maintaining routines (4)</p>	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Developing media technology procedures through stakeholder input • Surveying stakeholders 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Developing media technology procedures through stakeholder input • Surveying stakeholders 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Developing media/technology program support through stakeholder input • Surveying stakeholders
<p>Organizing the Physical Layout of the Classroom (5)</p>	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Collection organized in Dewey Classification for ease of use for patrons. • media signage is developmentally appropriate for patrons 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Computer lab is organized and safely arranged for use • -hardware/server rooms are kept clean and safely arranged 	<p>Additional evidence:</p>

Design Question 7: What is the professional doing to recognize and acknowledge adherence or lack of adherence to rules and procedures?

Elements	Media Specialist	Tech Specialist	Instr/Trainer Coach
<p>For each element, activities or artifacts could include:</p>	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc.
<p>Makes eye contact with all stakeholders and physically occupies all quadrants of the environment (21 a)</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>
<p>Recognizes potential sources of disruption and deals with them immediately (21 b)</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>
<p>Provides fair and appropriate verbal, nonverbal and/or written feedback when rules and/or procedures are not followed (22)</p>	<p>Additional evidence:</p> <p>Email and other communication</p>	<p>Additional evidence:</p> <p>Email and other communication</p>	<p>Additional evidence:</p> <p>Email and other communication</p>
<p>Consistently and fairly acknowledges adherence to rules and procedures (23)</p>	<p>Additional evidence:</p> <p>Email and other communication</p>	<p>Additional evidence:</p> <p>Email and other communication</p>	<p>Additional evidence:</p> <p>Email and other communication</p>

Design Question 8: What is the professional doing to establish and maintain effective relationships with stakeholders?

Elements	Media Specialist	Tech Specialist	Instr/Trainer Coach
<p>For each element, activities or artifacts could include:</p>	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc.. 	<ul style="list-style-type: none"> • Activities: classroom instruction, training, or meeting facilitated by specialist/coach • Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc.
<p>Engages in discussions with stakeholders about events/interest in their lives (24 a)</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>
<p>Builds on stakeholders interests and demonstrates an understanding of their backgrounds (24 b)</p>	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Provides resources and activities to appeal to all demographics 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Provides resources and activities to appeal to all demographics 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Provides resources and activities to appeal to all demographics
<p>Compliments stakeholders regarding personal and academic accomplishments (25)</p>	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Podcasts, website, newsletters and other communication tools 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Podcasts, website, newsletters and other communication tools 	<p>Additional evidence:</p> <ul style="list-style-type: none"> • Podcasts, website, newsletters and other communication tools
<p>Uses humor, smiles, and proximity when appropriate (25)</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>
<p>Interacts with stakeholders in a</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>	<p>Additional evidence:</p>

calm controlled fashion (26 a)			
Does not exhibit extremes in positive or negative emotions (26 b)	Additional evidence:	Additional evidence:	Additional evidence:
Communicates effectively with stakeholders (26 c)	Additional evidence: <ul style="list-style-type: none"> • Observable or artifacts of communication with stakeholders 	Additional evidence: Observable or artifacts of communication with stakeholders	Additional evidence: Observable or artifacts of communication with stakeholders

Design Question 9: What is the professional doing to communicate high expectations for all stakeholders?			
Elements	Media Specialist	Tech Specialist	Instr/Trainer Coach
For each element, activities or artifacts could include:	<ul style="list-style-type: none"> Activities: classroom instruction, training, or meeting facilitated by specialist/coach Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> Activities: classroom instruction, training, or meeting facilitated by specialist/coach Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc. 	<ul style="list-style-type: none"> Activities: classroom instruction, training, or meeting facilitated by specialist/coach Artifacts: lesson plans, Training Expectation Forms, agendas, presentation materials, Moodle coursework, Connect sites, meeting notes, etc..
Provides nonverbal indicators, indicating value and respect (27 a)	Additional evidence: <ul style="list-style-type: none"> Observable or artifacts of communication with stakeholders 	Additional evidence: <ul style="list-style-type: none"> Observable or artifacts of communication with stakeholders 	Additional evidence: <ul style="list-style-type: none"> Observable or artifacts of communication with stakeholders
Provides verbal indicators of value and respect (27 b)	Additional evidence: <ul style="list-style-type: none"> Observable or artifacts of communication with stakeholders 	Additional evidence: <ul style="list-style-type: none"> Observable or artifacts of communication with stakeholders 	Additional evidence: <ul style="list-style-type: none"> Observable or artifacts of communication with stakeholders
Breaks information/questions into smaller parts and adapts content/context to meet the needs of all stakeholders, as needed (28 a)	Additional evidence:	Additional evidence:	Additional evidence:
Corrects misunderstood information in a constructive and supportive manner (28 b)	Additional evidence:	Additional evidence:	Additional evidence:
Checks for understanding (28 c)	Additional evidence:	Additional evidence:	Additional evidence:

Clarifies information, as needed (28 d)	Additional evidence:	Additional evidence:	Additional evidence:
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