

Hawai'i Teacher Standards Board  
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**DOCUMENTATION OF MEETING HTSB SCHOOL LIBRARIAN PERFORMANCE STANDARDS FOR LICENSE RENEWAL**

**1. DIRECTIONS**

Complete and sign this form. Upload this completed form to the Documents tab of your HTSB Profile.

**2. PERSONAL INFORMATION**

HTSB ID from your My Profile tab in your online record \_\_\_\_\_ Last 4 digits of SS # XXX-XX-\_\_\_\_\_

\_\_\_\_\_ Last name \_\_\_\_\_ First name \_\_\_\_\_ MI \_\_\_\_\_

**Statement of Affirmation:**

I hereby affirm that the information contained in this form is true and accurate. I understand that misrepresentation or falsification is grounds for the Hawaii Teacher Standards Board to deem me in non-compliance with meeting renewal requirements. My license status may change, and the Board may impose other disciplinary sanctions.

Applicant signature \_\_\_\_\_ Date \_\_\_\_\_

**3. AUTHORIZED ADMINISTRATOR OF EPP TO COMPLETE THIS SECTION**

- The Hawai'i Performance Standards for school librarians are listed in the following table in column one.
- The second column lists examples of professional growth activities that could be used to meet the standard.
- The third column provides examples of documentation that can be used for meeting the standard.
- Check off the documents you are using for verification that you meet the standards.

Standard		The following activities meet each standard individually.	Suggested Documentation
<p><b>Standard 1: The Learner and Learning</b></p> <p>Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners' development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the National School Library Standards considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.</p>	<p><b>1.1 Learner Development.</b></p> <p>Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share, and grow as they design and implement instruction that integrates the National School Library Standards.</p>	<p><b>Suggested Professional Activities:</b></p> <p><i>Suggested Activities for 1.1</i></p> <ul style="list-style-type: none"> <li>• Design an inquiry-based learning project that allows multiple ways to present information.</li> <li>• Allow learners to choose topics that are relevant and of interest to them.</li> <li>• Build instruction that includes National School Library Standards in the design</li> </ul>	<p><b>Suggested Evidence:</b></p> <p><i>Suggested Evidence for Activity 1.1:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum maps</li> <li>OR</li> <li><input type="checkbox"/> Unit and lesson plans</li> <li>OR</li> <li><input type="checkbox"/> Assessments of activities</li> <li>OR</li> <li><input type="checkbox"/> Samples of student work</li> <li>OR</li> <li><input type="checkbox"/> Other: _____</li> </ul>
	<p><b>1.2 Learner Diversity.</b></p> <p>Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.</p>	<p><i>Suggested Activities for 1.2</i></p> <ul style="list-style-type: none"> <li>• Conduct a needs analysis of diverse curricular and personal needs of the learning community.</li> <li>• Develop a network within the community that represents diversity.</li> <li>• Invite representatives of various cultures to come and speak with learners.</li> <li>• Adapt instruction so that both individual and group work is included.</li> <li>• Assign groups that will allow for diverse perspectives.</li> <li>• Discuss a variety of literature that encompasses diverse perspectives.</li> <li>• Maintain a reflective journal that demonstrates understanding of the concepts within cultural competence and how it applies to their own learning environment</li> </ul>	<p><i>Suggested Evidence for Activity 1.2:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessments</li> <li>OR</li> <li><input type="checkbox"/> Student logs</li> <li>OR</li> <li><input type="checkbox"/> Evidence of participation in professional development activity</li> <li>OR</li> <li><input type="checkbox"/> Samples of completed activities</li> <li>OR</li> <li><input type="checkbox"/> Unit and lesson plans</li> <li>OR</li> <li><input type="checkbox"/> Reflection paper</li> <li>OR</li> <li><input type="checkbox"/> Other _____</li> </ul>

<p><b>Standard 1: The Learner and Learning</b></p> <p>Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners’ development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the National School Library Standards considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.</p> <p style="text-align: center;"><i>Continued</i></p>	<p><b>1.3 Learning Differences.</b></p> <p>Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.</p>	<p><b>Suggested Activities for 1.3</b></p> <ul style="list-style-type: none"> <li>• Conduct a needs analysis of diverse curricular and personal needs of the learning community.</li> <li>• Create a plan for the library that addresses spaces for diverse intellectual abilities, learning modalities, and physical variabilities.</li> <li>• Create activities to address learner characteristics and provide opportunities for all learners to be engaged and learn from each other. Provide resources in a variety of formats and with multiple perspectives.</li> </ul>	<p><b>Suggested Evidence for Activity 1.3:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Samples of completed activities OR</li> <li><input type="checkbox"/> Curriculum maps OR</li> <li><input type="checkbox"/> Unit and lesson plans OR</li> <li><input type="checkbox"/> Improvement plans OR</li> <li><input type="checkbox"/> Other _____</li> </ul>
	<p><b>1.4 Learning Environments.</b></p> <p>Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.</p>	<p><b>Suggested Activity 1.4:</b></p> <ul style="list-style-type: none"> <li>• Create a strong virtual presence by using websites and social media.</li> <li>• Construct a school library facility that includes spaces for individual and group work and allows for virtual activities.</li> <li>• Encourage book discussion groups, learner’s advisory groups.</li> <li>• Build relationships with learners that demonstrate compassion and caring.</li> <li>• Compare and contrast various types of libraries and other organizations to foster lifelong learning.</li> <li>• Construct thought-provoking strategies to create a positive learning environment.</li> <li>• Develop policies and plans that facilitate technology rich learning environments.</li> </ul>	<p><b>Suggested Evidence for Activity 1.4:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Websites OR</li> <li><input type="checkbox"/> Newsletters OR</li> <li><input type="checkbox"/> Reflection paper OR</li> <li><input type="checkbox"/> Curriculum maps OR</li> <li><input type="checkbox"/> Unit and lesson plans OR</li> <li><input type="checkbox"/> Improvement plans OR</li> <li><input type="checkbox"/> Evidence of participation in professional development activity OR</li> <li><input type="checkbox"/> Other _____</li> </ul>
<p><b>Standard 2: Planning for Instruction</b></p> <p>Candidates in school library preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction.</p>	<p><b>2.1 Planning for Instruction.</b></p> <p>Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.</p>	<p><b>Suggested Activity 2.1:</b></p> <ul style="list-style-type: none"> <li>• Conduct a comprehensive environmental and curriculum scan of a school community to determine instructional priorities and learner needs.</li> <li>• Identify barriers to collaboration with instructional partners and propose solutions that address them.</li> <li>• Collaborate with teachers in a planning/teaching experience that integrates National School Library Standards for Learners with content area standards.</li> <li>• Design an instructional activity that employs the principles of Universal Design for Learning (UDL).</li> </ul>	<p><b>Suggested Evidence for Activity 2a:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meeting notes OR</li> <li><input type="checkbox"/> Lesson and/or unit plans OR</li> <li><input type="checkbox"/> Documents completed by the workgroup OR</li> <li><input type="checkbox"/> Collaboration forms OR</li> <li><input type="checkbox"/> Other _____</li> </ul>
	<p><b>2.2 Instructional Strategies.</b></p> <p>Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.</p>	<p><b>Suggested Activity 2.2:</b></p> <ul style="list-style-type: none"> <li>• Implement instructional strategies that provide the opportunity for learners to inquire, include, collaborate, curate, explore, and engage. ALA/AASL/CAEP School Librarian Preparation Standards (2019) - 65</li> <li>• Explore the essential questions (EQ) of a discipline and the way in which information is recorded and stored to develop an appropriate learning activity based on an identified EQ.</li> <li>• Use technology in the design of a coherent, scaffolded learning opportunity integrated into a key content area.</li> <li>• Create an instructional plan that integrates technology-enabled instruction in a variety of student learning opportunities</li> </ul>	<p><b>Suggested Evidence for Activity 2.2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Websites OR</li> <li><input type="checkbox"/> Newsletters OR</li> <li><input type="checkbox"/> Reflection paper OR</li> <li><input type="checkbox"/> Curriculum maps OR</li> <li><input type="checkbox"/> Unit and lesson plans OR</li> <li><input type="checkbox"/> Improvement plans OR</li> <li><input type="checkbox"/> Evidence of participation in professional development activity OR</li> <li><input type="checkbox"/> Other _____</li> </ul>

	<p><b>2.3 Integrating Ethical Use of Information into Instructional Practice.</b></p> <p>Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge</p>	<p><b>Suggested Activity 2.3:</b></p> <ul style="list-style-type: none"> <li>• Work with staff, students, and parents to gauge their prior knowledge of ethical use, privacy and concepts of intellectual freedom and design activities to address improved understanding.</li> <li>• Develop instructional activities that encourage learners to defend their choice of resources based on their understanding of accuracy, bias, validity, relevance, and cultural context.</li> <li>• Design a lesson that guides students to evaluate their own digital footprint and privacy concerns.</li> <li>• Develop a parent information session that teaches parents about student privacy rights.</li> </ul>	<p><b>Suggested Evidence for Activity 2.3:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promotional flyers OR</li> <li><input type="checkbox"/> Lesson and/or unit plans OR</li> <li><input type="checkbox"/> Letters to parents OR</li> <li><input type="checkbox"/> Assessments of activities OR</li> <li><input type="checkbox"/> Samples of student work OR</li> <li><input type="checkbox"/> Program plans and timelines OR</li> <li><input type="checkbox"/> Promotional flyers OR</li> <li><input type="checkbox"/> Other _____</li> </ul>
	<p><b>2.4 Assessment.</b></p> <p>Candidates use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.</p>	<p><b>Suggested Activity 2.4:</b></p> <ul style="list-style-type: none"> <li>• Review a variety of criteria and indicators for student assessment within a discipline with emphasis on models of best practice and apply results in an instructional unit.</li> <li>• Develop an action research proposal that identifies an instructional issue, research questions, and methodology related to assessment.</li> <li>• Outline a systematic process for analysis of assessment which includes self-reflection for candidates, learners, and instructional partners.</li> <li>• Maintain a reflection journal of assessments and plans for improvement.</li> </ul>	<p><b>Suggested Evidence for Activity 2.4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson and/or unit plans OR</li> <li><input type="checkbox"/> Assessment of student Learning OR</li> <li><input type="checkbox"/> Reflection paper OR</li> <li><input type="checkbox"/> Program plans and timelines OR</li> <li><input type="checkbox"/> Other _____</li> </ul>
<p><b>Standard 3: Knowledge and Application of Content</b></p> <p>Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers</p>	<p><b>3.1 Reading Engagement.</b></p> <p>Candidates demonstrate a knowledge of children’s and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.</p>	<p><b>Suggested Activity 3.1:</b></p> <ul style="list-style-type: none"> <li>• Create a reader’s advisory resource of children’s and young adult fiction and non-fiction literature, identifying the developmental, cultural, social, and linguistic needs each title could address.</li> <li>• Create a multimedia presentation which promotes children’s and young adult fiction and non-fiction literature, identifying the developmental, cultural, social, and linguistic emphasis.</li> <li>• Design a research-based program for an elementary, middle, or high school audience intended to promote and foster learner motivation to read for learning, personal growth, and enjoyment.</li> </ul>	<p><b>Suggested Evidence for Activity 3.1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unit and lesson plans OR</li> <li><input type="checkbox"/> Reflection paper OR</li> <li><input type="checkbox"/> Curriculum maps OR</li> <li><input type="checkbox"/> Samples of completed activities OR</li> <li><input type="checkbox"/> Presentation Notes OR</li> <li><input type="checkbox"/> Other _____</li> </ul>
	<p><b>3.2 Information Literacy.</b></p> <p>Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical thinking and the inquiry process by using multiple literacies</p>	<p><b>Suggested Activity 3.2:</b></p> <ul style="list-style-type: none"> <li>• Create an inquiry-based learning project using an information search process.</li> <li>• Create an online blog, journal, or webpage to support a student research project using information literacy skills.</li> <li>• Analyze a news article, news broadcast, or other news source for authoritative elements.</li> </ul>	<p><b>Suggested Evidence for Activity 3b:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unit and lesson plans OR</li> <li><input type="checkbox"/> Reflection paper OR</li> <li><input type="checkbox"/> Curriculum maps OR</li> <li><input type="checkbox"/> Samples of completed activities OR</li> <li><input type="checkbox"/> Reflection paper OR</li> <li><input type="checkbox"/> Blogs OR</li> <li><input type="checkbox"/> Other _____</li> </ul>
	<p><b>3.3 Technology-Enabled Learning.</b></p> <p>Candidates use digital tools, resources, and emerging technologies to design and</p>	<p><b>Suggested Activity 3.3:</b></p> <ul style="list-style-type: none"> <li>• Create a differentiated lesson plan or other learning activity in which technology is a major component.</li> </ul>	<p><b>Suggested Evidence for Activity 3.3:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unit and lesson plans OR</li> <li><input type="checkbox"/> Samples of completed activities OR</li> <li><input type="checkbox"/> Assignments or reflection papers</li> </ul>

	<p>adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.</p>	<ul style="list-style-type: none"> <li>• Design a “virtual library” splash page that embeds inquiry tools that address the needs of all learners.</li> <li>• Create a flipped classroom activity that includes providing an at home assignment featuring an audio or video recorded component with interactive elements.</li> <li>• Plan and implement an interactive lesson or learning activity in which students respond to questions using a student response system. Collect the data and share reflectively, discussing how to use the data to inform further instruction.</li> <li>• Create an interactive project in which students “assemble” an appropriate digital citizen.</li> </ul>	<p>OR</p> <p><input type="checkbox"/> Samples of completed activities</p> <p>OR</p> <p><input type="checkbox"/> Portfolio</p> <p>OR</p> <p><input type="checkbox"/> Other _____</p>
<p><b>Standard 4: Organization and Access</b> Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services.</p>	<p><b>Standard 4.1 Access.</b> Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.</p>	<p><b>Suggested Activity 4.1:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and develop school library policies with a focus on equitable access.</li> <li>• Evaluate and develop school library facilities addressing barriers to equitable access.</li> <li>• Develop advocacy statements with a focus on equitable access.</li> <li>• Develop an evidence-based strategic plan for open and equitable access to resources and services.</li> </ul>	<p><b>Suggested Evidence for Activity 4.1:</b></p> <p><input type="checkbox"/> Portfolios that include accomplishments in promoting library services</p> <p>OR</p> <p><input type="checkbox"/> Curriculum plans that include learning goals for students, samples of activities, and outcomes</p> <p>OR</p> <p><input type="checkbox"/> Curriculum maps aligned with the Standards for the 21<sup>st</sup> -Century Learner and the Common Core State Standards</p> <p>OR</p> <p><input type="checkbox"/> Short and long-range plans for the library that aligns with school priorities</p> <p>OR</p> <p><input type="checkbox"/> Other _____</p>
	<p><b>Standard 4.2 Information Resources.</b> Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.</p>	<p><b>Suggested Activity 4.2:</b></p> <ul style="list-style-type: none"> <li>• Create selection policy that includes evaluation criteria and selection tools for collection development.</li> <li>• Select information resources in a variety of formats based on needs analysis of learning community.</li> <li>• Develop a collaborative plan to determine the resource needs of their learning community.</li> <li>• Conduct a diversity audit of the library’s resources.</li> </ul>	<p><b>Suggested Evidence for Activity 4.2:</b></p> <p><input type="checkbox"/> Collection management plans</p> <p>OR</p> <p><input type="checkbox"/> Usage and circulation data</p> <p>OR</p> <p><input type="checkbox"/> Policies and procedures manuals</p> <p>OR</p> <p><input type="checkbox"/> Assessments based on quantitative and qualitative measures for instruction and services</p> <p>OR</p> <p><input type="checkbox"/> Other _____</p>
	<p><b>Standard 4.3 Evidence-Based Decision Making.</b> Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.</p>	<p><b>Suggested Activity 4.3:</b></p> <ul style="list-style-type: none"> <li>• Conduct needs analysis of diverse curricular and personal needs of the learning community.</li> <li>• Use data and information to assess impact of current practice and policy on student learning/learning community.</li> <li>• Develop evidence-based practices and policies that impact student learning/learning community.</li> <li>• Compare school library policies to analyze their strengths and weaknesses.</li> </ul>	<p><b>Suggested Evidence for Activity 4.3:</b></p> <p><input type="checkbox"/> Data collected</p> <p>OR</p> <p><input type="checkbox"/> Reflection paper</p> <p>OR</p> <p><input type="checkbox"/> Newsletters</p> <p>OR</p> <p><input type="checkbox"/> Other _____</p>
<p><b>Standard 5: Leadership, Advocacy, and Professional Responsibility</b></p>	<p><b>Standard 5.1 Professional Learning.</b></p>	<p><b>Suggested Activity 5.1:</b></p> <ul style="list-style-type: none"> <li>• Develop professional learning plan based on identified needs (both personal and of their</li> </ul>	<p><b>Suggested Evidence for Activity 5a:</b></p> <p><input type="checkbox"/> Personal plans for professional growth that shows participation in</p>

<p>Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.</p>	<p>Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the diverse needs of all members of the learning community.</p>	<p>educational community).</p> <ul style="list-style-type: none"> <li>• Establish goals and priorities to ensure growth as a professional.</li> <li>• Assess the needs of their educational community; subsequently design and deliver professional development program based on those needs; evaluate effectiveness of the program and implement change based on the results.</li> <li>• Participate in professional organizations and learning communities to improve their own practices as well as the practices of their educational community.</li> </ul>	<p>school-level initiatives OR</p> <p><input type="checkbox"/> Personal growth plans that show participation in professional organizations OR</p> <p><input type="checkbox"/> Other _____</p>
	<p><b>Standard 5.2 Leadership and Collaboration.</b> Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.</p>	<p><b>Suggested Activity 5.2:</b></p> <ul style="list-style-type: none"> <li>• Serve as a member of committees at the school and district level that impact student learning and teaching effectiveness.</li> <li>• Plan with and co-teach with teachers to integrate library resources, information literacy, and inquiry skills with classroom curriculum.</li> <li>• Develop a plan outlining ways to initiate collaboration with teachers to share data for collection development, instruction, or school improvement.</li> </ul>	<p><b>Suggested Evidence for Activity 5.2:</b></p> <p><input type="checkbox"/> Strategic plans for the library with short and long-range goals OR</p> <p><input type="checkbox"/> Meeting notes OR</p> <p><input type="checkbox"/> Improvement plans OR</p> <p><input type="checkbox"/> Other _____</p>
	<p><b>Standard 5.3 Advocacy.</b> Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.</p>	<p><b>Suggested Activity 5.3:</b></p> <ul style="list-style-type: none"> <li>• Develop and implement an advocacy plan designed to integrate the school library and its resources into the educational community.</li> <li>• Review and disseminate policies and procedures that promote equitable access.</li> <li>• Develop a form of communication to share resources, including those materials available from organizations outside the school.</li> </ul>	<p><b>Suggested Evidence for Activity 5.3:</b></p> <p><input type="checkbox"/> Blogs OR</p> <p><input type="checkbox"/> Websites OR</p> <p><input type="checkbox"/> Newsletters OR</p> <p><input type="checkbox"/> Other _____</p>
	<p><b>Standard 5.4 Ethical Practice.</b> Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.</p>	<p><b>Suggested Activity 5.4:</b></p> <ul style="list-style-type: none"> <li>• Review and share policies that ensure students understand their rights to information, privacy, and equitable access.</li> <li>• Develop a plan of action to handle challenges to materials, communicate selection and reconsideration policy and procedures with administration.</li> <li>• Design and deliver professional development for educational community on copyright and fair use.</li> <li>• Promote intellectual freedom through observing events such as Banned Books Week, Banned Websites Awareness Day, and Choose Privacy Week.</li> </ul>	<p><b>Suggested Evidence for Activity 5.4:</b></p> <p><input type="checkbox"/> Evidence of participation in professional development activity OR</p> <p><input type="checkbox"/> Course completion verification OR</p> <p><input type="checkbox"/> Documents verifying service as a facilitator OR</p> <p><input type="checkbox"/> Assignments or reflection paper OR</p> <p><input type="checkbox"/> Facilitator OR</p> <p><input type="checkbox"/> Handouts OR</p> <p><input type="checkbox"/> Other _____</p>