

Utah Effective School Librarian Evaluation Rubric

CROSSWALK WITH THE UTAH EFFECTIVE TEACHING STANDARDS

This crosswalk correlates the Utah Effective Teaching Standards to the Utah Effective School Librarian Standards. While there are many similarities between the two sets of standards, not every Utah Effective School Librarian standard has a matching Utah Effective Teaching standard.

This crosswalk is to help you as you are evaluated and as you set goals for your interim evaluation each year.

UTAH EFFECTIVE LIBRARIAN STANDARDS

1. INSTRUCTIONAL PARTNER

1.1 ENGAGES AND COLLABORATES WITH TEACHERS An accomplished Library-Teacher uses their knowledge of the Utah Core Curriculum to collaborate with teachers on their subjects and provide appropriate resources for faculty and staff.

UTAH EFFECTIVE TEACHER STANDARDS

6.b. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.

1.b. Collaborates with families, colleagues, and other professionals to promote student growth and development.

4.b. Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.

6.a. Plans instruction based on the Utah Core Standards.

5.a. Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.

8.a. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.

1.2 ENGAGE AND COLLABORATES WITH TEACHERS An accomplished Library-Teacher strives to be an instructional partner to every classroom teacher.

4.a. Knows the content of the discipline and conveys accurate information and concepts.

6.e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

4.d. Uses multiple representations of concepts that capture key ideas.

6.a. Plans instruction based on the Utah Core Standards.

5.b. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.

7.e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.

1.3 TEACH THE LIBRARY CORE An accomplished Library-Teacher ensures that students and teachers can utilize library facilities, resources and technology.

5.b. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.

7.f. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

1.4 TEACH THE LIBRARY CORE An accomplished Library-Teacher knows Utah Library Media Core Standards and established research processes and collaborates with teachers to integrate them into the instructional program.

4.c. Engages students in applying methods of inquiry and standards of evidence of the discipline.

6.a. Plans instruction based on the Utah Core Standards.

5.a. Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.

6.a. Plans instruction based on the Utah Core Standards.

1.5 TEACH THE LIBRARY CORE An accomplished Library-Teacher reflects and adjusts their instructional program continually.

1.a. Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.

5.c. Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.

1.5 TEACH THE LIBRARY CORE An accomplished Library-Teacher reflects and adjusts their instructional program continually.

5.d. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.

3.f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts

5.b. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.

8.a. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.

1.6 TECHNOLOGY An accomplished Library-Teacher is a technology leader in their school.

2.c. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.

7.g. Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.

1.7 TECHNOLOGY An accomplished Library-Teacher advocates and models good use of electronic resources, including the use of Pioneer and other state resources.

3.e. Extends the learning environment using technology, media, and local and global resources.

3.f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

1.8 STAFF DEVELOPMENT An accomplished Library-Teacher creates staff development opportunities to build information and technology literacy.

9.a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.

2. LIBRARY TEACHER

2.1 WELCOMING ATMOSPHERE An accomplished Library-Teacher is warm, friendly and approachable.

3.b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

3.c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.

2.2 WELCOMING ATMOSPHERE An accomplished Library-Teacher's library reflects their style and personality.

3.d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.

2.3 ENGAGE READERS An accomplished Library-Teacher uses their knowledge of current fiction and non-fiction literature to help individuals connect to reading.

2.4 ENGAGE READERS An accomplished Library-Teacher fosters reading by continually promoting books in new and interesting ways.

2.5 RECOGNIZE THE DIVERSITY OF PATRONS An accomplished Library-Teacher knows their patrons and serves them accordingly.

2.a. Understands individual learner differences and holds high expectations of students.

5.c. Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.

2.e. Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

3.a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.

2.6 RECOGNIZE THE DIVERSITY OF PATRONS An accomplished Library-Teacher uses a variety of techniques and teaching styles.

2.b. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.

7.h. Uses a variety of questioning strategies to promote engagement and learning.

2.6 RECOGNIZE THE DIVERSITY OF PATRONS An accomplished Library-Teacher uses a variety of techniques and teaching styles.

2.e. Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

6.b. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.

6.c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.

Standard 7: The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

3. LIBRARY MANAGER

3.1 MAINTAIN AN ORGANIZED LIBRARY An accomplished Library-Teacher creates an inviting space where patrons can easily locate and access what they are seeking.

3.2 COLLECTION MANAGEMENT An accomplished Library-Teacher administers a library budget that meets their short-term needs and their long-term goals.

3.3 COLLECTION MANAGEMENT An accomplished Library-Teacher identifies the patrons of their library and purchases materials that reflect their diverse abilities and interests.

7.a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.

3.4 COLLECTION MANAGEMENT An accomplished Library-Teacher regularly analyzes their collection to identify materials that need to be removed, replaced or updated.

3.5 CATALOGING An accomplished Library-Teacher maintains accurate MARC records.

3.6 STRATEGIC PLANNING An accomplished Library-Teacher develops a strategic plan that focuses and guides the library's purpose and direction.

3.d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.

3.7 POLICIES An accomplished Library-Teacher creates and maintains effective library policies.

3.8 ASSESS THE PROGRAM An accomplished Library-Teacher collects and analyzes data to create a more effective program.

5.d. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.

3.d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.

3.9 ETHICAL STANDARDS An accomplished Library-Teacher interacts with patrons in a respectful, ethical manner.

2.d. Creates a learning culture that encourages individual learners to persevere and advance.

5.f. Understands and practices appropriate and ethical assessment principles and procedures.

3.10 RELATIONSHIP WITH ADMINISTRATORS An accomplished Library-Teacher works with the administration to create an effective library program.

3.11 RELATIONSHIP WITH ADMINISTRATORS An accomplished Library-Teacher works with the administration to create a positive school environment.

10.a. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.

10.b. Is responsible for compliance with all requirements of State Board of Education Rule R277–530 at all levels of teacher development.

9.b. Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student’s learning, and giving and receiving feedback.

3.12 ADVOCACY An accomplished Library-Teacher promotes their library program by collaborating with in-school and community resources.

9.c. Advocates for the learners, the school, the community, and the profession.

4. LEADER

4.1 *MASTER LIBRARY TEACHER* An accomplished Library-Teacher is endorsed through an ALA approved master's program.

8.b. Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.

8.c. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.

8.d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.

4.2 *PERSONAL PROFESSIONAL DEVELOPMENT* An accomplished Library-Teacher seeks further education and knowledge.

8. e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

9.d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.

4.3 *PERSONAL PROFESSIONAL DEVELOPMENT* An accomplished Library-Teacher engages in the wider library community.

9.e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skills of others, and to work collaboratively to advance professional practice.

4.4 PERSONAL PROFESSIONAL DEVELOPMENT An accomplished Library-Teacher actively shares their expertise with other librarians.

9.e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skills of others, and to work collaboratively to advance professional practice.

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4.5 LIFE LONG LEARNER An accomplished Library-Teacher seeks opportunities for personal growth and develops new interests.