

Utah Effective School Librarian Evaluation Rubric

SUPPORTING EVIDENCE AND SKILLS DOCUMENTS

HOW TO USE THE DOCUMENTS:

These documents are meant to provide evidence from professional magazines, peer-reviewed journals, and key library-focused books for the attitudes, skills, and behaviors needed to be an effective, professional library teacher. They also provide a place to begin to build new skills and improve the librarian's performance.

After you have chosen your three indicators for your action plan, find the corresponding documents here that will give you a place to start as you research and plan your development activities.

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Useful Magazine Subscriptions – consider subscribing to one or more of these magazines to aid you in general librarianship.

1. Teacher Librarian. www.teacherlibrarian.com - excellent articles to support best practices and to teach new skills. Also includes book reviews.
2. Library Media Connection. www.librarymediaconnection.com - many helpful books reviews. Also includes some helpful articles.
3. School Library Monthly. www.schoollibrarymonthly.com - many relevant library activities to replicate.
4. Knowledge Quest. www.ala.org/aasl/kq - Subscription comes with membership in AASL. General knowledge articles about the policies and concerns of the greater school library community.
5. Library Sparks. www.librarysparks.com - geared towards the K-6 library, with articles, activities and book suggestions.
6. Internet@Schools. www.internetatschools.com - a focused look at technology innovation for schools, with a slant toward teacher-librarianship.

General Supporting Evidence:

These books and articles are general supporting evidence to the general need for a professional librarians and the varied skills and attitudes professional school librarians need to develop.

American Association of School Librarians. (2009). Empowering learners: Guidelines for school library programs. Chicago, IL: ALA.

Ballard, S. (2009). Developing the vision: An L4L job description for the 21st Century. *Knowledge Quest*, 38(2), 78-82.

Biagini, M. (2012). How do school libraries help Pennsylvania students achieve academic success? What school library advocates need to know. Retrieved from <http://lgdata.s3-website-us-east-1.amazonaws.com/docs/2788/579643/NeedtoKnow.MKB.final.10.17.12.pdf>

Dow, M. J. (2013). *School libraries matter: Views from the research*. Santa Barbara, CA: Libraries Unlimited. Santa Barbara, CA: Linworth.

Everhart, N. (2013). Defining a vision of outstanding school libraries. *Teacher Librarian*, 41(1), 14-19.

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Johnson, D. (2013). The indispensable librarian: Surviving and thriving in school libraries in the information age.

Small, R. V., Shanahan, K. A., & Stasak, M. (2010). The Impact of New York's School Libraries on Student Achievement and Motivation: Phase III. *School Library Media Research*, 13. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=502996451&site=ehost-live>

1. INSTRUCTIONAL PARTNER

1.1 ENGAGES AND COLLABORATES WITH TEACHERS

An accomplished Library-Teacher uses their knowledge of the Utah Core Curriculum and the Common Core to collaborate with teachers on their subjects and provide appropriate resources for faculty and staff.

1.2 ENGAGE AND COLLABORATES WITH TEACHERS

An accomplished Library-Teacher strives to be an instructional partner to every classroom teacher..

1.3 TEACH THE LIBRARY CORE

An accomplished Library-Teacher ensures that students and teachers can utilize library facilities, resources and technology.

1.4 TEACH THE LIBRARY CORE

An accomplished Library-Teacher knows the Big 6™ Information Problem-Solving Process and the Utah Library Media Core Curriculum and collaborates with teachers to integrate them into the instructional program.

1.5 TEACH THE LIBRARY CORE

An accomplished Library-Teacher reflects and adjusts their instructional program continually.

1.6 TECHNOLOGY

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

1.7 TECHNOLOGY

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

1.8 STAFF DEVELOPMENT

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

Abilock, D, Fontichiaro, K. and Harada, V. H. (Ed.). (2012). *Growing schools: Librarians as professional developers*. Santa Barbara, CA: Libraries Unlimited. (1.8)

Barnes, M. (2013). *Role reversal: Uncommonly excellent results in the student-centered classroom*. Alexandria, VA: ASCD. (1.1, 1.2)

Butler, W. (2014). Is my info lit program effective? Answers from our assessments. *Library Media Connection*, 33(1), 20-23. (1.3, 1.4, 1.5)

Buzzeo, T. (2008). *The collaboration handbook*. Columbus, OH: Linworth Pub. (1.1, 1.2)

Crockett, L. Jukes, I. and Churches, A. (2011). *Literacy is not enough: 21st-century fluencies for the digital age*. Thousand Oaks, CA: Corwin Press. (1.6, 1.7)

Johnson, D. (2013). *The indispensable librarian: Surviving and thriving in school libraries in the information age*, Second edition. Santa Barbara, CA: Linworth Publishing. (1.3, 1.4)

Lance, K. C., Rodney, M. J., & Schwarz, B. (2010). Collaboration works—when it happens! The Idaho school library impact study. *Teacher Librarian*, 37(5), 30–36. (1.1, 1.2)

Moreillon, J. (2013). Educating for school library leadership: Developing the instructional partnership role. *Journal of Education for Library & Information Science*, 54(1), 55–66. (1.1, 1.2)

- Morris, R. J. (2012). Find where you fit in the Common Core, or the time I forgot about librarians and reading. *Teacher Librarian*, 39(5), 8–12. (1.1, 1.2)
- Oremland, S. (2013). Collaboration and technology for authentic research projects. *Knowledge Quest*, 41(4), 60–68. (1.1, 1.2)
- Perez, K. (2012). *The co-teaching book of lists*. San Francisco, CA: Jossey-Bass. (1.1, 1.2)
- Rothsein, D and Santana, L. (2011). *Make just one change: Teach students to ask their own questions*. Cambridge, MA: Harvard Education Press. (1.1 – 1.5)
- Tu, C. (2013). *Strategies for building a web 2.0 learning environment*. Santa Barbara, CA: Libraries Unlimited. (1.6, 1.7)
- Wallace, V., & Husid, W. N. (2011). *Collaborating for inquiry-based learning: School librarians and teachers partner for student achievement*. Santa Barbara, CA: Libraries Unlimited. (1.1, 1.2)

2. LIBRARY TEACHER

2.1 WELCOMING ATMOSPHERE

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

2.2 WELCOMING ATMOSPHERE

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

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.

2.6 RECOGNIZE THE DIVERSITY OF PATRONS

An accomplished Library-Teacher uses a variety of techniques and teaching styles.

Farwell, S. M. & Teger, N. L. (2012). Supporting reading in grades 6-12: A guide. Santa Barbara, CA: Libraries Unlimited. (2.3, 2.4)

Gilcreast, J. (2014). From drab to fab. *Knowledge Quest*, 42(4), 38-43. (2.1, 2.2)

Peck, P. (2014). Crash course in children's services. Santa Barbara, CA: Libraries Unlimited. (2.1, 2.2)

Preddy, L. B. School library makerspaces: Grades 6-12. Santa Barbara, CA: Libraries Unlimited. (2.1, 2.2)

Mahood, K. (2006). A passion for print: Promoting reading and books to teens. Westport, CT: Libraries Unlimited. (2.3, 2.4)

Mates, B. T., & Booth, C. (2012). Information power to all patrons. *Library Technology Reports*, 48(7), 7-13. (2.5, 2.6)

National teen space guidelines. (n.d.). Retrieved from <http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/guidelines/guidelines/teenspaces.pdf> (2.1, 2.2)

Pascopella, A. (2011). Successful strategies for English language learners. *District Administration*, 47(2), 29-44. (2.5, 2.6)

Parsons, S. A., Dodman, S. L., & Cohen Burrowbridge, S. (2013). Broadening the view of differentiated instruction. *Phi Delta Kappan*, 94(9), 38-42. (2.5, 2.6)

Varela, E. (2010). Mainstreaming ELLs into grade-level classes. *Education Digest*, 76(2), 39-43. (2.5, 2.6)

Whitmer, R. (2013). Adapting K12 for students with autism. *District Administration*, 49(1), 30-42. (2.5, 2.6)

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.

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.

3.7 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.

3.9 ETHICAL STANDARDS

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

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.

3.12 ADVOCACY

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

Anderson, L. (2008). Strategic planning for your district or school library. *Indiana Libraries*, 27(2), 78-79. (3.6)

Ballard, S. (2008). What can teacher-librarians do to promote their work and the school library media program? Be visible, assess, and provide evidence. *Teacher Librarian*, 36(2), 22-23. (3.8)

Collen, L. (2013). Critical collaboration: Public library and school district partnerships in Illinois. *ILA Reporter*, 31(4), 14-18. (3.12)

Crowley, J.D. (2011). Developing a vision: Strategic planning for the school librarian in the 21st century. Santa Barbara, CA: Libraries Unlimited. (3.6)

Evans, G. E. and Saponaro, M. Z. (2012). Collection management basics. Santa Barbara, CA: Libraries Unlimited. (3.2, 3.3, 3.4)

- Kachel, D. (2014). Developing talking points and more. *School Library Monthly*, 30(6), 26-28. (3.12)
- Kachel, D. E. (2010). Leveraging school libraries to support student learning: What principals need to know. *School Library Monthly*, 26(6), 45-47. (3.10, 3.11)
- Kuon, T., & Weimar, H. (2012). How does your boss see you?. *School Library Journal*, 58(9), 36-39. (3.10, 3.11)
- Levitov, D. (2012). *Activism and the school librarian*. Santa Barbara, CA: Libraries Unlimited. (3.12)
- McCord, G. (2013). *What you need to know about privacy law: A guide for librarians and educators*. Santa Barbara: Libraries Unlimited (3.9)
- McGhee, M. (2012). A School Library Work Plan. *School Library Monthly*, 28(6), 32-34. (3.1)
- Pandora, C. and Hayman S. (2013). *Better serving teens through school library-public library collaborations*. Santa Barbara, CA: Libraries Unlimited. (3.12)
- Riehl, D. (2006). Students' privacy rights in school libraries: Balancing principles, ethics and practices. *School Libraries In Canada (17108535)*, 26(2), 32-42. (3.9)
- Shannon, D. M. . (2012). Perceptions of school library programs and school librarians. *Teacher Librarian*, 39(3), 17-22.
- Shenton, A. K. (2011). Two pupil-centered approaches to the assessment of school libraries. *Performance Measurement & Metrics*, 12(1), 38-49. (3.8)
- Stephens, C. G. & Franklin, P. (2013). *School library day-to-day operations: Just the basics*. Santa Barbara, CA: Libraries Unlimited. (3.1-3.7)
- Sykes, J. (2013). *Conducting action research to evaluate your school library*. Santa Barbara, CA: Libraries Unlimited. (3.8)
- Woolls, B., Weeks, A. C., & Coatney, S. (2014). *The school library manager*. Santa Barbara, CA: Libraries Unlimited. (3.1-3.7)
- Young, R. (2012). Graduation for all students: The school librarian's role. *School Library Monthly*, 29(2), 28-30. (3.11)
- Zmuda, A. (2011). Six steps to saving your school library program. *School Library Monthly*, 27(5), 45-48. (3.6, 3.7, 3.8)

4. LEADER

4.1 MASTER LIBRARY TEACHER

An accomplished Library-Teacher is endorsed through an ALA approved master's program.

4.2 PERSONAL PROFESSIONAL DEVELOPMENT

An accomplished Library-Teacher seeks further education and knowledge.

4.3 PERSONAL PROFESSIONAL DEVELOPMENT

An accomplished Library-Teacher engages in the wider library community.

4.4 PERSONAL PROFESSIONAL DEVELOPMENT

An accomplished Library-Teacher actively shares their expertise with other librarians.

4.5 LIFE LONG LEARNER

An accomplished Library-Teacher seeks opportunities for personal growth and develops new interests.

DelGuidice, M., & Luna, R. (2012). Making a big impact @ your school board meeting. Santa Barbara, CA: Linworth. (4.3)

Foote, C. (2014). Think Like a Futurist. *School Library Journal*, 60(10), 20. (4.2)

Goldberg, B. (2014). Reasserting School Librarians' Value, State by State. *American Libraries*, 45(7/8), 13-15. (4.3)

Kachel, D., & Lance, K. (2013). Librarian Required. *School Library Journal*, 59(3), 28. (4.1)

Kimmel, S. C. ., Dickinson, G. K. ., & Doll, C. A. (2012). Dispositions in the twenty-first century school library profession. *School Libraries Worldwide*, 18(2), 106–120. (4.2, 4.3, 4.4, 4.5)

Ray, M. (2013). Leadership opportunities. *School Library Monthly*, 29(8), 30-32. (4.3, 4.4)

Tu Loan, T. (2012). How do teacher-librarians build leadership capacity?. *Literacies, Learning & Libraries*, 5(1), 26-28. (4.2)