

Utah Effective School Librarian Standards

How to use this document:

This evaluation tool is meant to help a school librarian in the state of Utah evaluate their knowledge, skills, and commitment to service, to education, and to the best library practices.

Please note that the evaluation rubric is divided into four sections:

Instructional Partner

Library Teacher

Library Manager

Leader

The rubric should be read from left to right, from "Practicing" on the left, through "Effective", and "Highly Effective", culminating in "Distinguished". Each of the indicators within a standard is meant to build upon the indicators to the left. Take note of which section you are reading and understand the descriptor for each standard before you gauge your personal skills and check off the indicators. Start at the left of each standard and check mark each indicator which you actively, consciously understand, embrace, and fulfill on a continual basis.

If you have unchecked descriptors from left to right, that would indicate that there are gaps or deficiencies in your knowledge, skills and/or commitment to the best principles of school libraries.

We have provided a one-page checklist for you to use so that you can see an overall view of the level of librarianship you have reached and so that you can evaluate your gaps and plan a course for future improvement.

Utah Effective School Librarian Standards: Help Us Further School Librarianship In Utah

We would like to gather information from across the state about the value of the rubric and also about the state of librarianship. *After you have finished reading and filling out this document, please go to <http://tinyurl.com/kd5qpr6> and fill out the reporting form, indicating your responses.*

Building a Better Librarian: Checklist

This checklist on the next page is designed as a simple way for you to share information with another librarian or an administrator. Tear it out and use it as you are reading the rubric in order to record your responses. It will help you quickly overview your strengths and weaknesses and make choices for your action plan.

1. INSTRUCTIONAL PARTNER

	P	E	HE	D
1.1 Engage Teachers 1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
1.2 Engage Teachers 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
1.3 Teach Core 1	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Teach Core 2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
1.5 Teach Core 3	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
1.6 Technology 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Technology 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Staff Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. LIBRARY TEACHER

2.1 Welcoming 1	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Welcoming 2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2.3 Engage Readers 1	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2.4 Engage Readers 2	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2.5 Diversity 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Diversity 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

3. LIBRARY MANAGER

	P	E	HE	D
3.1 Organized	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.2 Collection 1	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3.3 Collection 2	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3.4 Collection 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3.5 Cataloging	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3.6 Planning	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Policies	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Assessment	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3.9 Ethical	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 Admin 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
3.11 Admin 2	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3.12 Advocacy	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

4. LEADER

4.1 Master Library Teacher		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Persl Dev 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Persl Dev 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4.4 Persl Dev 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Life Long Learner	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UTAH EFFECTIVE SCHOOL LIBRARIAN STANDARDS:
EVALUATION RUBRIC

1. INSTRUCTIONAL PARTNER

	<i>Practicing</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Distinguished</i>
<p>1.1 ENGAGES AND COLLABORATES WITH TEACHERS</p> <p><i>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.</i></p>	<input type="checkbox"/> Knows what subjects each teacher covers and the general curricula <input type="checkbox"/> Is familiar with the State Core Curriculum for each subject <input type="checkbox"/> Is familiar with the standards of the Utah State Core Curricula	<input type="checkbox"/> Attends meetings in all departments on a rotating basis <input type="checkbox"/> Purchases materials that will support the individual curricula <input type="checkbox"/> Knows how the State Core Curricula are used and taught in the classrooms	<input type="checkbox"/> Collaborates with as many teachers as possible on creating classroom units <input type="checkbox"/> Identifies materials purchased for specific units and makes them available during the appropriate time	<input type="checkbox"/> Coordinates opportunities to co-design classroom units and co-teaches with as many different teachers and subjects as time allows
<p>1.2 ENGAGES AND COLLABORATES WITH TEACHERS</p> <p><i>An accomplished Library-Teacher strives to be an instructional partner to every classroom teacher.</i></p>	<input type="checkbox"/> Has a variety of print, AV and digital resources for teachers to use in their classrooms.	<input type="checkbox"/> Is familiar with the teachers' Core Curricula in order to suggest materials for classroom instruction	<input type="checkbox"/> Works with a wide variety of teachers to choose targeted resources to enhance the classroom experience <input type="checkbox"/> Offers instructional support within the classroom	<input type="checkbox"/> Uses their instructional expertise to help teachers create effective lessons within their Core
<p>1.3 TEACH THE UTAH LIBRARY MEDIA CORE STANDARDS</p> <p><i>An accomplished Library-Teacher ensures that students and teachers can utilize library facilities, resources and technology.</i></p>	<input type="checkbox"/> Meets with new students to introduce them to library procedures and facility use <input type="checkbox"/> Meets with new teachers and shows them library resources	<input type="checkbox"/> Teaches students and teachers how to use library technology for their research needs	<input type="checkbox"/> Collaborates with teachers to create lesson opportunities to reinforce research skills	<input type="checkbox"/> Creates a school-wide information literacy program that ensures that all students in each grade level receives targeted, sequenced instruction in research skills

1. INSTRUCTIONAL PARTNER

	<i>Practicing</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Distinguished</i>
<p>1.4 TEACH THE UTAH LIBRARY MEDIA CORE STANDARDS</p> <p><i>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.</i></p>	<input type="checkbox"/> Is familiar with the Utah Library Media Core Standards <input type="checkbox"/> Is familiar with the research process	<input type="checkbox"/> Explores the Utah State Core Curriculum to identify opportunities to integrate the Library Core Standards and the research process	<input type="checkbox"/> Models the use established research processes while teaching	<input type="checkbox"/> Creates and co-teaches units using established research processes <input type="checkbox"/> Work with teachers to create their own research units using established research processes
<p>1.5 TEACH THE UTAH LIBRARY MEDIA CORE STANDARDS</p> <p><i>An accomplished Library-Teacher reflects on and adjusts their instructional program continually.</i></p>	<input type="checkbox"/> Is familiar with the Utah Library Media Core Standards <input type="checkbox"/> Is familiar with the research process	<input type="checkbox"/> Identifies ways Library Core and/or research processes already being used in teaching	<input type="checkbox"/> Identifies places where Library Core and/or research processes need to be integrated into classroom teaching	<input type="checkbox"/> Evaluates the effectiveness of the integration and adjusts the program accordingly <input type="checkbox"/> Maintains relationships with teachers to continue integration
<p>1.6 TECHNOLOGY</p> <p><i>An accomplished Library-Teacher is a technology leader in their school.</i></p>	<input type="checkbox"/> Is familiar with current technology	<input type="checkbox"/> Identifies and acquires new technology for professional and student use	<input type="checkbox"/> Models the use of a variety of current and new technology in their instruction and professional tasks	<input type="checkbox"/> Provides a yearly program of staff development to introduce and reinforce the effective use of technology

1. INSTRUCTIONAL PARTNER

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<p>1.7 TECHNOLOGY</p> <p><i>An accomplished Library-Teacher advocates and models good use of electronic resources, including the use of Pioneer databases and other state resources.</i></p>	<p><input type="checkbox"/> Introduces students to different electronic resources, including Pioneer</p>	<p><input type="checkbox"/> Seeks out individual teachers to collaborate in the teaching of electronic resources on a lesson by lesson basis</p>	<p><input type="checkbox"/> Works with a department to create a grade-level scope and sequence for in-depth instruction on the use of electronic resources</p>	<p><input type="checkbox"/> Collaborates with a wide variety of teachers to coordinate instruction on the effective use of electronic resources in subject-specific ways</p>
<p>1.8 STAFF DEVELOPMENT</p> <p><i>An accomplished Library-Teacher creates staff development opportunities to build information and technology literacy.</i></p>	<p><input type="checkbox"/> Helps teachers with information, media, and technology literacy on an as-needed basis</p>	<p><input type="checkbox"/> Provides small-group classes on basic technology uses</p>	<p><input type="checkbox"/> Uses surveys to assess the need for staff development as it relates to information, media, and technology literacy</p>	<p><input type="checkbox"/> Provides targeted information, media, and technology literacy classes using the survey results, either personally or through invited experts</p>

2. LIBRARY TEACHER

	<i>Practicing</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Distinguished</i>
<p>2.1 WELCOMING ATMOSPHERE <i>An accomplished Library-Teacher is warm, friendly and approachable.</i></p>	<input type="checkbox"/> Learns the faculty and staff's names and faces <input type="checkbox"/> Interacts with everyone in a friendly manner	<input type="checkbox"/> Makes an effort to know or identify students by name <input type="checkbox"/> Addresses concerns, questions and requests and works to find solutions	<input type="checkbox"/> Approaches patrons to analyze their needs and wants	<input type="checkbox"/> Knows the interests of specific patrons and can recommend materials
<p>2.2 WELCOMING ATMOSPHERE <i>An accomplished Library-Teacher's library reflects their style and personality.</i></p>	<input type="checkbox"/> The library is open when the school is open <input type="checkbox"/> When the librarian is not available, someone is still there to help patrons	<input type="checkbox"/> Analyzes the physical space, furniture and floor plan to maximize use of space and support the way patrons use the library	<input type="checkbox"/> Creates changing displays that promote literature and highlight curricular materials as students are using them	<input type="checkbox"/> Adds personal touches to the space, reflecting the librarian's personality <input type="checkbox"/> Reevaluates and rearranges the space on an on-going basis
<p>2.3 ENGAGE READERS <i>An accomplished Library-Teacher uses their knowledge of current fiction and non-fiction literature to help individuals connect to reading.</i></p>	<input type="checkbox"/> Consistently reads new books on their students' levels <input type="checkbox"/> Reads professional reviews and websites that promote new literature	<input type="checkbox"/> Talks to individuals about their likes and interests and can recommend new literature based on that interaction	<input type="checkbox"/> Welcomes students and teachers suggestions for new materials	<input type="checkbox"/> Creates book groups to engage voracious readers <input type="checkbox"/> Uses old and new technology to help students recommend books and other resources to each other

2. LIBRARY TEACHER

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<p>2.4 ENGAGE READERS</p> <p><i>An accomplished Library-Teacher fosters reading by continually promoting books in new and interesting ways.</i></p>	<input type="checkbox"/> Displays new books	<input type="checkbox"/> Promotes new literature using book talks <input type="checkbox"/> Engages with teachers to promote new literature for classroom and individual use <input type="checkbox"/> Uses contests, events and activities to draw students into the library and promote new books	<input type="checkbox"/> Promotes books in all formats <input type="checkbox"/> Continually changes displays to reflect new purchases, seasons, events, etc.	<input type="checkbox"/> Creates book lists, book marks, individual reading lists and other creative means to help individuals find new books <input type="checkbox"/> Finds ways to use technology for book promotions
<p>2.5 RECOGNIZE THE DIVERSITY OF PATRONS</p> <p><i>An accomplished Library-Teacher knows their patrons and serves them accordingly.</i></p>	<input type="checkbox"/> The library materials are age appropriate and reflect the current interests of the students and the culture of the wider community	<input type="checkbox"/> Provides materials in a variety of formats to complement different learning styles	<input type="checkbox"/> Works with teachers to identify the range and distribution of reading levels within the school	<input type="checkbox"/> Builds a library collection that reflects the range and distribution of reading levels within the school
<p>2.6 RECOGNIZE THE DIVERSITY OF PATRONS</p> <p><i>An accomplished Library-Teacher uses a variety of techniques and teaching styles.</i></p>	<input type="checkbox"/> Understands that students learn at different rates and in different ways	<input type="checkbox"/> Creates lessons which engage students on a variety of levels and engages different learning styles within each lesson	<input type="checkbox"/> Identifies groups and classes which need modified, targeted instruction and adapts lessons to meet their specific needs <input type="checkbox"/> Evaluates the effectiveness of a specific lessons and makes adjustments	<input type="checkbox"/> Continually adjusts instruction to reflect the needs of the learner

3. LIBRARY MANAGER

	<i>Practicing</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Distinguished</i>
<p>3.1 MAINTAIN AN ORGANIZED LIBRARY</p> <p><i>An accomplished Library-Teacher creates an inviting space where patrons can easily locate and access what they are seeking.</i></p>	<input type="checkbox"/> Ensures that the library is clean and appears to be organized	<input type="checkbox"/> Chooses signage to clearly identify the sections of the library <input type="checkbox"/> Alphabetizes fiction books by author	<input type="checkbox"/> Organizes non-fiction books by the Dewey Decimal System and alphabetizes by author <input type="checkbox"/> Selects call numbers specific enough to keep books of one subject together on the shelf (ie, Sports 796, Basketball 796.323, Football 796.332)	<input type="checkbox"/> Chooses call numbers carefully to reflect the needs of the school, creating a collection that follows established industry standards, but has some flexibility <input type="checkbox"/> Ensures that spine labels and easy to read and are standardized throughout the collection <input type="checkbox"/> Ensures barcodes are in the same spot on every book
<p>3.2 COLLECTION MANAGEMENT (BUDGET)</p> <p><i>An accomplished Library-Teacher administers a library budget that meets their short-term needs and their long-term goals.</i></p>	<input type="checkbox"/> Is aware of district purchasing policies	<input type="checkbox"/> Has a written one year purchasing plan <input type="checkbox"/> Is in compliance with all district purchasing policies	<input type="checkbox"/> Spends all monies in a timely manner, meeting any deadline <input type="checkbox"/> Has full control of how the library budget (<i>books, assets, AV, periodicals, online</i>) is spent, within district policy	<input type="checkbox"/> Has a written three-year purchasing plan, devoted to maintaining not only the fiction collection, but also non-fiction, A/V and databases <input type="checkbox"/> Applies for grants or identifies other sources for monies to supplement the budget

Utah Effective School Librarian Evaluation Rubric

3. LIBRARY MANAGER

	<i>Practicing</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Distinguished</i>
<p>3.3 COLLECTION MANAGEMENT (SELECTION)</p> <p><i>An accomplished Library-Teacher identifies their patrons y and purchases materials that reflect their diverse abilities and interests.</i></p>	<input type="checkbox"/> Purchases books and other materials as desired	<input type="checkbox"/> Solicits input and requests from teachers and patrons <input type="checkbox"/> Follows a one-year purchasing plan	<input type="checkbox"/> Ensures that all fiction series are complete <input type="checkbox"/> Balances purchase of non-fiction and fiction, following the three-year plan <input type="checkbox"/> Uses professional reviews to choose new materials	<input type="checkbox"/> Purchases materials with a variety of reading levels and genres for leisure reading that reflect current trends and patron interests <input type="checkbox"/> Collaborates with all teachers to select support materials (non-fiction, fiction, AV, etc.) for their classroom teaching
<p>3.4 COLLECTION MANAGEMENT (WEEDING/RECONSIDERATION)</p> <p><i>An accomplished Library-Teacher regularly analyzes their collection to identify materials that need to be removed, replaced or updated.</i></p>	<input type="checkbox"/> Removes and/or replaces worn out books	<input type="checkbox"/> Creates a three year weeding plan to remove and/or replace materials based on usage, need, interests and accuracy	<input type="checkbox"/> Follows the three year plan for weeding and replacement <input type="checkbox"/> Adjusts the plan yearly as student interests and teacher curricula evolve. <input type="checkbox"/> Follows the district policy or writes and follows a school policy when a book is recommended for reconsideration	<input type="checkbox"/> Maintains a collection with an average copyright date within 10 years <input type="checkbox"/> Ruthlessly analyzes the entire collection each year to remove books that are no longer relevant or address subjects which are constantly changing
<p>3.5 COLLECTION MANAGEMENT (CATALOGING)</p> <p><i>An accomplished Library-Teacher maintains accurate MARC records.</i></p>	<input type="checkbox"/> Uses an on-line system to manage the collection <input type="checkbox"/> Receives MARC records with new book purchases	<input type="checkbox"/> Deliberately chooses where fiction books reside within the collection (i.e., re-catalogs fiction books so that series or related titles are together and not spread throughout the collection)	<input type="checkbox"/> Analyzes the non-fiction collection and chooses call numbers specifically to reflect how patrons use the collection <input type="checkbox"/> Reorganizes and continues to alter the call numbers to maintain consistency as new materials are acquired	<input type="checkbox"/> Analyzes each new MARC record to adjust the subject headings and call numbers to reflect the library's needs <input type="checkbox"/> Uses established standards when cataloging books so that MARC records remain accurate

3. LIBRARY MANAGER

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<p>3.6 STRATEGIC PLANNING</p> <p><i>An accomplished Library-Teacher develops a strategic plan that focuses and guides the library's purpose and direction.</i></p>	<input type="checkbox"/> Creates an operational plan to guide teaching, acquisitions and collection management goals for the coming school-year	<input type="checkbox"/> Reflects on and adjusts the operational plan annually <input type="checkbox"/> Identifies components of a strategic plan and takes notes addressing those areas which would benefit from a long-range plan	<input type="checkbox"/> Creates a comprehensive strategic plan that reflects longer-range library goals	<input type="checkbox"/> Reflects on and adjusts the strategic plan yearly to reflect new directions and needs
<p>3.7 POLICIES</p> <p><i>An accomplished Library-Teacher creates and maintains effective library policies.</i></p>	<input type="checkbox"/> Is aware of and follows district and school policies that apply to the library and to the Library Teacher position <input type="checkbox"/> Is aware of established school library policies	<input type="checkbox"/> Reassess established school library policies on a yearly basis	<input type="checkbox"/> Adjusts old policies and establishes new policies, continuing to assess on a yearly basis	<input type="checkbox"/> Elicits feedback from staff and patrons to evaluate efficacy of the policies; adjusts as needed
<p>3.8 ASSESS THE PROGRAM</p> <p><i>An accomplished Library-Teacher collects and analyzes data to create a more effective program.</i></p>	<input type="checkbox"/> Tracks circulation statistics <input type="checkbox"/> Keeps track of who is using the library and how they use it (i.e. Teachers, students, administrators and parents)	<input type="checkbox"/> Tracks how their time is spent on a daily, weekly, monthly, and yearly basis <input type="checkbox"/> Identifies teachers and students who are not using the library <input type="checkbox"/> Analyzes how their unscheduled time is distributed and rebalances it according to the operational plan	<input type="checkbox"/> Collaborates with underserved teachers and identify how to meet their needs <input type="checkbox"/> Interacts w/ students and provide materials that will encourage them to use the library <input type="checkbox"/> Analyzes circulation statistics and identifies non-existent or underutilized parts of the collection	<input type="checkbox"/> Surveys library users as to ways to continue to support their usage <input type="checkbox"/> Analyzes and re-organizes their time according to the strategic plan and needs assessment

Utah Effective School Librarian Evaluation Rubric

3. LIBRARY MANAGER

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<p>3.9 ETHICAL STANDARDS</p> <p><i>An accomplished Library-Teacher interacts with patrons in a respectful, ethical manner.</i></p>	<input type="checkbox"/> Is aware of and follows copyright laws <input type="checkbox"/> Treats all patrons with respect and professional courtesy	<input type="checkbox"/> Maintains confidences	<input type="checkbox"/> Models personal copyright compliance	<input type="checkbox"/> Instructs teachers and students on copyright laws and promotes compliance
<p>3.10 RELATIONSHIP WITH ADMINISTRATORS</p> <p><i>An accomplished Library-Teacher works with the school administration to create an effective library program.</i></p>	<input type="checkbox"/> Interacts daily with administrators	<input type="checkbox"/> Invites administrators to observe library teaching and programs	<input type="checkbox"/> Meets regularly with administrators to report on and assess the library program, including successes and concerns <input type="checkbox"/> Involves the administration in library programs	<input type="checkbox"/> Solicits feedback from administrators on ways to integrate and improve the library program
<p>3.11 RELATIONSHIP WITH ADMINISTRATORS</p> <p><i>An accomplished Library-Teacher works with the administration to create a positive school environment.</i></p>	<input type="checkbox"/> Attends faculty meetings and other meetings as assigned <input type="checkbox"/> Knows where to find the school Comprehensive School Improvement Plan (CSIP) program and vision statement	<input type="checkbox"/> Attends non-library school programs when possible, making a special effort to attend programs during school hours <input type="checkbox"/> Understands the library's role in the CSIP and writes library goals and policies to support it	<input type="checkbox"/> Volunteers for committees that affect the school-wide program <input type="checkbox"/> Follows through with responsibilities from administrative assignments	<input type="checkbox"/> Identifies ways to improve the school climate and seeks to involve others in the process <input type="checkbox"/> Shares library data that is evidence of supporting and impacting school goals

3. LIBRARY MANAGER

	<i>Practicing</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Distinguished</i>
<p>3.12 ADVOCACY</p> <p><i>An accomplished Library-Teacher promotes their library program by collaborating with in-school and community resources.</i></p>	<p><input type="checkbox"/> Makes contact with their public library counterpart</p>	<p><input type="checkbox"/> Welcomes use of the library space beyond book checkout and other academic use</p> <p><input type="checkbox"/> Utilizes the school newsletter to promote library programs</p> <p><input type="checkbox"/> Invites the public librarian to their school to educate teachers and students about public programs</p>	<p><input type="checkbox"/> Creates and maintains an active, informative school library website</p>	<p><input type="checkbox"/> Collaborates with the public librarian to provide resources supporting the school curricula</p> <p><input type="checkbox"/> Informs a wider audience through district and community information sources</p>

4. LEADER

	<i>Practicing</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Distinguished</i>
<p>4.1 MASTER LIBRARY TEACHER</p> <p><i>An accomplished Library-Teacher is endorsed through an ALA (American Library Association) approved master's program</i></p>		<input type="checkbox"/> is a licensed teacher, but not endorsed in library media	<input type="checkbox"/> Holds a Utah Library Media Endorsement and is a licensed classroom teacher	<input type="checkbox"/> Holds a Masters Degree in Library and Information Science
<p>4.2 PERSONAL PROFESSIONAL DEVELOPMENT</p> <p><i>An accomplished Library-Teacher seeks further education and knowledge.</i></p>	<input type="checkbox"/> Inventories personal strengths and weaknesses as a library professional	<input type="checkbox"/> Identifies local resources to help improve their professional library skills	<input type="checkbox"/> Attends building and district professional development classes to learn new skills	<input type="checkbox"/> Collaborates with other district librarians to identify systemic weaknesses and problems and share solutions and expertise
<p>4.3 PERSONAL PROFESSIONAL DEVELOPMENT</p> <p><i>An accomplished Library-Teacher engages in the wider library community.</i></p>	<input type="checkbox"/> Attends a state-wide library conference yearly	<input type="checkbox"/> Works with the local public library to identify and promote resources useful for students and teachers	<input type="checkbox"/> Reads professional journals, reviews and websites <input type="checkbox"/> Maintains active membership in the American Library Association (ALA)	<input type="checkbox"/> Attends the ALA conference or the AASL (American Association of School Librarians) conferences periodically <input type="checkbox"/> Advocates to district and state policymakers the need to have library professionals in every school and in the district office.

4. LEADER

	<i>Practicing</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Distinguished</i>
<p>4.4 PERSONAL PROFESSIONAL DEVELOPMENT</p> <p><i>An accomplished Library-Teacher actively shares their expertise with other librarians.</i></p>	<input type="checkbox"/> Speaks up about library issues at classes, workshops and conferences	<input type="checkbox"/> Actively shares expertise with library colleagues throughout the district	<input type="checkbox"/> Participates as an active member of committees and groups at the local, state and/or national level	<input type="checkbox"/> Presents classes and/or workshops at state and national levels
<p>4.5 LIFELONG LEARNER</p> <p><i>An accomplished Library-Teacher seeks opportunities for personal growth and develops new interests.</i></p>	<input type="checkbox"/> Values a variety of other interests <input type="checkbox"/> Respects other points of view	<input type="checkbox"/> Searches out information on a variety of topics and interests	<input type="checkbox"/> Engages in civic and community activities	<input type="checkbox"/> Widens their experiences and opportunities through classes, travel, and interactions with others