

Written by Granite School District Library Media Specialists and approved by the Granite Library Media Association. Adopted 2007-2008.

1	Standard	Above Standard	Meets Standard	Approaching Standard	Below Standard
a	Oversees all aspects of the daily library operations.	Personally knows the collection and has a systemic approach to organization of media programs and services. Library policies and procedures are well established and consistently followed.	Oversees the collection, presentation, and circulation of all library materials. Alerts patrons of overdue materials and fines. Works with secretary or aide to ensure smooth functioning of the library.	Allows others to make final decision about library procedures and policies. Policies are in place but not consistently followed.	No policies or procedures are in place. Decisions are made randomly.
b	Promotes and teaches library core curriculum.	Makes sure that all students are taught the core in correlation with multiple subjects to emphasize the importance of the library core.	Understands the core and works with classroom teachers to find opportunities to incorporate the library core into classes.	Would like to teach the core, but has yet to find a systematic way to teach all students.	Only teaches the core to those classes where the classroom teacher initiates the opportunity.
c	Retains a knowledge of school curriculum, the state core, and individual curriculum maps.	Has an in-depth understanding of the core for all classes and what individual teachers are teaching.	Knows what courses are taught and when topics are covered.	Knows what classes are taught, but is not familiar with the core for those classes.	Not really involved with classes taught at the school.
d	Works with the learning community to determine the school's information and instructional needs.	Is an integral part of the learning community, including chairing committees, teaching professional development, and working on focus groups to determine best practices.	Is part of the learning community at the school, including serving on professional development and/or other committees that plan the focus of the school.	Does not volunteer, but will serve when asked. Does little to initiate ongoing conversations with the learning community.	Is not part of the learning community.
e	Plans, develops, and teaches staff professional development pertaining to information literacy and information technology.	Has a plan in place to do continuous training of staff on Pioneer and other information literacy.	Offers updates to faculty and staff on what is available on Pioneer and other resources pertinent to information literacy.	Will help teachers when asked, but does not offer to teach faculty.	Not involved with training teachers on information literacy or information technology.
f	Collaborates with learning community to develop curricular content that integrates information literacy according to the learning needs of individual students.	Collaborates and promotes, with multiple departments, the integration of the library core with classroom cores.	Collaborates with multiple departments in the integration of the library core with classroom cores.	Does not instigate any teaching of library core, but occasionally teaches the core when invited.	Does not teach the library core.
g	Develops, implements, and regularly reviews and updates policies and procedures.	Always follows well reviewed and current policies and procedures. These policies are based on current data about good libraries.	Has a policy in place for fine collection, acquisition, weeding, and review of materials. Usually follows the procedures.	Weeds occasionally, purchases what looks good without much thought, and makes decisions about purchases at the moment.	Does not weed collection, no policies or procedures are in place, and decisions are made completely randomly.
h	Supports the DRSLs.	Teaches the DRSLs as part of other ongoing training in library skills. DRSLs are integrated into the learning process.	Knows what the school DRSLs are and supports them in the library with resources available.	Knows about the school's DRSLs, but does not specifically support them in any way.	Does not know what the DRSLs are.
i	Participates in personal and professional development.	Is a member of multiple associations. Takes courses on a continuing basis to update personal skills and knowledge. Serves on boards or committees of associations.	Is a member of and participates in GLMA and UELMA. Takes courses on a continuing basis to update personal skills and knowledge.	Takes part in personal and professional development only as required for recertification.	Does not do any kind of continuing educational development.
j	Maintains an in-depth understanding of copyright law, intellectual freedom, and confidentiality. Teaches ethical and responsible use of information technologies.	Monitors copyright and acceptable use policies in the school. Will not allow misuse or copyright infringement.	Understands the copyright laws and reviews them with the faculty on a yearly basis.	Knows the law, but does not feel any responsibility in sharing that information or monitoring the misuse of information in any form.	Believes that if it is for school it doesn't really matter about copyright or other laws dealing with intellectual freedom.

2	Technology Literacy	Above Standard	Meets Standard	Approaching Standard	Below Standard
a	Facilitates the use of technology and digital tools to encourage staff and students' creativity, innovation, research and information, critical thinking, problem-solving, decision making, and digital citizenship.	Collaborates with teachers in developing units and lessons with an emphasis on new tools, critical thinking, problem-solving, and decision-making, with an emphasis on using information found on the Internet responsibly.	Makes available units and lessons involving new tools, critical thinking, problem-solving, and decision-making, with an emphasis on using information found on the Internet responsibly.	Talks to teachers about the ethical use of digital tools and the need for students to be responsible users of the Internet and other digital software.	Is aware of the need to make students and staff cognizant of using digital tools responsibly, but is not proactive in addressing either students or staff to achieve it.
b	Understands the technological needs of the learning community and facilitates the use of technology throughout the school.	Goes to conferences and looks for technology to support learning in the school. Shares information with teachers and administrators.	Regularly talks to teachers to understand needs of the learning community and helps find appropriate resources.	Has a basic idea about the technology needs of the school but does not take an active role in supporting their use.	Does not support technology use in the school outside the library.
c	Models, assists, and teaches students and staff the use of digital media devices and technology equipment found in the school.	Is proficient in the operation of all digital media devices in the school. Conducts trainings with teachers and students on the proper use and advantages of the equipment. Makes staff aware of digital technology within the school.	Knows how to operate most all digital media devices in the school, encourages the use of technology equipment by teachers, and instructs teachers and students on the advantages and proper use of the equipment.	Is aware of how to use the technology equipment in the school and is willing to assist students and staff when asked.	Is able to use most of the technology equipment in the school and can figure it out if required.
d	Supports technology acquisition in the school.	Chairs the technology team and/or is instrumental in researching appropriate technology for school	Is part of the technology team at the school.	Willing to give suggestions about technology if asked.	Does not have a part in the acquisition of technology at the school.
e	Instructs and keeps abreast of current software usage and compliance with copyright.	Maintains listing of all software licenses owned and installed on library machines. Monitors software installations and Internet downloads. Enforces software copyright. Trains staff in proper software usage.	Maintains a listing of all software licenses owned and installed on library machines. Monitors software installations and Internet downloads. Enforces software copyright.	Works to keep current software on library machines and discourages software downloads within the library.	Leaves software licensing issues to the STS or other technology teachers within the school.
f	Is knowledgeable on the use of technology as a consumer and producer of information across time and space.	Conducts trainings and collaborates with teachers on ways to use the Internet as a communication resource.	Assists teachers and students in using the Internet and software to find information pertinent to the curriculum and in using common location tools to publish and interact with students both in the school and outside the school.	Talks to teachers and students about the advantages of both being a consumer and producer of technology.	Is aware of how information may be found using technology, but is unwilling to share information.
g	Is adept at troubleshooting software and hardware issues with library labs, libraries, and media retrieval systems.	Knows software and hardware used within his/her library. Assists students and teachers with common problems encountered on library equipment. Trains students and staff in using and maintaining classroom software and hardware.	Know software and hardware used within his/her library. Is able to fix common problems encountered on library equipment.	Is able to use the software and equipment found in the library and can assist others if no problems are encountered.	With help is able to use the software and equipment applicable to library tasks, but is not able to use other items outside of his/her focus.
h	Is cognizant of current Internet safety issues, inappropriate websites and downloads, and has a plan of action to address them.	Teaches students and staff on the proper use of the Internet. Trains staff and parents on Internet safety issues with their students, and what to do if Internet safety has been breached.	Has a plan in place and uses it to teach students and teachers on the proper use of the Internet, including sites like Pioneer online, communication tools, and other areas of the web students may encounter.	Teaches students and teachers about proper Internet usage when asked and is able to assist teachers in finding good sources where students may use the Internet safely.	Leaves internet safety and its component parts up to the teachers who bring students to the library.

3	Literacy Acquisition	Above Standard	Meets Standard	Approaching Standard	Below Standard
a	Collaborates with teachers to maintain a collection that meets the information needs of the curriculum.	After discussing with teachers about specific needs, actively researches multiple sources to find the best resources.	Talks to teachers about specific needs and orders accordingly.	Looks over collection and makes decisions about curriculum through intuitive means rather than asking for specific information.	Buys whatever the salesman is selling that looks good.
b	Develops a balanced collection with up to date materials which correspond to curriculum standards.	Has a plan for updating and matching the collection with the core curriculum as changes come. Works integrally with faculty to make sure all areas of the curriculum are covered. Makes sure that all teachers are informed about new acquisitions through lists, meetings with the departments, and/or faculty meeting.	Works with teachers to establish exact needs and then works to find the best resources to match the curriculum. Shares new acquisitions with the departments so they know what is available.	Makes purchases with some concern for the curriculum, but no plan in place to share the information with teachers.	Buys what they want without concern for the curriculum being taught.
c	Administers the library budget.	Makes all final decisions about the budget. Looks for ways to supplement the district library budget such as: writing grants, participating in fundraisers, requesting money from trust lands, and other school resources.	Makes all final decisions about how the budget is spent. Looks for best buys and makes choices about what to purchase with the limited funds available.	Has an idea about how the library money is spent, but leaves specific choices up to library aides or secretaries.	Plays no role in the budget, leaving all decisions up to secretaries or aides.
d	Maintains a collection that is of interest to students and promotes leisure reading through displays, book talks, and a variety of other means.	Maintains current knowledge about books through reading as many of the books are possible. Promotes the collection in multiple ways, including book talks, displays, blogs and websites, lists, and book clubs.	Acquires and promotes literature that is quality reviewed and matches reading interests and levels of all students. Promotes new books and use of library through book talks, displays, favorites lists, etc.	Buys books that are promoted by others but reads few books on students' level. Doesn't promote new books or reading.	Puts no thought into what leisure reading is purchased or continues to promote out of date books.
e	Uses appropriate administrative channels to ensure that the library media program is understood as essential to the school's instructional success.	Has developed a positive trust relationship with the administration at the school which allows for money and other resources from the school to support the media center.	Works well with the administrative staff to ensure that they are aware of the needs of the library and how it supplements all classes taught in the school.	Expends little energy working with the administration.	Has no relationship with the administration.
f	Creates a learning environment that is inviting, organized, friendly, and clean.	Library is clean, neat, and easy to navigate. Shelves showcase books, work spaces are clean and convenient. Staff is friendly and knowledgeable. Art, posters and displays make patrons want to enter. A cozy reading area makes them want to stay and read.	Library is easy to use, inviting, and in order. Displayed books are eye catching and colorful. The staff is knowledgeable and friendly.	Library lacks order and definition, but books are shelved and staff is available to help.	Books are disorganized; layout is hard to understand; lack of visual appeal; staff is unavailable or unhelpful.
g	Establishes short and long term goals for the ongoing success of the library.	Has a five year plan with yearly increments to meet the goals of the library.	Has a one year plan for acquisition with yearly goals.	Has a basic idea of where he/she wants to go, but no clear vision of how to get there.	Just goes with the flow. Decisions made on the spur of the moment without forethought.
h	Actively participates on committees to implement long-term plans such as site-based management, school improvement, technology planning, and curriculum development.	Is an integral part of site-based management at the school. Is instrumental in formulating a long-range plan that will support the entire learning community.	Participates on committees. Advances the needs of the library curriculum along with the curriculum of other departments.	Only serves as an advisor if requested.	Does not wish to be part of any long-range technology or curriculum planning.
i	Maintains a current and accurate electronic catalog.	Goes over the complete MARC records and adds information to make it easier for patrons to access specific needs including lists and groups. Improves online catalog by adding lists, reviews, and recommendations for similar literature.	MARC records are added accurately either electronically or by hand. Extra information is added to records to help teachers as needed-- including lists for topics or classes.	Adds records in the easiest way possible without adding any extra data or worry about duplicate records.	Adds records in an incomplete way without concern for accuracy.

Lines of Evidence

Accomplished Library Media Specialist

1	Information Literacy	
a	Oversees all aspects of the daily library operations.	*Schedule of overdue notices *Manual of library policies and procedures *Visual evidence the staff knows and follows procedures *TitleWise analysis of collection
b	Promotes and teaches library core curriculum.	*Tracks classes taught in IT work order system. *Lesson plans, <i>PowerPoints</i> , and materials to teach library core.
c	Retains a knowledge of school curriculum, the state core, and individual curriculum maps.	*Collection and purchases reflect the school curriculum *Calendar/notebook/e-mails reflecting teacher curriculum maps
d	Works with the learning community to determine the school's information and instructional needs.	*Committee participation *Schedule professional development tracked in work order system
e	Plans, develops, and teaches staff professional development pertaining to information literacy and information technology.	*Professional development tracked on work order system *Calendar/notebook/e-mails reflecting updates and sessions
f	Collaborates with learning community to develop curricular content that integrates information literacy according to the learning needs of individual students.	*Collaboration log *Lesson plans and products created in collaboration teachers
g	Develops, implements, and regularly reviews and updates policies and procedures.	*Manual of library policies and procedures *Professional development training tracked in work order system
h	Supports the DRSLs.	*DRSLs posted in library *Evidenced by collaboration log, lesson plans, resources available, etc.
i	Participates in personal and professional development.	*Membership and attendance in GLMA *Membership in UELMA *Tracks classes taught in IT work order system. *Lesson plans, <i>PowerPoints</i> , and materials to teach library core. *Individual coursework completion certificates
j	Maintains an in depth understanding of copyright law, intellectual freedom, and confidentiality. Teaches ethical and responsible use of information technologies.	*File containing teacher signatures on the Video Good Practice Log *File containing AUP agreements for teachers and students *Tracks inservice classes and student classes where ethical use has been taught on the work order system

Lines of Evidence

Accomplished Library Media Specialist

2	Technology Literacy	
a	Facilitates the use of technology and digital tools to encourage staff and students' creativity, innovation, research and information, critical thinking, problem-solving, decision making and digital citizenship.	<ul style="list-style-type: none"> *Units, lesson plans, tools *Proper use of the internet and tools is posted for all to see *Tracks any teaching sessions on the work order system
b	Understands the technological needs of the learning community and facilitates the use of technology throughout the school.	<ul style="list-style-type: none"> *Collection statistics (<i>TitleWise</i>) reflects the needs of the school community *Maintains a blog or web page reflecting technology information & changes
c	Models, assists, and teaches students and staff the use of digital media devices and technology equipment found in the school.	<ul style="list-style-type: none"> *Tracks classes taught with teachers, staff, and students on the workorder system *Displays projects and student work created through the use of digital media
d	Supports technology acquisition in the school.	<ul style="list-style-type: none"> *Is a member or chair of the technology committee *Has a plan for how technology money is used *Seeks outside sources of money, i.e. grants, fund raisers, donations, etc.
e	Instructs and keeps abreast of current software usage and compliance with copyright.	<ul style="list-style-type: none"> *Maintains a list of software licenses (Software Binder) *Tracks trainings staff and students on the workorder system
f	Is knowledgeable on the use of technology as a consumer and producer of information across time and space.	<ul style="list-style-type: none"> *Tracks trainings with staff and students on the workorder system *Has staff complete the IT Training Evaluation after trainings *Web pages, blogs, products, lesson plans, and other technology related items
g	Is adept at troubleshooting software and hardware issues with library labs, libraries, and media retrieval systems.	<ul style="list-style-type: none"> *Tracks troubleshooting and hardware fixes using the work order system *Teachers use the media retrieval system properly evidenced by system history
h	Is cognizant of current Internet safety issues, inappropriate websites and downloads, and has a plan of action to address them.	<ul style="list-style-type: none"> *Written plan of action *Lesson plans for Pioneer and other tools used by students and staff *Tracks trainings on Internet safety using the work order system

Lines of Evidence

Accomplished Library Media Specialist

3	Literacy Acquisition	
a	Collaborates with teachers to maintain a collection that meets the information needs of the curriculum.	
b	Develops a balanced collection with up to date materials which correspond to curriculum standards.	<ul style="list-style-type: none"> *<i>TitleWise</i> analysis *Communication records announcing new items *Displays announcing new items
c	Administers the library budget.	<ul style="list-style-type: none"> *Record of orders and expenditures *System for keeping track of orders and expenditures *Follow district guidelines for budgets *Meets all budgetary deadlines
d	Maintains a collection that is of interest to students and promotes leisure reading through displays, book talks, and a variety of other means.	*Posters, displays, activities, programs
e	Uses appropriate administrative channels to ensure that the library media program is understood as essential to the schools instructional success.	<ul style="list-style-type: none"> *Principal evaluations *Administrative staff is personally involved in facilitating and recognizing programs
f	Creates a learning environment that is inviting, organized, friendly, and clean.	<ul style="list-style-type: none"> *Library is well labeled *Clean and orderly *Books are displayed attractively *Seating is arranged to promote an inviting environment *Circulation statistics reveal how many people are using the library *Traffic
g	Establishes short and long term goals for the ongoing success of the library.	*Written documents of goals
h	Actively participates on committees to implement long-term plans such as site-based management, school improvement, technology planning, and curriculum development.	*Actively involved on committees
i	Maintains a current and accurate electronic catalog.	* <i>Destiny</i> reports

Granite School District

Library Media Professional Learning Rubric

Name:		Above Standard	Meets Standard	Approaching Standard	Below Standard	Average	Comments
Standard							
1 Information Literacy							
a	Oversees all aspects of the daily library operations.						
b	Promotes and teaches library core curriculum.						
c	Retains a knowledge of school curriculum, the state core, and individual curriculum maps.						
d	Works with the learning community to determine the school's information and instructional needs.						
e	Plans, develops, and teaches staff professional development pertaining to information literacy and information technology.						
f	Collaborates with learning community to develop curricular content that integrates information literacy according to the learning needs of individual students.						
g	Develops, implements, and regularly reviews and updates policies and procedures.						
h	Supports the DRSLs.						
i	Participates in personal and professional development.						
j	Maintains an in depth understanding of copyright, intellectual freedom, and confidentiality. Teaches ethical and responsible use of information technologies.						
2 Technology Literacy							
a	Facilitates the use of technology and digital tools to encourage staff and students' creativity, innovation, research and information, critical thinking, problem-solving, decision making, and digital citizenship.						
b	Understands the technological needs of the learning community and facilitates the use of technology throughout the school.						
c	Models, assists, and teaches students and staff the use of digital media devices and technology equipment found in the school.						
d	Supports technology acquisition in the school.						
e	Instructs and keeps abreast of current software usage and compliance with copyright.						
f	Is knowledgeable on the use of technology as a consumer and producer of information across time and space.						
g	Is adept at troubleshooting software and hardware issues with library labs, libraries, and media retrieval systems.						
h	Is cognizant of current Internet safety issues, inappropriate websites and downloads, and has a plan of action to address them.						
3 Literacy Acquisition							
a	Collaborates with teachers to maintain a collection that meets the information needs of the curriculum.						
b	Develops a balanced collection with up to date materials which correspond to curriculum standards.						
c	Administers the library budget.						
d	Maintains a collection that is of interest to students and promotes leisure reading through displays, book talks, and a variety of other means.						
e	Uses appropriate administrative channels to ensure that the library media program is understood as essential to the school's instructional success.						
f	Creates a learning environment that is inviting, organized, friendly, and clean.						
g	Establishes short and long term goals for the ongoing success of the library.						
h	Actively participates on committees to implement long-term plans such as site-based management, school improvement technology planning, and curriculum development.						
i	Maintains a current and accurate electronic catalog.						
Average							