

Standard 1: Learner Development - The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

1.a. The library teacher collaborates with colleagues, other professionals, and families to promote learners' growth and development.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Interacts with colleagues related to learners' growth and development.	Collaborates with colleagues to support learners' growth and development.	Takes initiative to engage colleagues and families in supporting learners' individual growth and development.

1.b. The library teacher provides developmentally appropriate and challenging literary guidance.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Understands students' cognitive, social, and emotional development to recommend and introduce appropriate texts.	Interacts with students to create successful reading experiences; directs students to appropriate texts. Uses resources that support academic and independent reading that reflect students' individual abilities.	Interacts with students to create successful reading experiences; directs students to appropriate texts that maintain and grow reading abilities. Promotes resources that support academic and independent reading that reflects students' individual abilities.

1.c. The library teacher supports students in developing independent reading by linking them to topics and genres of personal interest and appropriate reading levels.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Provides an effective coverage of genres and topics that provide options for readers to develop a variety of interests.	Prepares students to find and select new books using a variety of tools (recommendations, book reviews, research, etc.) as they become independent, life-long readers.	Prepares students to find and select new books using a variety of tools (recommendations, book reviews, research, etc.) as they become independent, life-long readers. Provides and promotes authentic opportunities for readers to share and reflect on books with other students, family, and/or community members.

Standard 2: Learning Differences - The teacher understands individual learner difference and cultural and linguistic diversity.

2.a. The library teacher understands individual learner differences and holds high expectations of students.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Understands that a positive learning environment is needed for students' success.	Ensures a positive learning environment that allows each student to reach learning goals.	Develops and maintains a positive and nurturing learning environment that values the contributions of students of all backgrounds and abilities.

2.b. The library teacher designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Identifies diverse learning strengths and needs. Uses teaching materials that represent diverse cultures and learner differences.	Designs, adapts, and delivers instruction to honor individual differences and learning strengths and needs. Evaluates, selects, and promotes materials and lessons that counteract stereotypes and uses culturally responsive instruction.	Uses learner differences as an asset in designing effective instruction for all patrons. Scaffolds support for diverse learners in the library and matches resources and strategies to individual patron needs.

Standard 3: Learning Environments - The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation.

3.a. The library teacher develops learning experiences that engage and support students as self-directed learners who internalize routines, expectations, and procedures.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Implements routines for library procedures.	Establishes and maintains routines, expectations, and procedures that support effective and appropriate use of library resources.	Collaborates with students and teachers in establishing and reflecting on library procedures to improve the learning environment.

3.b. The library teacher collaborates with students and teachers to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Promotes a positive and respectful learning climate.	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	Models positive learning interactions and guides students to consistently refine interactions through self-reflection. Models appropriate inquiry and respectful interactions with varying viewpoints throughout the research process.

3.c. The library teacher uses positive management strategies, including the resources of space, time, and attention.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Organizes the physical environment in a clean, visually appealing manner that supports the purpose of a library. Organizes a schedule that encourages use of the library. Creates an environment that supports positive social interactions between the	Maintains a functional and organized physical environment, conducive to thought and interaction. Manages schedules, pacing, and transitions to maximize learning time.	Coordinates and organizes space, time, and attention so that it is conducive to multiple learning activities. Fosters patrons' abilities to manage their own learning time. Encourages patrons' involvement in maintaining and monitoring their own

librarian and patrons.	Proactively gains and maintains patrons' attention through active participation.	contribution to a positive learning environment.
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3.d. The library teacher extends the learning environment using technology, media, and local and global resources.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Knows and applies basic technology skills to manage the library collection and circulation.	Incorporates and promotes a variety of technology tools and media in the learning environment; uses local and global resources.	Actively and consistently incorporates technology and media; regularly integrates local and global resources.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

4.a. The library teacher knows the content of the library media discipline and demonstrates a knowledge of the Utah Core Standards for Library Media and references them in individual and collaborative planning.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	References the Utah Core Standards for Library Media in the preparation of lesson plans and conveys accurate information about library media practices.	Bases instruction on the Utah Core Standards for Library Media and current research to create rigorous and relevant learning activities. Demonstrates a knowledge of key Core Standards for other subject areas to support collaboration with teachers in developing curriculum and content.	Continually updates knowledge of the library media discipline and connects concepts across other disciplines to support student understanding.

4.b. The library teacher engages students in applying methods of inquiry and standards of evidence of the discipline.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Understands general methods and standards used in inquiry and research.	In collaboration with a classroom teacher, teaches methods of inquiry, problem-solving, and critical thinking consistent with the standards of the academic discipline.	Develops opportunities for self-directed student inquiry and problem-solving across multiple disciplines.

Standard 5: Assessment - The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

5.a. The library teacher engages students in using appropriate assessments to match individual students with reading materials and resources for a variety of tasks.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Asks general questions to solicit appropriate information about a student's needs or abilities and provide accurate basic feedback to student.	Interacts with students to determine their needs and abilities and to provide accurate feedback and direction for reading and research tasks.	Creates connections between student's known abilities and interests and new or innovative selections.

5.b. The library teacher uses effective assessments when teaching a class lesson that match the learning objectives

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person	Selects assessments to match learning objectives.	Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and include targets.	Selects and integrates varied assessment types that match learning objects, include targets, and involves learners in demonstrating student growth performance.

5.c. The library teacher collaborates with the classroom teacher on appropriate formative and/or summative assessments during a cooperative project.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Knows appropriate assessment principles and procedures.	Collaborates with the classroom teacher in determining assessments of student performance during cooperative projects.	Seeks opportunities to co-create assessments with the classroom teacher to co-assess student performance during cooperative projects.

Standard 6: Instructional Planning - The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, instructional best practices, and the community context.

6.a. The library teacher plans instruction based on the approved state Standards.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Uses the Utah Core Standards for Library Media to inform learning activities.	Systematically plans instruction based on the Utah Core Standards for Library Media.	Develops short and long-term instructional plans that include a content-based scope and sequence based on the Utah Core Standards for Library Media.

6.b. The library teacher 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.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Selects learning activities based on content standards.	Adapts learning experiences based on content standards and learner needs.	Creates learning experiences that are appropriate for reaching content standards, relevant to learners, and based on principles of effective instruction.

Standard 7: Instructional Strategies - 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.

7.a. The teacher understands and practices developmentally, culturally, and linguistically appropriate strategies to engage library patrons.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Identifies practices and strategies that engage patrons.	Uses developmentally, culturally, and linguistically appropriate instructional strategies.	Demonstrates a variety of effective instructional strategies to meet the needs of individual students.

7.b. The teacher provides opportunities for students to understand, analyze, and apply information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

Evidence:
 Evidence/Artifacts:
 Indicator Rating:
 Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Uses a variety of sources to inform instruction.	Systematically includes a variety of perspectives and sources to stimulate questioning, analysis, and increase understanding.	Provides opportunities for students to understand, analyze, and apply information from multiple and diverse sources and perspectives in order to answer questions and solve real-world problems.

7.c. The teacher supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Evidence:
 Evidence/Artifacts:
 Indicator Rating:
 Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Uses technology to support instruction.	Assesses and uses various technologies to support students' content and skill development.	Uses technology to foster student engagement in higher level content and skill development.

Standard 8: Reflection and Continuous Growth - The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

8.a. The library teacher independently and in collaboration with colleagues, uses a variety of data to evaluate and reflect on teaching results.

Evidence:
 Evidence/Artifacts:
 Indicator Rating:
 Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Adjusts instruction based on student outcomes.	Assesses student progress and adapts strategies based on past student performance. Collaborates with colleagues to evaluate learning outcomes and identify and meet learning needs.	Uses a multiple data sources to evaluate the outcomes of teaching and learning, in order to reflect on, and adapt planning and instruction. Understands the roles of and collaborates with a full range of colleagues and support specialists to help meet the unique needs of all students.

8.b. The library teacher actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving.

Evidence:
 Evidence/Artifacts:
 Indicator Rating:
 Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
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This statement is not descriptive of this person.	Participates in new learning experiences.	Applies professional learning to classroom practice and evaluates the use of new approaches based on student outcomes.	Seeks professional learning within and outside the school setting to refine professional practices based on feedback and reflection.
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8.c. The library teacher 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.

Evidence:
Evidence/Artifacts:
Indicator Rating:
Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Acknowledges that everyone has biases based on their knowledge and experience.	Identifies own background and experiences that impact teaching and learning relationships.	Identifies and accesses resources that support the development of a broader understanding of differences.

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

Evidence:
Evidence/Artifacts:
Indicator Rating:
Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Participates in professional development opportunities and considers new ideas to improve teaching.	Actively investigates and considers new ideas, current research, and policy as sources of reflection.	Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning

8.e. The library teacher develops a professional learning plan based on the needs of learners and educational communities.

Evidence:
Evidence/Artifacts:
Indicator Rating:
Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Participates in learning experiences as they arise.	Consults with supervisor to develop a standards-based professional learning plan.	Develops a professional learning plan based on the Standards and the needs of individual learners and the educational community.

Standard 9: Leadership and Collaboration. The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

9.a. The library teacher 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.

Evidence:
Evidence/Artifacts:
Indicator Rating:
Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Knows school-wide policies and practices and displays awareness of the school improvement plan.	Establishes positive working relationships and participates in the school's decision-making processes as required. Participates in developing and/or implementing the school improvement plan.	Takes initiative to participate in developing and implementing policies and practices that improve instruction. Collaborates with colleagues on school improvement issues.

9.b. The library teacher participates actively as part of the community through stakeholder feedback.

Evidence:
Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Participates in survey	Participates in survey and uses feedback to make adjustments.	Assumes a leadership role by sharing strategies for applying feedback to make adjustments.

9.c. The library teacher advocates for the students, the school, the community, and the profession.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Contributes to student success.	Advocates for all students to be prepared for high school graduation and future school and/or work success. Seeks opportunities to positively impact teaching quality, school improvement, and student achievement.	Actively communicates the vision of college and career readiness to students. Actively participates, promotes, and provides support for initiatives in the school and community to impact student success.

9.d. The library teacher engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Recognizes colleagues as resources to enhance knowledge and skill.	Engages in professional learning with colleagues to enhance professional practice.	Participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.

Standard 10: Professional and Ethical Behavior - The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

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

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Advocates for and models compliance with law and rules governing ethical conduct of educators.	Knows which laws, rules, policies, and directives guide legal, moral, and ethical conduct of educators and where to access them.	Adheres to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.

10.b. Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not	Knows district policy	Models expectations of district	Models high expectations of district policy and assigned

descriptive of this person.	and assigned duties.	policy and assigned duties.	duties and holds others accountable to do the same.
<p>10.c. Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals and additional requirements in a timely way.</p> <p>Evidence:</p> <p>Evidence/Artifacts:</p> <p>Indicator Rating:</p> <p>Hide Rubric</p>			
Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Maintains current license.	Maintains current license and works to complete renewal requirements.	Maintains current license, works to complete renewal requirements, and keeps an organized and up-to-date record of renewal requirements.
<p>10.d Maintains accurate instructional and non-instructional records.</p> <p>Evidence:</p> <p>Evidence/Artifacts:</p> <p>Indicator Rating:</p> <p>Hide Rubric</p>			
Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Maintains accurate instructional OR non-instructional records.	Maintains accurate instructional AND non-instructional records.	Innovates and shares methods for maintaining accurate instructional and non-instructional records.
<p>10.e. Maintains integrity and confidentiality in matters concerning student records and collegial consultation.</p> <p>Evidence:</p> <p>Evidence/Artifacts:</p> <p>Indicator Rating:</p> <p>Hide Rubric</p>			
Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Aware of district records policies.	Upholds district records policies	Models high expectations of district records policies and holds others accountable to do the same.
<p>10.f. Develops appropriate student-teacher relationships as defined in rule, law, and policy.</p> <p>Evidence:</p> <p>Evidence/Artifacts:</p> <p>Indicator Rating:</p> <p>Hide Rubric</p>			
Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Aware of student-teacher relationship policies.	Develops appropriate student-teacher relationships as defined in rule, law, and policy.	Models appropriate student-teacher relationships and expects the same of others.
<p>10.g. Maintains professional demeanor and appearance as defined by the Local Education Agency (LEA).</p> <p>Evidence:</p> <p>Evidence/Artifacts:</p> <p>Indicator Rating:</p> <p>Hide Rubric</p>			
Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Maintains professional demeanor OR appearance.	Maintains professional demeanor AND appearance as defined by LEA.	Models professional demeanor and appearance as defined by LEA.

Standard 11: Resource Management - The teacher manages the financial, instructional, promotional, and personal management work connected with creating and maintaining a high quality library.



11.a. The library teacher creates a strategic plan for collection development that reflects the current needs and interests of students and teachers.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Uses all library funding on books and materials that are appropriate for the school and that reflect academic and extracurricular goals for students as readers.	Implements a plan for renewing the library collection through the appropriate use of library funding on books and materials that are appropriate for the school and that reflect academic and extracurricular goals for students as readers and the efficient weeding of books that are no longer current or usable.	Implements a plan for renewing the library collection that includes a plan for collaboration and input from all stakeholders to determine high-need or high-interest materials. Identifies areas in the collection that need focused attention and development based on input.



11.b. The library teacher manages the budget and expenditures of the library in an appropriate manner

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Spends all funds in accordance with district policies.	Spends all funds in accordance with district policies. Expenditures support the plan for the library collection and goals.	Spends all funds in accordance with district policies. Expenditures support the plan for the library collection and goals. Expenditures target specific areas of need and support the school community, including collaborative projects and independent student work and reading.



11.c. The library teacher promotes the library and library programs to all patrons, including students, teachers, and community.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is not descriptive of this person.	Creates regular communication channels to inform all patrons of library activities.	Communicates with library patrons using a variety of strategies to inform and interest students, teachers, and parents in using the library for a variety of activities.	Communicates with library patrons using a variety of strategies to inform and interest students, teachers, and parents in using the library for a variety of activities. Creates events and activities in the library that promote the use of the facilities and resources.



11.d. The library teacher manages the time and behavior of library aides or other paraprofessionals in an effective and appropriate manner (if appropriate).

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
This statement is	Monitors the time and performance of library aides	Monitors the time and performance of library aides or clerks. Structures	Monitors the time and performance of library aides or clerks. Structures work to allow for effective scheduling

not or clerks. Provides corrective work to allow for effective scheduling and independence. Provides opportunities for ongoing
descriptive actions when necessary. and independence. learning and development.
of this
person.