

APRIL 2023

JORDAN SCHOOL DISTRICT SCHOOL LIBRARIAN JPAS INVENTORY

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
UETS Standard 2 Instructional Design Clarity: Element 1 Content; UETS Standard 3 Instructional Practice: Element 1 Instructional Strategies				
1. UTAH CORE CURRICULA				
An effective library teacher uses his or her knowledge of the Utah Core Standards to provide teachers with appropriate resources.	<input type="checkbox"/> Has a variety of print, AV, and digital resources for teachers to use in their classrooms.	<input type="checkbox"/> Actively promotes library resources to teachers for classroom use in a variety of ways.	<input type="checkbox"/> Works with a wide variety of teachers to choose targeted resources to enhance the classroom experience.	<input type="checkbox"/> Identifies materials purchased for specific units and provides them to teacher(s) at an appropriate time (calendering, etc).
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UETS Standard 2 Instructional Design Clarity: Element 1 Content				
2. LIBRARY MEDIA CORE (Identifying)				
An effective library teacher knows Utah Library Media Core Standards and effective research processes.	<input type="checkbox"/> The library teacher has a copy of the Library Media Core and also knows where to find the Utah Core Standards.	<input type="checkbox"/> Identifies ways the Library Core and/or research processes are already being used in teaching.	<input type="checkbox"/> Explores the Utah State Core Standards and research process to identify opportunities to integrate them into classroom teaching.	<input type="checkbox"/> Presents ideas for integration to departments and/or teachers and works with them to create units and lessons.
STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
UETS Standard 2 Instructional Design and Clarity: Element 3 Instructional Planning				
UETS Standard 2 Instructional Practice: Element 3 Relevance				
3. LIBRARY MEDIA CORE (Teaching)				
An effective library teacher collaborates with teachers to integrate the Utah Library Media Core Standards and research processes into the instructional program.	<input type="checkbox"/> Makes the library available for teachers and students to use.	<input type="checkbox"/> Meets with new teachers and shows them library resources. <input type="checkbox"/> Meets with new students to introduce them to library procedures and facility use.	<input type="checkbox"/> Presents library orientation to one or more classes in a grade. <input type="checkbox"/> Integrates the research process into teachers' lessons and units.	<input type="checkbox"/> Introduces library resources and procedures to at least 80% of a grade level's students. <input type="checkbox"/> Works with teachers to create their own research units using established research processes.
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UETS Standard 1 Learners and Learning: Element 3 Respecting Learner Backgrounds and Perspectives				
4. LIBRARY MEDIA CORE (Needs of Learners)				
An effective library teacher knows the Utah Library Media Core Standards and adapts their teaching to the needs of the learners.	<input type="checkbox"/> Presents lessons and materials without adapting them to specific learners.	<input type="checkbox"/> Evaluates the effectiveness of a specific lesson and makes adjustments.	<input type="checkbox"/> Identifies groups and classes which need modified, targeted instruction, and adapts lessons to meet their specific needs.	<input type="checkbox"/> Creates lessons which engage students on a variety of levels and engages different learning styles within the lesson.
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UETS Standard 3 Instructional Practice: Element 4 Innovation and Technology				
5. ELECTRONIC RESOURCES				
<i>An effective library teacher advocates and models the use of Utah's Online Library and other electronic resources.</i>	<input type="checkbox"/> The library teacher is aware of Utah's Online Library.	<input type="checkbox"/> Introduces one or more classes to Utah's Online Library.	<input type="checkbox"/> Works with a department to create a grade-level plan for in-depth instruction on the use of Utah's Online Library and/or electronic resources.	<input type="checkbox"/> Collaborates with a variety of teachers to coordinate instruction on the effective use of electronic resources in subject-specific ways.
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UETS Standard 1 Learners and Learning: Element 2 Building Relationships				
UETS Standard 1 Learners and Learning : Element 3 Respecting Learner Backgrounds and Perspectives				
6. WELCOMING AND ENGAGING READERS				
<i>An effective library teacher fosters reading by continually engaging with students to promote the full use of library resources.</i>	<input type="checkbox"/> Opens and staffs the library during the school day.	<input type="checkbox"/> Analyzes the library environment and implements changes that maximize use of space and encourages patrons to use the library.	<input type="checkbox"/> Converses with individuals about their likes and interests and is able to recommend literature based on those interactions.	<input type="checkbox"/> Uses a variety of methods and mediums to help students recommend books and other resources to each other. <input type="checkbox"/> Engages with teachers to promote and provide literature for classroom and individual use.
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UETS Standard 3 Instructional Practice: Element 3: Relevance				
7. READING PROMOTION				
<i>An effective Library-Teacher fosters reading by continually promoting books in new and interesting ways.</i>	<input type="checkbox"/> Makes books and other materials available for students and faculty.	<input type="checkbox"/> Creates displays of new books and high interest topics.	<input type="checkbox"/> Creates book lists, book marks, individual reading lists, or other creative means to help individuals find new books. <input type="checkbox"/> Continually changes displays to promote literature, highlight holiday events, or feature curricular materials.	<input type="checkbox"/> Uses contests, events, and activities to draw students into the library and promote new books.
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JSD Librarian Job Description				
8. BUDGET				
<i>An effective Library-Teacher administers a library budget that meets their short-term needs and their long-term goals.</i>	<input type="checkbox"/> Spends the library budget with little or no planning.	<input type="checkbox"/> Is in compliance with all district purchasing policies. <input type="checkbox"/> Completes a library collection inventory through Destiny.	<input type="checkbox"/> Analyzes the library collection through Titlewise and other best practices to guide purchasing decisions. <input type="checkbox"/> Adjusts purchases of non-fiction and fiction based on how the library collection is used by students and teachers.	<input type="checkbox"/> Creates and updates a written, multi-year purchasing plan, devoted to maintaining the fiction, non-fiction, and digital collections.
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UETS Standard 1 Learners and Learning: Element 3 Respecting Learner Backgrounds and Perspectives				

UETS Standard 4: Classroom Climate Element 1

9. SELECTION

<i>An effective Library-Teacher identifies their patrons and purchases materials that reflect their diverse abilities and interests.</i>	<input type="checkbox"/> Knows the District's Library Media Selection and Review Policy (AA440).	<input type="checkbox"/> Researches professional review sources to guide the selection of new materials. <input type="checkbox"/> Provides materials in a variety of formats to address students' needs.	<input type="checkbox"/> Builds a library collection that reflects the wide range of reading levels within the school. <input type="checkbox"/> Acquires materials for leisure reading that reflect current trends and patron interests.	<input type="checkbox"/> Analyzes circulation statistics, identifies non-existent or underutilized parts of the collection, and promotes or weeds them as necessary. <input type="checkbox"/> Solicits input and requests from staff and students, choosing the books that meet the needs of the school.
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JSD Librarian Job Description

10. WEEDING/RECONSIDERATION

<i>An effective library teacher regularly analyzes their collection to identify materials that need to be removed, replaced, or updated.</i>	<input type="checkbox"/> Removes and/or replaces worn out books.	<input type="checkbox"/> Creates a multi-year weeding plan to remove and/or replace materials based on usage, need, interests, and accuracy.	<input type="checkbox"/> Follows the multi year plan for weeding and replacement. <input type="checkbox"/> Evaluates and adjusts the plan biennially as student interests and teacher curricula evolve. <input type="checkbox"/> Follows District policy when a book is recommended for reconsideration.	<input type="checkbox"/> Strives to maintain a collection with an average copyright date within 10 years. <input type="checkbox"/> Uses the Titlewise reports to analyze the entire collection each year to remove books that are aged, no longer relevant, or to address subjects which are constantly changing.
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UETS Standard 4: Classroom Climate Element 3 Classroom Organization

11. CATALOGING

<i>An effective Library-Teacher maintains accurate MARC (Machine Readable Cataloging) records.</i>	<input type="checkbox"/> Organizes non-fiction books by the Dewey Decimal System <input type="checkbox"/> Alphabetizes fiction by author.	<input type="checkbox"/> Uses District-established standards when cataloging books so that MARC records remain accurate.	<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"/> Uses call numbers that are specific enough to keep books of one subject together on the shelf (ie, Sports 796, Basketball 796.323, Football 796.332).	<input type="checkbox"/> Reviews each new MARC record to adjust the subject headings and call numbers to reflect the library's needs. <input type="checkbox"/> Reorganizes and continues to adjust call numbers to maintain consistency as new materials are acquired.
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UETS Standard 5 Professional Responsibility: Element 1 Adherence to Laws, Rules, and Policies

UETS Standard 4 Classroom Climate: Element 2 Classroom Safety

12 POLICIES				
<i>An effective library teacher creates and maintains effective library policies.</i>	<input type="checkbox"/> Is aware of and follows District policies that apply to the library and to the library teacher position.	<input type="checkbox"/> Establishes school library specific policies.	<input type="checkbox"/> Work with administration to make adjustments to old policies, establish new policies; continuing to assess on a yearly basis.	<input type="checkbox"/> Work with administration to analyze data and/or elicit feedback from staff and patrons to evaluate efficacy of the policies; adjust as needed.
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<i>UETS Standard 5 Professional Responsibility: Element 1 Adherence to Laws, Rules, and Policies</i>				
13. COPYRIGHT				
<i>An effective Library-Teacher knows and models copyright compliance.</i>	<input type="checkbox"/> Lacks understanding of copyright policies and how they apply to schools and school libraries.	<input type="checkbox"/> Is aware of and follows copyright laws and district copyright policies that are pertinent to schools and school libraries.	<input type="checkbox"/> Helps others maintain copyright compliance.	<input type="checkbox"/> Instructs teachers and students on copyright laws and promotes compliance.
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<i>UETS Standard 5: Professional Responsibility Element 4 Professional and Ethical Conduct</i>				
14. SCHOOL CLIMATE				
<i>An effective library teacher works to create a positive school environment.</i>	<input type="checkbox"/> Attends faculty meetings and other meetings as assigned.	<input type="checkbox"/> Completes administrative assignments.	<input type="checkbox"/> Collects and shares library data with stakeholders that provides evidence of supporting and positively impacting the accomplished school goals.	<input type="checkbox"/> Creates an atmosphere where patrons know the librarian will welcome them to use their space and accommodate their needs outside of regular library functions.
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<i>UETS Standard 5: Professional Responsibility Element 2 Continuous Professional Development</i>				
15. PROFESSIONAL DEVELOPMENT				
<i>An effective library teacher engages in the wider library community.</i>	<input type="checkbox"/> Attends District school librarian networking meetings.	<input type="checkbox"/> Presents effective inservice at District school librarian meetings.	<input type="checkbox"/> Attends a state-wide educational conference yearly.	<input type="checkbox"/> Enhances personal librarianship by attending professional development outside of the expected, ie, national education conferences, webinars, endorsement classes, etc. <input type="checkbox"/> Advocates for the school library profession by engaging with the wider school or library community at the district, state, or national level.