

Piedmont Unified School District

Model School Library Standards  
Self-Assessment

**Standard 1: Collaborative Program Planning and Teaching**

<b>Element</b>	<b>Not Meeting Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Innovating</b>
<b>a. Promotion of collaborative program planning and teaching</b>	No consultation occurs between classroom teacher and teacher librarian.	The teacher librarian and the classroom teacher discuss unit planning. General research projects are conceptualized.	The teacher librarian and the classroom teacher collaboratively plan and teach units. Students are encouraged to use a variety of information sources. Research projects are individualized.	The teacher librarian and the classroom teacher collaboratively plan, teach, and evaluate units. Research projects are inquiry or problem-based. Students present their findings using a variety of formats, such as multimedia or oral presentation.
<b>b. Integration of information literacy with classroom program</b>	Classroom projects do not reflect the use of research skills.	Library materials supplement classroom content. The teacher librarian teaches students locating skills.	The library is an extension of classroom activity. The teacher librarian teaches information literacy skills, extending beyond location skills toward critical thinking and evaluation.	Through collaborative planning and team teaching, information literacy skills are integrated into students' daily work, especially in the areas of inquiry and problem-based learning.
<b>Element</b>	<b>Not Meeting Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Innovating</b>

<p><b>c. Expertise in multiple learning strategies to effectively support implementation of curricula</b></p>	<p>Strategies are not varied in the delivery of curricula.</p>	<p>Teacher librarian has a basic understanding of learning styles and considers different strategies in unit planning.</p>	<p>Teacher librarian is knowledgeable about multiple learning strategies. Lessons contain two or more strategies to address varying needs.</p>	<p>Teacher librarian is well versed in learning strategies, such as differentiation, multiple intelligences, and other brain-based theories. Individualized strategies are inherent in all facets of teaching and learning.</p>
<p><b>d. Designing inquiry and problem-based learning opportunities</b></p>	<p>Inquiry and problem-based learning opportunities are not discussed or planned.</p>	<p>Open-ended questions are presented for students to research. The classroom teacher, with assistance from the teacher librarian, chooses student resources for the study.</p>	<p>With classroom teacher and teacher librarian guidance, students develop their own questions to research. Graphic organizers are used to classify and organize information. Students choose materials and Internet resources for their unique project needs.</p>	<p>Students independently develop their own questions to research. Research extends beyond the school to access primary source information, such as interviewing experts. Reflection and authentic assessment are built into the project.</p>
<p><b>e. Adapting the curriculum and programs for students with special needs</b></p>	<p>Curriculum is delivered without consideration for individual needs.</p>	<p>Some instruction is adapted for individual students.</p>	<p>The teacher librarian assists teachers and students to recognize their strengths and uses varied strategies and resources to meet their needs. Units are designed with the needs of individuals in mind.</p>	<p>Students follow individualized approaches to projects, so as to maximize success in learning/ teaching. Varied teaching approaches are present in every lesson.</p>

**Standard 2: Educational Leadership**

<b>Element</b>	<b>Not Meeting Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Innovating</b>
<b>a. Establishing rapport with students, staff and community.</b>	Teacher librarian is aloof and reserved with staff, students and community.	Teacher librarian is enthusiastic; s/he encourages student use of the school library and its resources. Reports on the program are given to the principal. Some collaborative/ cooperative activities take place with teachers and classrooms.	Teacher librarian provides a warm, inviting atmosphere. School staff is informed of school library news at staff meetings and through newsletters. Teachers collaborate regularly with the teacher librarian.	Teacher librarian communicates regularly with the community through newsletters, web pages, and at parents' club meetings. Promotional activities encourage students, staff and parent community to use the school library. Teachers collaborate regularly with the teacher librarian.
<b>b. Keeping current with recent developments in curriculum, instructional strategies, and information technologies</b>	Teacher librarian does not participate in professional development sessions.	Teacher librarian attends professional development sessions to obtain updated knowledge, and then reports findings to colleagues.	Teacher librarian applies knowledge acquired at staff development sessions to improve school and library practices.	Teacher librarian conducts action research to set goals, attends specific workshops to acquire specialized knowledge, and assists others in implementing new initiatives in curriculum, instructional strategies, and information technologies.
<b>Element</b>	<b>Not Meeting Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Innovating</b>

<p><b>c. Integration of resources and technologies with specific curricular areas.</b></p>	<p>Does not integrate multiple resources to deliver the curriculum.</p>	<p>Classroom teacher consults with teacher librarian on the choice and use of resources in unit planning</p>	<p>Teacher librarian and classroom teacher collaboratively select resources and technology to enhance the delivery of curriculum objectives.</p>	<p>Teacher librarian and classroom teacher design authentic learning opportunities. Students use resources and technologies to acquire information, analyze knowledge, and present findings.</p>
<p><b>d. Leadership opportunities within the school and district</b></p>	<p>Teacher librarian does not seek leadership opportunities.</p>	<p>Teacher librarian is involved in committees at the school and community levels.</p>	<p>Teacher librarian is involved in committees at the district level.</p>	<p>Teacher librarian is on policy committees at the district level.</p>
<p><b>e. Professional/ personal growth opportunities (lifelong learning)</b></p>	<p>Teacher librarian does not engage in growth opportunities.</p>	<p>Teacher librarian attends training on resources and materials purchased for the library program.</p>	<p>Teacher librarian attends local, state, or national conferences, and keeps abreast of the latest information literacy and collection information by reading professional journals.</p>	<p>Teacher librarian is involved in publishing or is a presenter at local, state, or national conferences and workshops.</p>
<p><b>f. Development, implementation, and evaluation of school-wide curricula</b></p>	<p>Teacher librarian is not involved in the development, implementation, or evaluation of school-wide curricula.</p>	<p>Teacher librarian is aware of school-wide initiatives and contributes to implementation.</p>	<p>Teacher librarian is part of the planning process of school initiatives. Acquires materials to promote and support school-wide needs.</p>	<p>Teacher librarian is an integral member of the school professional development team, contributing to the development of school-based initiatives.</p>

<b>Element</b>	<b>Not Meeting Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Innovating</b>
<b>g. Expertise in the effective use of resources</b>	Teacher librarian is unaware of the potential use of print or electronic resources.	Teacher librarian and classroom teacher develop units around particular resources.	Teacher librarian and classroom teacher collaboratively design activities that incorporate differentiated resources.	Teacher librarian is versed in the principles of differentiation, collaborating with the classroom teacher to design units incorporating all appropriate resources in order to maximize learning for all students.

### Standard 3: Library Management

<b>Element</b>	<b>Not Meeting Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Innovating</b>
<b>a. Personnel management</b>	Clerical duties; such as shelving, repairs and processing, are completed exclusively by the teacher librarian.	Teacher librarian works with assistant and volunteers to complete clerical library duties.	Teacher librarian collaborates with assistant, volunteers and student helpers to support the learning/teaching functions of the school library.	Teacher librarian draws upon the unique talents of the assistant, volunteers and student helpers to enhance the learning/teaching function of the school library.
<b>b. Organizes physical space</b>	Teacher librarian demonstrates poor use of the physical space.	Teacher librarian organizes physical library into logical spaces; such as study tables, non-fiction, reference, etc. Library collection is clearly labeled.	Teacher librarian organizes the physical space to provide for optimal flow. Displays encourage reading.	Teacher librarian creates a student-centered space that enhances interest in reading and encourages teaching/ learning.
<b>Element</b>	<b>Not Meeting Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Innovating</b>

<b>c. Provides intellectual access to information</b>	No assistance is provided to locate relevant and current material.	Teacher librarian assists students and staff with basic reference questions and location of materials.	Teacher librarian helps students and staff with research questions using specialized tools such as databases and Internet search engines. Reference interviews are conducted to assist patrons' searches, or for readers' advisory.	Teacher librarian integrates information literacy curriculum into the learning process. Subject bibliographies and lists of Web resources are created for staff and students. Teacher librarian regularly provides readers' advisory to students, teachers, and families.
<b>d. Selection procedures and policies</b>	Teacher librarian is unaware of professional selection procedures.	Teacher librarian is aware of district selection policies, and applies the criteria when selecting resources.	Resources are chosen to meet curricular and recreational needs. Specialized aids, such as journals or online reviews are integral in the selection process.	Teacher librarian collaborates to revise district development policy that clearly outlines goals for collection development, based on the school's educational needs.
<b>e. Collection development</b>	Collection is dated, disorganized, or in dissaray.	Collection is up-to-date and weeded.	Collection is balanced and meets curricular and recreational needs.	Selection is based on the best format and best materials available to develop the collection to meet the needs of all students.
<b>Element</b>	<b>Not Meeting Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Innovating</b>

<b>f. Budgeting considerations</b>	School library budget is not established. Teacher librarian's records are very simple or non-existent.	School library budgets are established and managed by the Teacher librarian. Teacher librarian keeps simple records of expenditures. All purchases do not correlate to assessed-need.	Teacher librarian keeps accurate and timely records of all budget expenditures. Teacher librarian responds to teacher requests. Purchases are based on assessed-need.	Teacher librarian anticipated collection needs based on curriculum. Teacher librarian is actively involved in grant writing to enhance library resources.
------------------------------------	--	---	---	---

**Standard 4: Technology Integration**

<b>Element</b>	<b>Not Meeting Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Innovating</b>
<b>a. Evaluation of digital resources.</b>	No selection aides are employed for acquisition of electronic resources	Teacher librarian consults limited sources for information regarding acquisition of electronic resources.	Teacher librarian consults a variety of online and print review journals and tools.	Teacher librarian contributes to reviews of digital resources.
<b>b. Ethical use of the Internet and databases</b>	Teacher librarian is unaware of the ethical implications surrounding the Internet.	Teacher librarian communicates relevant policy regarding acceptable Internet usage to students and staff.	Teacher librarian teaches students about ethical issues such as plagiarism and copyright. Teacher librarian assists teachers in designing activities that generate original student outcomes.	Teacher librarian discusses strategies to combat plagiarism and other ethical issues, and promotes access to information sources, while providing students, teachers and parents with skills to critically evaluate information.
<b>Element</b>	<b>Not Meeting Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Innovating</b>

<b>c. Authoring tools, such as word processing, presentation and multimedia applications.</b>	Teacher librarian is unaware of the use of computer-based authoring tools.	Teacher librarian is versed in the use of word processing tools.	Teacher librarian is versed in the use of presentation tools.	Teacher librarian is versed in various multimedia and web 2.0 tools.
<b>d. Effective use of information and communication technologies</b>	Teacher librarian is unaware of the potential uses of information and communication technologies.	Teacher librarian and classroom teacher develop units integrating web content.	Teacher librarian and classroom teacher collaboratively design activities leading to multimedia presentations of student findings.	Teacher librarian is a leader in educational technology applications. Teacher librarian and classroom teacher design authentic learning opportunities. Students present findings in varied multimedia and web 2.0 formats.
<b>e. Use of the online catalog (OPAC)</b>	Teacher librarian does not instruct the use of the school's OPAC.	Teacher librarian is familiar with the basics of the OPAC, and can assist students and staff in basic searches.	Teacher librarian is well versed in the functions of the OPAC, and instructs students and staff with advanced features such as Boolean searches.	Teacher librarian augments OPAC content and design to deliver better access to students, or communicates improved OPAC design to the school's Tech Coordinator.
<b>Element</b>	<b>Not Meeting Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Innovating</b>



<b>f. Participating in the planning of future information networks</b>	Teacher librarian is not involved in the process of acquiring technology.	Teacher librarian submits input for the school's technology plans.	Teacher librarian is a member of the school's technology committee and contributes to the school's technology plan.	Teacher librarian conducts research on future student, staff, and community technological needs. These findings are presented to the administration and community to gain support.
--	---	--	---	--