

2015 Judy Serritella Exemplary Library Media Program Self-Evaluation Rubric

All Exemplary programs will meet or exceed the definitions below for Basic, Proficient, and Exemplary programs. All Exemplary programs will have achieved the requirements set out in state education laws, state board policies, state guidelines, and selected National Standards.

Target Indicators And Categories	Levels of Proficiency		
Category 1 - Student Achievement and Instruction	Basic	Proficient	Exemplary
<p>1. Information Literacy Standards are integrated into content instruction (<i>Information Power</i>; Principle 2; Pg. 58) AASL Standards for the 21st-Century Learner are integrated into content instruction. (http://tinyurl.com/3q8dpa)</p>	<p>Information Literacy Skills curriculum is comprised of basic library media orientation skills and instruction on how to find information.</p>	<p>Information literacy skills are integrated into the curriculum through the collaborative efforts of the Library Media Specialist and teachers. Georgia Performance Standards (GPS) and Common Core GPS (CCGPS) are used as a basis for teaching.</p>	<p>The library media program fosters critical thinking skills and independent inquiry so students can learn to choose reliable information and become proactive and thoughtful users of information and resources. The Library Media Specialist and classroom teacher collaborate using CCGPS and GPS to plan and teach the units of study. The library media program uses the AASL standards to help shape the learning of students in the school</p>
<p>2. Collaborative planning includes both the Library Media Specialists and teachers to ensure use of library media center resources that support on-going classroom instruction and implementation of state curriculum and the GPS and CCGPS. (IFBD 160-4-4-.01)</p>	<p>The Library Media Specialist participates in collaborative planning when initiated by the teacher.</p>	<p>The Library Media Specialist encourages collaborative planning among teachers who are teaching units of similar content. The Library Media Specialist is familiar with the <i>Georgia Standards.org</i> website and the Common Core standards and encourages teachers to use the resources available on GSO web page.</p>	<p>The Library Media Specialist actively plans with and encourages every teacher to participate in the design of instruction. Learning strategies and activities for all students are designed with all teachers who are willing to plan collaboratively. All students with diverse learning styles, abilities, and needs are included in collaborative plans.</p>

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<p>3. Professional library media staff are engaged in active teaching role/s. <i>(Information Power; Principle 4, p. 58)</i></p>	<p>The Library Media Specialist makes recommendations to students for class projects and pleasure reading. The Library Media Specialist provides basic orientation and instruction on information location skills.</p>	<p>The Library Media Specialist and teachers plan and teach collaboratively so that the library media program is an extension of classroom instruction.</p>	<p>The Library Media Specialist uses a variety of teaching styles to meet diverse needs of students. Collaborative planning, which takes place on a regular basis, determines where and how student assessment takes place, and whether the teacher or the Library Media Specialist does the assessment. The GPS and CCGPS are integrated into the units led by the LMS and classroom teacher.</p>
<p>4. The library media center resources encourage and support reading, viewing, and listening. <i>(Information Power; Principle 6, p. 58)</i></p>	<p>Bulletin boards and displays of books and reading materials reflect different aspects of the curriculum, holidays, and community interests to support recreational reading.</p>	<p>The library media center offers events and activities that appeal to a wide range of interests. Attendance statistics verify students' use.</p>	<p>The library media center is a critical element in the school's reading program. The library media program meets the needs of both the reading/language arts curriculum and recreational reading.</p>
<p>5. Services are provided to students who have diverse learning abilities, styles, and needs. <i>(Information Power; Principle 7, p. 58)</i></p>	<p>The library media center resources reflect diverse learning abilities, styles, and needs.</p>	<p>The library media staff selects resources and informs teachers of these resources with recommendations to support students' diverse learning abilities and styles.</p>	<p>The Library Media Specialist and teachers collect and use student data to design activities that will lead to student achievement. The library media program supports instructional strategies and learning activities that meet individual needs.</p>
<p>6. Student achievement is routinely assessed. <i>(A Planning Guide for Information Power; p. 36)</i></p>	<p>The classroom teacher is responsible for assessing student achievement.</p>	<p>Together the teacher and Library Media Specialist develop a rubric(s) or another effective means for assessing student achievement.</p>	<p>The teacher and Library Media Specialist use a variety of collaboratively designed tools for assessing student achievement, e.g., rubrics, student self-evaluations, and student presentations to peers and/or adult professionals in a field of study.</p>

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Target Indicators

Category 2 – Technology	Basic	Proficient	Exemplary
<p>7. Technology Management Provide and manage access to digital collections, technology tools & technology resources that support and enhance instruction and reflect the needs and interests of diverse P-12 students, school and community. <i>(ALA/ AASL Standards for Initial Preparation of School Librarians, 2010, Standard 5.5.3)</i></p>	<p>The library provides an inadequate technology infrastructure to support teaching and learning.</p> <p>The library does not have a plan in place for the updating and replacing of hardware.</p> <p>The library does not have a virtual presence of any kind.</p> <p>The school library media specialist rarely promotes 24-7 access to electronic resources.</p> <p>Many teachers are not aware of electronic databases available for research and support of the CCSS literacy focus.</p>	<p>The library provides an adequate technology infrastructure to support teaching and learning.</p> <p>The library may have a plan in place for the updating and replacing hardware, however it is not implemented on a regular basis.</p> <p>The library has a virtual environment which provides basic information concerning library programs and additional resources.</p> <p>The school library media specialist sometimes promotes 24-7 access to electronic resources.</p> <p>Not all subject area teachers may be aware that there are electronic databases available for research and to support the CCSS literacy focus.</p>	<p>The library provides a strong technology infrastructure to support teaching and learning.</p> <p>The library has an active plan in place for the updating and replacing hardware (e.g. computers).</p> <p>The library has an active and engaging virtual environment which highlights student work, advocates for the library program and provides 24-7 access to additional resources (e.g. website, school library blog)</p> <p>The school library media specialist consistently promotes and informs to ensure 24-7 access to electronic resources.</p> <p>All subject area teachers are aware that there are electronic databases available for research and to support the CCSS literacy focus.</p>

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<p>8. Technology Integration The school library media specialist integrates the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes. <i>(ALA/ AASL Standards for Initial Preparation of School Librarians, 2010, Standard 1.1.4)</i></p>	<p>The school library media specialist uses technology to deliver curriculum content or instructions to students.</p> <p>The SLMS occasionally attempts to integrate emerging technologies into instruction to reinforce the skills, dispositions, responsibilities, and self-assessments in AASL Standards for the 21st-Century Learner and Georgia state standards that support student achievement.</p> <p>The SLMS rarely recommends technology tools to enhance instruction.</p>	<p>The school library media specialist directs teachers and students in the conventional use of technology tools. He/she encourages adaptation of technology by allowing students to select a tool and modify its use to accomplish the task at hand.</p> <p>The SLMS integrates emerging technologies into instruction that reinforce the skills, dispositions, responsibilities, and self-assessments in AASL Standards for the 21st-Century Learner and state standards that support student achievement.</p> <p>The SLMS often recommends technology tools to enhance instruction.</p>	<p>The school library media specialist cultivates a rich learning environment where the blending choice of technology tools with student-initiated investigations or projects across any content area is promoted.</p> <p>The SLMS integrates emerging technologies into a variety of instructional strategies to support the diverse learning styles, interests, and ability of all students to inquire, think critically, and gain and create knowledge.</p> <p>Integration of these technologies also reinforces the skills and self-assessments in AASL Standards for the 21st-Century Learner and Georgia state standards that support student achievement.</p> <p>The SLMS consistently recommends technology tools to enhance instruction and is a building leader modeling technology integration.</p>
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Target Indicators

Category 3 - Staffing	Basic	Proficient	Exemplary
<p>9a. If less than base size: A school system shall provide no less than half-time services of a Library Media Specialist for each school less than base size and shall provide adult supervision in the library media center for the entire instructional day.</p> <p>Base Size definition defined by unweighted FTE: Grades K-5: 450 Grades 6-8: 624 Grades 9-12: 970</p>	<p>In compliance with state board rule.</p>	<p>A full-time Library Media Specialist is employed and is not shared at any other time with other areas in the school nor does he/she provide services outside the library media center. Adult supervision by certified personnel is available for the entire day.</p>	<p>Full-time Library Media Specialist is employed and is not shared at any other time with other areas in the school nor does he/she provide services outside the library media center. Adult supervision by certified personnel is available for the entire day.</p>
<p>9b. If base size or larger: A school system shall employ a full-time Library Media Specialist for each base size school or larger. (Base size defined by unweighted FTE: K-5, 450; 6-8, 624; 9-12, 970) (CGB, 160-5-1-.22)</p>	<p>In compliance with state board rule, but the Library Media Specialist may be required to perform other duties on a daily or frequent basis.</p>	<p>Library Media Specialist is not required to perform other duties on a daily or frequent basis. A part-time library media paraprofessional is employed.</p>	<p>The following criteria that exceed state rules are in place: Additional support personnel are employed in areas of the library media program. Library media staff is always available throughout the instructional day to assist teachers and students. Support staff is not shared in other areas of the school. A full-time paraprofessional person (clerk) is on staff in the library media center.</p>

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Category 4- Facilities, Access, and Resources	Basic	Proficient	Exemplary
<p>10. There shall be a plan for flexibly scheduled library media center access for students and teachers in groups or as individuals simultaneously throughout each instructional day. Accessibility shall refer to the facility, the staff, and the resources and shall be based on instructional need. (IFBD 160-4-4-.01)</p>	<p>Flexible scheduling makes resources and assistance available at the time of learning need, but school schedules may override this preferable flexibility. Library media staff is available to teachers and students for most of the school day.</p>	<p>Flexible scheduling and library media staff are available throughout the day to assist teachers and students regardless of ability or disability. The library media center is available either before or after school.</p>	<p>Flexible scheduling is maintained allowing full participation of teachers and the Library Media Specialist in collaborative planning and allowing students to come to the library media center at any time. The library media center is available both before and after school. Some evening hours may be scheduled for instructional needs of students and families.</p>
<p>11. School library media center square footage requirements based on FTE. <i>(Square Footage Requirements for Use in Developing the Local Facilities Plans)</i> http://tinyurl.com/Ga-Media-Center-square-footage (Page 6)</p>	<p>Based on FTE, the library media center meets minimum square footage requirements.</p>	<p>Based on FTE, the library media center exceeds minimum square footage requirements and is large enough to accommodate large and small groups and individuals working simultaneously. Shelving, storage areas, and electric wiring meet the needs of the collection.</p>	<p>Based on FTE, the library media center exceeds minimum square footage requirements and is large enough to accommodate large and small groups and individuals working simultaneously. Shelving, storage areas, and electric wiring meet the needs of the collection. In addition, production and presentation space is available. Students with special needs are easily accommodated in the Library Media Center.</p>
<p>12. Streaming video is used throughout the school to support the curriculum. Interactive whiteboards and computers are used for teaching and learning throughout the school. A central electronic media distribution system is also available. <i>(Square Footage Requirements for Use in Developing the Local Facilities Plans)</i></p>	<p>Streaming video is used on a regular basis to support the curriculum.</p> <p>The school has several white boards located throughout the building and used on a frequent basis.</p> <p>Electronic distribution system meets state requirements.</p>	<p>Streaming video is used on a regular basis to support the curriculum.</p> <p>The school has several white boards located throughout the building and used on a frequent basis.</p> <p>Electronic distribution system meets state requirements.</p>	<p>Streaming video and other technologies are used on a regular basis to support the curriculum. The Library Media Center has a whiteboard and it is used on a regular basis.</p> <p>The school has several white boards located throughout the building and used on a frequent basis.</p> <p>Electronic distribution system meets state requirements.</p>

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<p>13. Print and non-print resources and access to online information are basic to a library media program. A school network is effective for delivering media resources to the classroom and beyond. Multiple computers are available for student access to online resources that enhance instruction. <i>(FY02 Computers in the Classroom Technology Project - A Georgia Lottery Grant)</i></p>	<p>Print and non-print library media center resources are adequate to support the core curriculum. Two or three computers for student access to online resources are available in the library media center.</p>	<p>Print and non-print resources, including subscription databases and other library media center resources are available online to multiple networked computers within the library media center only. A LAN (Local Area Network) is fully functional. Network services are delivered to all classrooms.</p>	<p>Print and non-print resources, including subscription databases, access to the Internet, and other library media center resources are available on a LAN throughout the school. Some library media center resources are accessible via Internet access outside the school. Students use library media center technology independently for extended projects and information retrieval.</p>
<p>14. All library media resources are managed for maximum efficient use. The library media center has an electronic online public access catalog (OPAC). Funds for acquisition of computers are utilized to implement the goals/objectives set forth in the State Technology Plan 2007-2012 or in the System Comprehensive School Improvement Plan. <i>(FY02 Computers in the Classroom Technology Project - A Georgia Lottery Grant)</i></p>	<p>Management and circulation workstations and at least one online catalog access (OPAC) exist in the library media center. MARC format is used.</p>	<p>The OPAC is electronically networked to several computers within the library media center. New acquisitions are added based on reliable review sources, state and national award books, and curriculum needs. Weeding is an ongoing process. A network distribution of resources beyond the library media center is not available.</p>	<p>The OPAC is available on a LAN throughout the school. All resources are recorded in MARC format so that access is available on the LAN and weeding of out-of-date materials can be timely. The OPAC is up-to-date and reflects the library media center holdings. Some library media center resources are accessible via Internet access outside the school.</p>

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<p>15. One of the national educational technology goals states: “Effective and engaging software and on-line resources will be an integral part of every school’s curriculum.” The GALILEO Virtual Library provides Georgia students and teachers access to exceptional on-line resources at no cost to the local school district. .</p>	<p>Students will be given instruction in accessing GALILEO. The password will be provided in a timely manner.</p>	<p>Instruction and promotion of GALILEO will be in an organized manner and conducted on a frequent basis. Students, faculty, and staff will be given instruction and professional development in the use of GALILEO.</p>	<p>Instruction and promotion of GALILEO will be in an organized manner and conducted on a frequent basis. . Searches will be administered and taught in such a way that maximize efficiency and result in a high quality product Best Practices and Learning Models that encourage and endorse GALILEO will be produced, taught, and shared with other Library Media Specialists throughout the state. The Library Media Specialist conducts Staff Development classes with the faculty and staff. The faculty and staff will take advantage of the online courses and lessons available through GALILEO.</p>
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Target Indicators

Category 5 - Administrative Support	Basic	Proficient	Exemplary
16. The local system superintendent shall appoint a system media contact person (SMCP) to serve as a liaison to the department. (IFBD, 160-4-4-.01)	A system media contact person (SMCP) is appointed and communication from the SMCP is received and posted for all Library Media Specialists and staff. The media coordinator or curriculum coordinator may serve as the SMCP to facilitate communication to and from DOE.	A system media contact person (SMCP) is appointed and communication from the SMCP is received and posted for all Library Media Specialists and staff. The SMCP coordinates communication among all Library Media Specialists in the district, and disseminates messages from GaDOE, GALILEO, and other entities.	The SMCP maintains communication among Library Media Specialists in the district. District level administrators facilitate the communication among the SMCP, Library Media Specialists, and themselves. The SMCP understands the role of the Library Media Specialist and encourages opportunities for Library Media Specialists to meet regularly. The district encourages links on school and district websites for library media center announcements and services.
17. Administrative staff support at both the school and district levels is essential for the development of a strong library media program. (<i>Information Power</i> ; Principle 4, p. 100)	The school principal provides support to the library media program and makes time to meet with the Library Media Specialist occasionally.	The school principal and district administrators take an active role in encouraging teachers to integrate library media resources into the curriculum. School, department, and district level administrators meet regularly with the Library Media Specialist.	The school principal and district administrators take a leadership role in encouraging teachers to integrate library media resources into the curriculum, fostering a climate of collaboration and inquiry, encouraging the Library Media Specialist to be knowledgeable about current educational trends, promoting occasional visits to exemplary programs, and providing budgetary support.
18. Each local board of education shall adopt a library media policy that provides for the establishment of a media committee at the system level and at each school. A library media committee makes recommendations and decisions relating to planning, operation, evaluation, and improvement of the library media program. This committee shall annually evaluate library media services and develop a multi-year media plan for budget services and priorities. (IFBD, 160-4-4-.01)	System and local school library media committees support implementation of the library media program. A media advisory committee exists and meets once or twice a year. (This committee may be the same as the technology committee in some local schools.)	A library media advisory committee exists and meets a minimum of twice a year. Planning and evaluation of the library media program is executed regularly. (This committee may be the same as the technology committee in some schools.)	A library media advisory committee is effective in the development of library media policy, e.g., budget development, acquisition of resources, and reconsideration of materials. This policy, which may be the media/technology plan in some schools, is the basis of operation for actions of the advisory committee, the library media staff, and administration. It is evaluated, reviewed, and updated annually.

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<p>19. Local Board approved library media policy is current. This policy requires development of procedures for the school system and for selecting materials locally, handling requests for reconsideration of materials, considering gifts of instructional resources, using non-school owned materials, and complying with the copyright law. (IFBD, 160-4-4-.01)</p>	<p>A written library media policy exists and is implemented and updated inconsistently.</p>	<p>A library media policy exists is implemented consistently. The Library Media Specialist recommends periodic revisions.</p>	<p>A library media policy sets out clear and comprehensive policies and is reviewed annually with guidance from the library media advisory committee for update consideration and subsequent local board approval. It is used by the library media staff as a guiding document for the operation of the library media center.</p>
<p>20. Each local school system shall spend 100 percent of the funds designated for library media center costs.(O.C.G.A. 20-2-167)</p>	<p>The library media program receives an allocation for expenditures every year. This amount meets the minimum expenditure tests.</p>	<p>The library media program budget exceeds the minimum state allocation. Local funding supplements state allocation.</p>	<p>The Library Media Specialist, with guidance from the library media advisory committee, is a partner with school and district administrators in planning the media budget. Long-range strategic planning and supplemental funding plans are made cooperatively, and can include bond issues, grants, school fundraising, and business partnerships to supplement the budget.</p>

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Category 6 - Staff Development	Basic	Proficient	Exemplary
<p>21. Staff development opportunities are available both for the library media staff to enhance their own professional knowledge and for the library media staff to provide information and technology literacy skills to other teachers and administrative staff. Professional resources and services for all faculty members are provided in the library media center for the "learning community". <i>(Information Power; Principle 8, p. 100)</i></p>	<p>Library Media Specialist participates in staff development options and provides informal staff development instruction during collaborative planning with teachers. Current professional resources are maintained in the library media center if the district does not provide a centralized professional resource center.</p>	<p>Library Media Specialist seeks to enhance his/her professional skills, particularly technology skills, beyond those required for recertification or by the school district. Library Media Specialist provides occasional formal staff development instruction and informal instruction during collaborative planning with teachers. The school system makes staff development options available for library media support staff. The Library Media Specialist is knowledgeable of the district professional development services.</p>	<p>Library Media Specialist continually seeks to enhance his/her professional, particularly technology, skills. The Library Media Specialist, when funding permits, also participates annually in state or national conferences. The Library Media Specialist is included in planning the staff development program for the school staff and assists in teaching and organizing sessions. The Library Media Specialist is recognized as a master teacher and provides staff development options beyond routine planning, e.g., providing a formal needs assessment to determine staff development needs of the faculty and designing formal courses to address those needs. The Library Media Specialist draws on professional resources both at the local and district levels and online to provide individual assistance to teachers using technology and designing curriculum. The Library Media Specialist may also assist the teacher in his/her graduate research and secure professional resources for them through interlibrary loan.</p>

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List of citations used in this rubric:

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http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf

State Board Rule: IDA (1), 160-4-2-.01 The Quality Core Curriculum and Student Competencies
<http://www.doe.k12.ga.us/documents/doe/legalservices/160-4-2-.01.pdf>

State Board Rule: IFBD, 160-4-4-.01 Media Programs
<http://www.doe.k12.ga.us/documents/doe/legalservices/160-4-4-.01.pdf>

State Board Rule: CGB, 160-5-1-.22 Personnel Required
<http://www.doe.k12.ga.us/documents/doe/legalservices/160-5-1-.22.pdf>

State Lottery Guidelines: *FY02 Computers in the Classroom Technology Project - A Georgia Lottery Grant*
<http://techservices.doe.k12.ga.us/edtech/edtechcomputerclass.htm>

State Facilities Guidelines: *Square Footage Requirements for Use in Developing the Local Facilities Plans;*
<http://www.doe.k12.ga.us/documents/schools/facilities/squareft.pdf>

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