

# **Utah Effective Teaching Standards and Continuum of Practice for Library Media Teachers**

**To be used in correlation with  
Utah State Board of Education's  
Library Media Core Curriculum**

**Presented by  
Utah Library Media Supervisors (ULMS)  
2015**



## Utah Effective Teaching Standards and Continuum of Practice for Library Media Teachers

The **Utah Effective Teaching Standards** are a description of highly effective teaching as adopted by the Utah State Board of Education (R277-530). They also represent the knowledge and skills necessary to teach the Utah Core Standards. They align with national teaching standards (INTASC, 2011) and current research on effective teaching practice. The categories indicated on the rubrics describe phases of the development of teaching skills from the most basic to the highest levels of attainment and form a continuum of teaching practice. The indicators vary in their levels of complexity; therefore, some may be met at the Effective level and some at the Highly Effective level. It is expected that the level of an individual teacher's practice will increase across the continuum through experience and study. In some situations, the level of practice may decrease when, for example, a teacher takes on a new teaching assignment or attempts a new skill.

**The continuum** is intended for use as a formative tool as part of a systematic self-reflection and self-assessment of teaching practice. It may be used for the formative purposes of mentoring, coaching, intervention, professional development, and remediation. The **Utah Educator Evaluation Framework** (R277-531) is aligned with this document and is accompanied by evaluation tools which are intended for use in summative educator evaluation programs.

### Standard 1: Learner Development

*The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.*

<i>The Library Teacher:</i>	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
<p><b>a. collaborates with colleagues, other professionals, and families to promote learners' growth and development.</b></p>	<p><b>Interacts</b> with colleagues related to learners' growth and development.</p>	<p><b>Collaborates</b> with colleagues to support learners' growth and development.</p>	<p><b>Takes</b> initiative to engage colleagues and families in supporting learners' individual growth and development.</p>
<p><b>b. provides developmentally appropriate and challenging literary guidance.</b></p>	<p><b>Understands</b> students' cognitive, social, and emotional development to recommend and introduce appropriate texts.</p>	<p><b>Interacts with students</b> to create successful reading experiences; directs students to appropriate texts.</p> <p><b>Uses</b> resources that support academic and independent reading that reflect students' individual abilities.</p>	<p><b>Interacts with students</b> to create successful reading experiences; directs students to appropriate texts that maintain and grow reading abilities.</p> <p><b>Promotes</b> resources that support academic and independent reading that reflects students' individual abilities.</p>
<p><b>c. supports students in developing independent reading by linking them to topics and genres of personal interest and appropriate reading levels.</b></p>	<p><b>Provides</b> an effective coverage of genres and topics that provide options for readers to develop a variety of interests.</p>	<p><b>Prepares students</b> to find and select new books using a variety of tools (recommendations, book reviews, research, etc.) as they become independent, life-long readers.</p>	<p><b>Prepares students</b> to find and select new books using a variety of tools (recommendations, book reviews, research, etc.) as they become independent, life-long readers.</p> <p><b>Provides and promotes</b> authentic opportunities for readers to share and reflect on books with other students, family, and/or community members.</p>

## Standard 2: Learning Differences

*The teacher understands individual learner differences and cultural and linguistic diversity.*

<i>The Library Teacher:</i>	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
a. <b>understands individual learner differences and holds high expectations of students.</b>	<b>Understands</b> that a positive learning environment is needed for students' success.	<b>Ensures</b> a positive learning environment that allows each student to reach learning goals.	<b>Develops</b> and maintains a positive and nurturing learning environment that values the contributions of students of all backgrounds and abilities.
b. <b>designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.</b>	<b>Identifies</b> diverse learning strengths and needs.  <b>Uses</b> teaching materials that represent diverse cultures and learner differences.	<b>Designs</b> , adapts, and delivers instruction to honor individual differences and learning strengths and needs.  <b>Evaluates, selects, and promotes</b> materials and lessons that counteract stereotypes and uses culturally responsive instruction.	<b>Uses</b> learner differences as an asset in designing effective instruction for all patrons.  <b>Scaffolds</b> 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.*

<i>The Library Teacher:</i>	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
a. <b>develops learning experiences that engage and support students as self-directed learners who internalize routines, expectations, and procedures.</b>	<b>Implements</b> routines for library procedures.	<b>Establishes</b> and maintains routines, expectations, and procedures that support effective and appropriate use of library resources.	<b>Collaborates</b> with students and teachers in establishing and reflecting on library procedures to improve the learning environment.
b. <b>collaborates with students and teachers to establish a positive learning climate of openness, respectful interactions, support, and inquiry.</b>	<b>Promotes</b> a positive and respectful learning climate.	<b>Collaborates</b> with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	<b>Models</b> positive learning interactions and guides students to consistently refine interactions through self-reflection.  <b>Models</b> appropriate inquiry and respectful interactions with varying viewpoints throughout the research process.
c. <b>uses positive management strategies, including the resources of space, time, and attention.</b>	<b>Organizes</b> the physical environment in a clean, visually appealing manner that supports the purpose of a library.  <b>Organizes</b> a schedule that encourages use of the library.  <b>Creates</b> an environment that supports positive social interactions between the librarian and patrons.	<b>Maintains</b> a functional and organized physical environment, conducive to thought and interaction.  <b>Manages</b> schedules, pacing, and transitions to maximize learning time.  <b>Proactively</b> gains and maintains patrons' attention through active participation.	<b>Coordinates and organizes</b> space, time, and attention so that it is conducive to multiple learning activities.  <b>Fosters</b> patrons' abilities to manage their own learning time.  <b>Encourages</b> patrons' involvement in maintaining and monitoring their own contribution to a positive learning environment.
d. <b>extends the learning environment using technology, media, and local and global resources.</b>	<b>Knows and applies</b> basic technology skills to manage the library collection and circulation.	<b>Incorporates and promotes</b> a variety of technology tools and media in the learning environment; uses local and global resources.	<b>Actively</b> 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.*

<i>The Library Teacher:</i>	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>a. <b>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.</b></p>	<p><b>References</b> the Utah Core Standards for Library Media in the preparation of lesson plans and conveys accurate information about library media practices.</p>	<p><b>Bases</b> instruction on the Utah Core Standards for Library Media and current research to create rigorous and relevant learning activities.</p> <p><b>Demonstrates</b> a knowledge of key Core Standards for other subject areas to support collaboration with teachers in developing curriculum and content.</p>	<p><b>Continually</b> updates knowledge of the library media discipline and connects concepts across other disciplines to support student understanding.</p>
<p>b. <b>engages students in applying methods of inquiry and standards of evidence of the discipline.</b></p>	<p><b>Understands general</b> methods and standards used in inquiry and research.</p>	<p><b>In collaboration with a classroom teacher, teaches</b> methods of inquiry, problem-solving, and critical thinking consistent with the standards of the academic discipline.</p>	<p><b>Develops</b> opportunities for self-directed student inquiry and problem-solving across multiple disciplines.</p>

## 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.

<i>The Library Teacher:</i>	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>a. <b>engages students in using appropriate assessments to match individual students with reading materials and resources for a variety of tasks.</b></p>	<p><b>Asks</b> general questions to solicit appropriate information about a student's needs or abilities and provide accurate basic feedback to student.</p>	<p><b>Interacts</b> with students to determine their needs and abilities and to provide accurate feedback and direction for reading and research tasks.</p>	<p><b>Creates</b> connections between student's known abilities and interests and new or innovative selections.</p>
<p>b. <b>uses effective assessments when teaching a class lesson that match the learning objective and ensure learning.</b></p>	<p><b>Asks</b> general summative knowledge questions at the end of a lesson to determine if objectives were met.</p>	<p><b>Uses</b> assessments throughout the lesson to determine students' level of understanding.</p>	<p><b>Uses</b> assessments throughout the lesson to determine students' level of understanding and adjusts instruction as needed.</p>
<p>c. <b>collaborates with the classroom teacher on appropriate formative and/or summative assessments during a cooperative project.</b></p>	<p><b>Uses</b> or refers to the assessments created by the classroom teacher to assess student performance.</p>	<p><b>Collaborates</b> with the classroom teacher in determining assessments of student performance during cooperative projects.</p>	<p><b>Seeks</b> opportunities to co-create assessments with the classroom teacher to co-assess student performance during cooperative projects.</p>

## 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.

<i>The Library Teacher:</i>	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
<b>a. plans instruction based on the approved state Standards.</b>	<b>Uses</b> the Utah Core Standards for Library Media to inform learning activities.	<b>Systematically</b> plans instruction based on the Utah Core Standards for Library Media.	<b>Develops</b> short and long-term instructional plans that include a content-based scope and sequence based on the Utah Core Standards for Library Media.
<b>b. 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.</b>	<b>Selects</b> learning activities based on content standards.	<b>Adapts</b> learning experiences based on content standards and learner needs.	<b>Creates</b> 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.

<i>The Library Teacher:</i>	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
a. <b>understands and practices developmentally, culturally, and linguistically appropriate strategies to engage library patrons.</b>	<b>Identifies</b> practices and strategies that engage patrons.	Uses developmentally, culturally, and linguistically appropriate instructional strategies.	<b>Demonstrates</b> a variety of effective instructional strategies to meet the needs of individual students.
b. <b>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.</b>	<b>Uses</b> a variety of sources to inform instruction.	<b>Systematically</b> includes a variety of perspectives and sources to stimulate questioning, analysis, and increase understanding.	<b>Provides</b> 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.
c. <b>supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.</b>	<b>Uses</b> technology to support instruction.	<b>Assesses</b> and uses various technologies to support students' content and skill development.	<b>Uses</b> 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.*

<i>The Library Teacher:</i>	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
a. <b>independently and in collaboration with colleagues, uses a variety of data to evaluate and reflect on teaching results.</b>	<b>Adjusts</b> instruction based on student outcomes.	<b>Assesses</b> student progress and adapts strategies based on past student performance.  <b>Collaborates</b> with colleagues to evaluate learning outcomes and identify and meet learning needs.	<b>Uses</b> a multiple data sources to evaluate the outcomes of teaching and learning, in order to reflect on, and adapt planning and instruction.  <b>Understands</b> the roles of and collaborates with a full range of colleagues and support specialists to help meet the unique needs of all students.
b. <b>actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving.</b>	<b>Participates</b> in new learning experiences.	<b>Applies</b> professional learning to classroom practice and evaluates the use of new approaches based on student outcomes.	<b>Seeks</b> professional learning within and outside the school setting to refine professional practices based on feedback and reflection.
c. <b>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.</b>	<b>Acknowledges</b> that everyone has biases based on their knowledge and experience.	<b>Identifies</b> own background and experiences that impact teaching and learning relationships.	<b>Identifies</b> and accesses resources that support the development of a broader understanding of differences.
d. <b>actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.</b>	<b>Participates</b> in professional development opportunities and considers new ideas to improve teaching.	<b>Actively</b> investigates and considers new ideas, current research, and policy as sources of reflection.	<b>Seeks</b> new ideas and participates in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning
e. <b>develops a professional learning plan based on the needs of learners and educational communities.</b>	<b>Participates</b> in learning experiences as they arise.	<b>Consults</b> with supervisor to develop a standards-based professional learning plan.	<b>Develops</b> 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.

The Library Teacher:	Emerging/Minimal	Effective	Highly Effective
<p>a. 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.</p>	<p><b>Knows</b> school-wide policies and practices and displays awareness of the school improvement plan.</p>	<p><b>Establishes</b> positive working relationships and participates in the school's decision-making processes as required.</p> <p><b>Participates</b> in developing and/or implementing the school improvement plan.</p>	<p><b>Takes</b> initiative to participate in developing and implementing policies and practices that improve instruction.</p> <p><b>Collaborates</b> with colleagues on school improvement issues.</p>
<p>b. participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback.</p>	<p><b>Participates</b> in the professional learning community as required.</p>	<p>Participates with colleagues to support the goals of the learning community.</p>	<p><b>Assumes</b> a leadership role within his or her area of assignment that includes a shared responsibility for student work, examinations of problems of practice, and the identification of improvement strategies.</p>
<p>c. advocates for the students, the school, the community, and the profession.</p>	<p><b>Contributes</b> to student success.</p>	<p><b>Advocates</b> for all students to be prepared for high school graduation and future school and/or work success.</p> <p><b>Seeks</b> opportunities to positively impact teaching quality, school improvement, and student achievement.</p>	<p><b>Actively</b> communicates the vision of college and career readiness to students.</p> <p><b>Actively</b> participates, promotes, and provides support for initiatives in the school and community to impact student success.</p>
<p>d. 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.</p>	<p><b>Recognizes</b> colleagues as resources to enhance knowledge and skill.</p>	<p><b>Engages</b> in professional learning with colleagues to enhance professional practice.</p>	<p><b>Participates</b> in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.</p>

## 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.

<i>The Library Teacher:</i>	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
<p><b>a. is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.</b></p>	<p><b>Advocates</b> for and models compliance with law and rules governing ethical conduct of educators.</p>	<p><b>Knows</b> which laws, rules, policies, and directives guide legal, moral, and ethical conduct of educators and where to access them.</p>	<p><b>Adheres</b> to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.</p>
<p><b>b. is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development.</b></p>	<p><b>Avoids</b> actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.</p> <p><b>Takes</b> 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><b>Maintains</b> accurate instructional and non-instructional records.</p> <p><b>Maintains</b> integrity and confidentiality in matters concerning student records and collegial consultation.</p> <p><b>Develops</b> appropriate student-teacher relationships as defined in rule, law, and policy.</p> <p><b>Maintains</b> professional demeanor and appearance as defined by the Local Education Agency (LEA).</p>		

## Standard 11: Resource Management

The teacher manages the financial, instructional, promotional, and personal management work connected with creating and maintaining a high quality library.

<i>The Library Teacher:</i>	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
a. <b>creates a strategic plan for collection development that reflects the current needs and interests of students and teachers.</b>	<b>Uses</b> all library funding on books and materials that are appropriate for the school and that reflect academic and extracurricular goals for students as readers.	<b>Implements</b> 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.	<b>Implements</b> a plan for renewing the library collection that includes a <b>plan</b> 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.
b. <b>manages the budget and expenditures of the library in an appropriate manner</b>	<b>Spends</b> all funds in accordance with district policies.	<b>Spends</b> all funds in accordance with district policies. Expenditures support the plan for the library collection and goals.	<b>Spends</b> 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.
c. <b>promotes the library and library programs to all patrons, including students, teachers, and community.</b>	<b>Creates</b> regular communication channels to inform all patrons of library activities.	<b>Communicates</b> 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.	<b>Communicates</b> 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.  <b>Creates</b> events and activities in the library that promote the use of the facilities and resources.
d. <b>manages the time and behavior of library aides or other paraprofessionals in an effective and appropriate manner (if appropriate).</b>	<b>Monitors</b> the time and performance of library aides or clerks. Provides corrective actions when necessary.	<b>Monitors</b> the time and performance of library aides or clerks. <b>Structures</b> work to allow for effective scheduling and independence.	<b>Monitors</b> the time and performance of library aides or clerks. <b>Structures</b> work to allow for effective scheduling and independence. <b>Provides</b> opportunities for ongoing learning and development.