

## Georgia DOE 2004 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
1. Information Literacy Standards, as defined in QCC Standards, are integrated into content instruction ( <i>Information Power</i> ; Principle 2; Pg. 58)	<input type="checkbox"/> Information Literacy Skills curriculum is comprised of basic library media orientation skills and instruction on how to find information.	<input type="checkbox"/> Information literacy skills are integrated into the curriculum through the collaborative efforts of the library media specialist and teachers.	<input type="checkbox"/> 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.
2. Collaborative planning includes library media specialists and teachers to ensure use of library media center resources that support on-going classroom instruction and implementation of state curriculum (IFBD 160-4-4-.01)	<input type="checkbox"/> Library media specialist participates in collaborative planning when initiated by the teacher.	<input type="checkbox"/> 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 Learning Connections (GLC)</i> web site and encourages teachers to use the resources available on the GLC.	<input type="checkbox"/> Library media specialist actively plans with and encourages every teacher to participate in the design of instruction. Learning strategies and activities for <b>all</b> 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.
3. Professional library media staff are engaged in active teaching role/s. ( <i>Information Power</i> ; Principle 4, p. 58)	<input type="checkbox"/> 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.	<input type="checkbox"/> The library media specialist and teachers plan and teach collaboratively so that the library media program is an extension of classroom instruction.	<input type="checkbox"/> The library media specialist uses a variety of teaching styles to meet diverse needs of students. Collaborative planning determines where and how student assessment takes place, and whether the teacher or the library media specialist does the assessment.

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<p>4. The library media center resources encourage and support reading, viewing, and listening. <i>(Information Power; Principle 6, p. 58)</i></p>	<p><input type="checkbox"/> 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><input type="checkbox"/> The library media center offers events and activities that appeal to a wide range of interests. Attendance statistics verify students' use.</p>	<p><input type="checkbox"/> 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><input type="checkbox"/> The library media center resources reflect diverse learning abilities, styles, and needs.</p>	<p><input type="checkbox"/> The library media staff selects resources and informs teachers of these resources with recommendations to support students' diverse learning abilities and styles.</p>	<p><input type="checkbox"/> 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><input type="checkbox"/> The classroom teacher is responsible for assessing student achievement.</p>	<p><input type="checkbox"/> Together the teacher and library media specialist develop a rubric(s) or another effective means for assessing student achievement.</p>	<p><input type="checkbox"/> 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>

### Target Indicators

Category 2 - Staffing	Basic	Proficient	Exemplary
<p>7. 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. (Base size defined by unweighted FTE: K-5, 450; 6-8, 624; 9-12, 970) (CGB, 160-5-1-.22)</p>	<p><input type="checkbox"/> In compliance with state board rule.</p>	<p><input type="checkbox"/> Full-time library media specialist is employed, but may be shared outside the library media center. Adult supervision may be parent/peer volunteers.</p>	<p><input type="checkbox"/> 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>

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<p>7. 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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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### Target Indicators

<b>Category 3 - Facilities, Access, and Resources</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>8. 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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>9. School library media center square footage requirements based on FTE. <i>(Square Footage Requirements for Use in Developing the Local Facilities Plans)</i></p>	<p><input type="checkbox"/> Based on FTE, the library media center meets minimum square footage requirements.</p>	<p><input type="checkbox"/> 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><input type="checkbox"/> 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.</p>

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<p>10. Central electronic media distribution system for television and radio programs are available. <i>(Square Footage Requirements for Use in Developing the Local Facilities Plans)</i></p>	<p><input type="checkbox"/> School is not new; this requirement is in the facilities plan for future capital expenditures.</p>	<p><input type="checkbox"/> By the end of 2003-2004 school year the electronic distribution system will be complete.</p>	<p><input type="checkbox"/> Electronic distribution system meets state requirements.</p>
<p>11. 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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>12. 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 System Three-Year Technology Plan 1999 – 2002 or in the System Comprehensive School Improvement Plan. <i>(FY02 Computers in the Classroom Technology Project - A Georgia Lottery Grant)</i></p>	<p><input type="checkbox"/> Management and circulation workstations and at least one online catalog access (OPAC) exist in the library media center. MARC format is used.</p>	<p><input type="checkbox"/> 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 practice. A network distribution of resources beyond the library media center is not available.</p>	<p><input type="checkbox"/> 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>13. 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 on-line service provides Georgia students and teachers access to exceptional on-line resources at no cost to the local school district. . Searches performed in GALILEO databases will exceed one million annually and the number of full-content items viewed will exceed one million annually. <i>State of Georgia Technology Plan 2003-2006.</i></p>	<p><input type="checkbox"/> Number of GALILEO searches by students and staff will be the same as the previous year.</p>	<p><input type="checkbox"/> Number of GALILEO searches by students and staff will be more than the previous year. Instruction and promotion of GALILEO will be conducted in an organized manner.</p>	<p><input type="checkbox"/> Number of GALILEO searches by students and staff will be more than the previous year. Instruction and promotion of GALILEO will be conducted in an organized manner. Searches will be conducted in such a way that maximize efficiency and result in a high quality product for the student. Best Practices and Learning Models that encourage and endorse GALILEO will be produced, taught, and shared with students, teachers, administrators and other library media specialists throughout the state.</p>
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### Target Indicators

Category 4 - Administrative Support	Basic	Proficient	Exemplary
<p>14. 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 )</p>	<p><input type="checkbox"/> 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. The SMCP has Lotus Notes on his/her workstation.</p>	<p><input type="checkbox"/> The SMCP coordinates communication among all library media specialists in the district, and disseminates messages from DOE, GALILEO, and other entities. The SMCP has Lotus Notes on his/her workstation.</p>	<p><input type="checkbox"/> The SMCP has Lotus Notes on his/her workstation and 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.</p>
<p>15. 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)</p>	<p><input type="checkbox"/> The school principal provides support to the library media program and makes time to meet with the library media specialist occasionally.</p>	<p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> 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.</p>

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<p>16. 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 media committee makes recommendations and decisions relating to planning, operation, evaluation, and improvement of the media program. This committee shall annually evaluate media services and develop a multi-year media plan for budget services and priorities. (IFBD, 160-4-4-.01)</p>	<p><input type="checkbox"/> 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.)</p>	<p><input type="checkbox"/> A library media advisory committee exists and meets a minimum of twice a year. Planning and evaluation of the library program is executed regularly. (This committee may be the same as the technology committee in some schools.)</p>	<p><input type="checkbox"/> 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.</p>
<p>17. 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><input type="checkbox"/> A library media policy and exists and is implemented inconsistently.</p>	<p><input type="checkbox"/> A library media policy exists is implemented consistently, and the library media specialist recommends periodic revisions.</p>	<p><input type="checkbox"/> A library media policy sets out clear and comprehensive policies and is reviewed annually with guidance from the 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>18. Each local school system shall spend 100 percent of the funds designated for library media center costs for such costs, and a minimum of 90 percent of such funds shall be spent at the school site in which such funds were earned. (O.C.G.A. 20-2-167)</p>	<p><input type="checkbox"/> The library media program receives an allocation for expenditures every year. This amount meets the minimum expenditure tests.</p>	<p><input type="checkbox"/> The library media program budget exceeds the minimum state allocation. Local funding supplements state allocation.</p>	<p><input type="checkbox"/> 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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### Target Indicators

Category 5 - Staff Development	Basic	Proficient	Exemplary
<p>19. 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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 offer assistance to the teacher in his/her graduate research and secure professional resources for them through interlibrary loan.</p>
<p><b>Category 6 – Other</b>  (Write an additional indicator here)</p>			

## Georgia DOE 2004 Media Program Self-Evaluation Rubric

### List of citations used in this rubric:

*Information Power: Building Partnerships for Learning.*

[http://www.ala.org/Content/NavigationMenu/AASL/Professional\\_Tools10/Information\\_Power/Information\\_Power.htm](http://www.ala.org/Content/NavigationMenu/AASL/Professional_Tools10/Information_Power/Information_Power.htm)

American Association of School Librarians [and] Association for Educational Communications and Technology, Chicago:  
American Library Association, 1998. ISBN 0-8389-3470-6

Official Code of Georgia: O.C.G.A. 20-2-167, 12/03/01 and O.C.G.A 20-2-184, [http://www.legis.state.ga.us/cgi-bin/gl\\_codes\\_detail.pl?code=20-2-167](http://www.legis.state.ga.us/cgi-bin/gl_codes_detail.pl?code=20-2-167) [http://www.legis.state.ga.us/cgi-bin/gl\\_codes\\_detail.pl?code=20-2-184](http://www.legis.state.ga.us/cgi-bin/gl_codes_detail.pl?code=20-2-184)

*A Planning Guide for Information Power.* American Association of School Librarians a division of the American Library Association, Chicago, 1999, ISBN # 0-8389-8073-2

State Board Rule: IDA(1), 160-4-2-.01The 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>

*The State of Georgia K-12 Technology Plan: 2003-2006.* Georgia Department of Education.  
<http://techservices.doe.k12.ga.us/edtech/2003techplan.php>