

Owen Reissmann

Professional Position Description - Performance Appraisal

7315 Management of Information Agencies

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# Job listing

## School Library Teacher

### Reporting Structure

- Reports to Principal, coordinates and supervises part-time library assistant and volunteers
- Serves as encore staff, with time split between two district elementary schools

### Job Description

- Spends Common School Fund allocation in accordance with state guidelines to nurture and grow a collection that supports a variety of levels, languages, ability levels, and cultures to reflect the diversity of the student population
- Plans, develops, and delivers curriculum that supports state standards and enhances students' digital skills, confidence, and enjoyment of reading and learning
- Collaborates with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning
- Instructs and directs support staff, volunteers, and student assistants
- Regularly communicates relevant information about the library as well as changes in policies and procedures to the school community (students, families, staff, and district)

### Required Qualifications

- Masters degree from an ALA-accredited graduate program or ALA-recognized international equivalent
- Experience or training working with educational collections
- Knowledge of physical and digital library materials and the acquisition thereof
- Knowledge of PK-12 pedagogical practice, child psychology, and educational psychology
- Demonstrated commitment to advancing equity, diversity, and inclusion
- Strong instructional and research skills in classroom and one-on-one settings
- Strong commitment to public services and enriching student lives
- Excellent interpersonal, written, and oral communication skills
- Strong analytical and critical thinking skills and organizational and time management abilities
- Ability to work independently and collaboratively with others in a strongly collegial and participative environment

### Desired Qualifications

- Degree/certification in PK-12 education
- Professional experience in a PK-12 setting
- Knowledge of and familiarity with children's and young adult literature
- Experience in the field of library services, programming, community partnerships and engagement

## Interview questions

1. What experience--work experience, or otherwise experience within your graduate studies--do you have evaluating state standards for PK-12 library education and incorporating them into informative and engaging lesson plans?
2. What is your ultimate goal for the students participating in your lessons--for each day? --the end of this year? --their elementary graduation? --their high school graduation?
3. How do you approach educating and assisting other staff members?
4. How does your work help justify the importance and value of a school library and sufficient funding therefore?
5. How do you encourage engagement among parents and ensure sufficient participation in the volunteer parent group?
6. What kind of leader do you consider yourself to be?
7. What elements do you value, and what sources do you consult, to inform your collection acquisition decisions?

## Performance appraisal

School Library Teacher...

Spends Common School Fund allocation in accordance with state guidelines?

Fully   Most of the time   Much of the time   Half of the time   Some of the time   Rarely

Acquires materials that nurture and grow a collection that supports a variety of levels, languages, ability levels, and cultures to reflect the diversity of the student population?

Fully   Most of the time   Much of the time   Half of the time   Some of the time   Rarely

Acquires materials that show a knowledge of and familiarity with children's and young adult literature?

Fully   Most of the time   Much of the time   Half of the time   Some of the time   Rarely

Acquires levels of each material type appropriate to student interests?

Fully   Most of the time   Much of the time   Half of the time   Some of the time   Rarely

Acquires levels of each material type appropriate to teacher programming needs?

Fully   Most of the time   Much of the time   Half of the time   Some of the time   Rarely

Regularly communicates relevant information about the library as well as changes in policies and procedures to students?

Fully   Most of the time   Much of the time   Half of the time   Some of the time   Rarely

Regularly communicates relevant information about the library as well as changes in policies and procedures to families?

Fully   Most of the time   Much of the time   Half of the time   Some of the time   Rarely

Regularly communicates relevant information about the library as well as changes in policies and procedures to staff?

Fully   Most of the time   Much of the time   Half of the time   Some of the time   Rarely

Regularly communicates relevant information about the library as well as changes in policies and procedures to district?

Fully   Most of the time   Much of the time   Half of the time   Some of the time   Rarely

Demonstrates excellent interpersonal, written, and oral communication skills,

Fully   Most of the time   Much of the time   Half of the time   Some of the time   Rarely

Demonstrates strong analytical and critical thinking skills?

Fully   Most of the time   Much of the time   Half of the time   Some of the time   Rarely

Demonstrates organizational and time management abilities?

Fully   Most of the time   Much of the time   Half of the time   Some of the time   Rarely

Delivers (observed) lessons that demonstrate knowledge of child psychology and educational psychology?

Fully Most of the time Much of the time Half of the time Some of the time Rarely

Delivers (observed) lessons that demonstrate PK-12 pedagogical practice?

Fully Most of the time Much of the time Half of the time Some of the time Rarely

Plans, develops, and delivers curriculum that supports state standards?

Fully Most of the time Much of the time Half of the time Some of the time Rarely

Delivers curriculum that enhances students' digital skills?

Fully Most of the time Much of the time Half of the time Some of the time Rarely

Delivers curriculum that builds confidence?

Fully Most of the time Much of the time Half of the time Some of the time Rarely

Delivers curriculum that grows enjoyment of reading and learning?

Fully Most of the time Much of the time Half of the time Some of the time Rarely

Collaborates with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning?

Fully Most of the time Much of the time Half of the time Some of the time Rarely

Works collaboratively with others in a strongly collegial and participative environment?

Fully Most of the time Much of the time Half of the time Some of the time Rarely

Assists staff members with technology questions and concerns?

Fully Most of the time Much of the time Half of the time Some of the time Rarely

Instructs and directs support staff in a way that leads to the satisfactory accomplishment of tasks, builds staff skill set, and makes staff feel like a valued part of the library team?

Fully Most of the time Much of the time Half of the time Some of the time Rarely

Instructs and directs volunteers in a way that accomplishes tasks satisfactorily and creates buy-in for volunteers?

Fully Most of the time Much of the time Half of the time Some of the time Rarely

Instructs and directs student assistants in a way that accomplishes tasks satisfactorily and makes students feel empowered?

Fully Most of the time Much of the time Half of the time Some of the time Rarely