

**STRAND 1 INFORMATION LITERACY: School libraries promote information literacy requiring targeted instruction to efficiently locate, accurately evaluate, ethically use, and clearly communicate information in various formats.**

**1.0** The library program encourages learners and educators to use information effectively to accomplish a specific purpose; access and evaluate print and digital resources for the learner’s inquiry needs, academic needs, and/or personal learning.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>1.1 All students participate 80% of the time in:</p> <ul style="list-style-type: none"> <li>• active learning such as centers or technology tools</li> <li>• engaged collaborators</li> <li>• synthesize information</li> <li>• personalized learning within the context of the assignment</li> <li>• personalized learning (student’s interests).</li> </ul>	<p>1.1 All students participate 70% of the time in:</p> <ul style="list-style-type: none"> <li>• active learning;</li> <li>• engaged as collaborators</li> <li>• synthesizers of information.</li> <li>• personalized learning within the context of the assignment.</li> <li>• personalized learning (student’s interests)..</li> </ul>	<p>Most students participate 50% of the time in:</p> <ul style="list-style-type: none"> <li>• active learning;</li> <li>• engaged as collaborator</li> <li>• synthesizers of information.</li> <li>• personalized learning within the context of the assignment.</li> <li>• personalized learning (student’s interests)..</li> </ul>	<p>Most students participate 40% of the time in:</p> <ul style="list-style-type: none"> <li>• active learning</li> <li>• synthesizers of information</li> <li>• personalized learning within the context of the assignment.</li> </ul>	<p>Students participate less than 25% of the time in:</p> <ul style="list-style-type: none"> <li>• active learning</li> <li>• synthesizers of information.</li> <li>• personalized learning within the context of the assignment.</li> </ul>
<p>1.2 Students in 80% of classes (at secondary - core subjects) learn how to:</p> <ul style="list-style-type: none"> <li>• locate,</li> <li>• evaluate,</li> <li>• effectively use</li> </ul> <p>Information from state digital resources, open educational resources, and</p>	<p>Students in 70% of classes (at secondary - core subjects) learn how to:</p> <ul style="list-style-type: none"> <li>• locate,</li> <li>• evaluate,</li> <li>• effectively use</li> </ul> <p>Information from state digital resources, open educational resources, and print materials.</p>	<p>Students in 50% of classes (at secondary - core subjects) learn how to:</p> <ul style="list-style-type: none"> <li>• locate,</li> <li>• evaluate,</li> <li>• effectively use</li> </ul> <p>Information from state digital resources, open educational resources, and print materials.</p>	<p>Students in 40% of classes (at secondary - core subjects) learn how to:</p> <ul style="list-style-type: none"> <li>• locate,</li> <li>• evaluate,</li> <li>• effectively use</li> </ul> <p>Information from state digital resources, open educational resources, and print materials.</p>	<p>Students in 25% of classes (at secondary - core subjects) learn how to:</p> <ul style="list-style-type: none"> <li>• locate,</li> <li>• evaluate,</li> <li>• effectively use</li> </ul> <p>Information from state digital resources, open educational resources, and print materials.</p>

print materials.				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
<p>1.3 80% of educators are able to:</p> <ul style="list-style-type: none"> <li>locate</li> <li>evaluate</li> <li>effectively use information (state digital resources, open educational resources, print resources)</li> </ul>	<p>70% of educators are able to:</p> <ul style="list-style-type: none"> <li>locate</li> <li>evaluate</li> <li>effectively use information (state digital resources, open educational resources, print resources)</li> </ul>	<p>50% of educators are able to:</p> <ul style="list-style-type: none"> <li>locate</li> <li>evaluate</li> <li>effectively use information (state digital resources, open educational resources, print resources)</li> </ul>	<p>40% of educators are able to:</p> <ul style="list-style-type: none"> <li>locate</li> <li>evaluate</li> <li>effectively use information (state digital resources, open educational resources, print resources)</li> </ul>	<p>25% of educators are able to:</p> <ul style="list-style-type: none"> <li>locate</li> <li>evaluate</li> <li>effectively use information (state digital resources, open educational resources, print resources)</li> </ul>
<p>1.4 Students in 80% of classes (or secondary core subjects) learn to:</p> <ul style="list-style-type: none"> <li>consider divergent viewpoints,</li> <li>use Higher Order Thinking (HOT)</li> <li>Use problem solving skills with real world problems.</li> </ul>	<p>Students in 70% of classes (or secondary core subjects) learn to:</p> <ul style="list-style-type: none"> <li>consider divergent viewpoints,</li> <li>use Higher Order Thinking (HOT)</li> <li>use problem solving skills with some real world problems.</li> </ul>	<p>Students in 50% of classes (or secondary core subjects) learn to:</p> <ul style="list-style-type: none"> <li>consider divergent viewpoints,</li> <li>and Higher Order Thinking (HOT) skills.</li> </ul>	<p>Students in 40% of classes (or secondary core subjects) learn to:</p> <ul style="list-style-type: none"> <li>have sporadic regard for Higher Order Thinking</li> <li>problem solving skills.</li> </ul>	<p>Students in 25% of classes (or secondary core subject) learn to:</p> <ul style="list-style-type: none"> <li>Do not consider Higher Order Thinking</li> <li>Or use problem solving skills.</li> </ul>

<b>2.0 The library program encourages learners and educators to practice the ethical and legal use of information including transformative fair use, understanding and modeling principles of intellectual freedom, information access, privacy, proprietary rights, and validating the authenticity of information.</b>				
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>2.1 Student projects show respect for intellectual property by:</p> <ul style="list-style-type: none"> <li>● observing copyright laws and proprietary rights</li> <li>● using information ethically and legally,</li> <li>● have a high respect for personal privacy</li> </ul> <p>80% of the time</p>	<p>Student projects show respect for intellectual property by:</p> <ul style="list-style-type: none"> <li>● observing copyright laws and proprietary rights</li> <li>● using information ethically and legally,</li> <li>● have a high respect for personal privacy.</li> </ul> <p>70% of the time.</p>	<p>Student projects show respect for intellectual property by:</p> <ul style="list-style-type: none"> <li>● observing copyright laws and proprietary rights</li> <li>● using information ethically and legally,</li> <li>● have a high respect for personal privacy</li> </ul> <p>50% of the time.</p>	<p>Student projects show respect for intellectual property by:</p> <ul style="list-style-type: none"> <li>● observing copyright laws and proprietary rights</li> <li>● using information ethically and legally,</li> <li>● with consideration for personal privacy</li> </ul> <p>40% of the time.</p>	<p>Student projects do not show respect for intellectual property by:</p> <ul style="list-style-type: none"> <li>● observing copyright laws and proprietary rights</li> <li>● using information ethically and legally,</li> <li>● with consideration for personal privacy</li> </ul> <p>25% of the time.</p>
<p>2.2 <b>Educators</b> are taught to show respect for intellectual property by:</p> <ul style="list-style-type: none"> <li>● observing copyright laws,</li> <li>● using information ethically and legally,</li> <li>● have a high</li> </ul>	<p><b>Educators</b> are taught to show respect for intellectual property by:</p> <ul style="list-style-type: none"> <li>● observing copyright laws,</li> <li>● using information ethically and legally,</li> <li>● have a high respect for</li> </ul>	<p><b>Educators</b> are taught to show respect for intellectual property by:</p> <ul style="list-style-type: none"> <li>● observing copyright laws,</li> <li>● using information ethically and legally,</li> <li>● have a high respect for</li> </ul>	<p><b>Educators</b> are taught to show respect for intellectual property by:</p> <ul style="list-style-type: none"> <li>● observing copyright laws,</li> <li>● using information ethically and legally,</li> <li>● have a high respect for</li> </ul>	<p><b>Educators</b> are taught to show respect for intellectual property by:</p> <ul style="list-style-type: none"> <li>● observing copyright laws,</li> <li>● using information ethically and legally,</li> <li>● have a high respect for</li> </ul>

respect for personal privacy 80% of the time.	personal privacy 70% of the time.	personal privacy 50% of the time.	personal privacy 40% of the time.	personal privacy 25% of the time.
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Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>2.3 <b>Students</b> practice First Amendment rights of intellectual freedom to</p> <ul style="list-style-type: none"> <li>• read,</li> <li>• seek information</li> <li>• and speak freely</li> </ul> <p>on topics of personal interest to them 80% of the time.</p>	<p><b>Students</b> practice First Amendment rights of intellectual freedom to</p> <ul style="list-style-type: none"> <li>• read,</li> <li>• seek information</li> <li>• and speak freely</li> </ul> <p>on topics of personal interest to them 70% of the time.</p>	<p><b>Students</b> practice First Amendment rights of intellectual freedom to</p> <ul style="list-style-type: none"> <li>• read,</li> <li>• seek information</li> <li>• and speak freely</li> </ul> <p>on topics of personal interest to them 50% of the time.</p>	<p><b>Students</b> practice First Amendment rights of intellectual freedom to</p> <ul style="list-style-type: none"> <li>• read,</li> <li>• seek information</li> <li>• and speak freely</li> </ul> <p>on topics of personal interest to them 40% of the time.</p>	<p><b>Students</b> practice First Amendment rights of intellectual freedom to</p> <ul style="list-style-type: none"> <li>• read,</li> <li>• seek information</li> <li>• and speak freely</li> </ul> <p>on topics of personal interest to them 25% of the time.</p>
<p>2.4 Students have access to information and developmentally appropriate resources regardless of</p> <ul style="list-style-type: none"> <li>• age,</li> <li>• education,</li> <li>• ethnicity,</li> <li>• language,</li> <li>• income,</li> <li>• physical limitations, or</li> <li>• geographic barriers</li> </ul> <p>80% of the time.</p>	<p>Students have access to information and developmentally appropriate resources regardless of</p> <ul style="list-style-type: none"> <li>• age,</li> <li>• education,</li> <li>• ethnicity,</li> <li>• language,</li> <li>• income,</li> <li>• physical limitations, or</li> <li>• geographic barriers</li> </ul> <p>70% of the time.</p>	<p>Students have access to information and developmentally appropriate resources regardless of</p> <ul style="list-style-type: none"> <li>• age,</li> <li>• education,</li> <li>• ethnicity,</li> <li>• language,</li> <li>• income,</li> <li>• physical limitations, or</li> <li>• geographic barriers</li> </ul> <p>50% of the time.</p>	<p>Students have access to information and developmentally appropriate resources regardless of</p> <ul style="list-style-type: none"> <li>• age,</li> <li>• education,</li> <li>• ethnicity,</li> <li>• language,</li> <li>• income,</li> <li>• physical limitations, or</li> <li>• geographic barriers</li> </ul> <p>40% of the time.</p>	<p>Students have access to information and developmentally appropriate resources regardless of</p> <ul style="list-style-type: none"> <li>• age,</li> <li>• education,</li> <li>• ethnicity,</li> <li>• language,</li> <li>• income,</li> <li>• physical limitations, or</li> <li>• geographic barriers</li> </ul> <p>25% of the time.</p>

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>2.5 Student learning projects show evidence of the ability to evaluate and validate information for</p> <ul style="list-style-type: none"> <li>● authority</li> <li>● bias</li> <li>● credibility</li> <li>● currency</li> <li>● relevance</li> </ul> <p>80% of the time.</p>	<p>Student learning projects show evidence of the ability to evaluate and validate information for</p> <ul style="list-style-type: none"> <li>● authority</li> <li>● bias</li> <li>● credibility</li> <li>● currency</li> <li>● relevance</li> </ul> <p>80% of the time.</p>	<p>Student learning projects show evidence of the ability to evaluate and validate information for</p> <ul style="list-style-type: none"> <li>● authority</li> <li>● bias</li> <li>● credibility</li> <li>● currency</li> <li>● relevance</li> </ul> <p>80% of the time.</p>	<p>Student learning projects show evidence of the ability to evaluate and validate information for</p> <ul style="list-style-type: none"> <li>● authority</li> <li>● bias</li> <li>● credibility</li> <li>● currency</li> <li>● relevance</li> </ul> <p>80% of the time.</p>	<p>Student learning projects show evidence of the ability to evaluate and validate information for</p> <ul style="list-style-type: none"> <li>● authority</li> <li>● bias</li> <li>● credibility</li> <li>● currency</li> <li>● relevance</li> </ul> <p>80% of the time.</p>

<b>Evidence:</b>
<p>Observations; Conversations; Analysis of student projects; online and social media posts; formative assessments; summative assessments; student self-evaluations; student conferences; analysis of student data or growth processes (portfolios, badging, or a checklist of hierarchy of skills).</p>

<b>Data Collection:</b>	
Instruction: 1.0-1.4, 2.1-2.3, 2.5	Data Collection: 1.0, 3.0, 3.2

Collection Development 2.4	Data Collection 9.1, 9.2 10.2
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**STRAND 2 INQUIRY: School libraries provide access to information for inquiry learning including the pursuit, creation, and sharing of knowledge, and support for both student and professional learning.**

1.0 Provide access to information through a curated collection of up-to-date digital and print materials including curation of openly licensed educational resources that are developmentally and culturally appropriate and support students' academic and personal inquiry needs.				
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>1.1 The library program provides access to resources that</p> <ul style="list-style-type: none"> <li>● support student inquiry</li> <li>● are developmentally appropriate</li> <li>● culturally inclusive</li> <li>● and aligned with state and district learning standards</li> </ul> <p>80% of the time.</p>	<p>The library program provides access to resources that</p> <ul style="list-style-type: none"> <li>● support student inquiry</li> <li>● are developmentally appropriate</li> <li>● culturally inclusive</li> <li>● and aligned with state and district learning standards</li> </ul> <p>70% of the time.</p>	<p>The library program provides access to resources that</p> <ul style="list-style-type: none"> <li>● support student inquiry</li> <li>● are developmentally appropriate</li> <li>● culturally inclusive</li> <li>● and aligned with state and district learning standards</li> </ul> <p>50% of the time.</p>	<p>The library program provides access to resources that</p> <ul style="list-style-type: none"> <li>● support student inquiry</li> <li>● are developmentally appropriate</li> <li>● culturally inclusive</li> <li>● and aligned with state and district learning standards</li> </ul> <p>40% of the time.</p>	<p>The library program provides access to resources that</p> <ul style="list-style-type: none"> <li>● support student inquiry</li> <li>● are developmentally appropriate</li> <li>● culturally inclusive</li> <li>● and aligned with state and district learning standards</li> </ul> <p>25% of the time.s.</p>
<p>1.2 The library program provides resources that include</p> <ul style="list-style-type: none"> <li>● print</li> <li>● digital subscriptions</li> <li>● electronic or audio books</li> <li>● subject experts</li> <li>● and curated open educational resources</li> </ul> <p>80% of the time.</p>	<p>The library program provides resources that include</p> <ul style="list-style-type: none"> <li>● print</li> <li>● digital subscriptions</li> <li>● electronic or audio books</li> <li>● subject experts</li> <li>● and curated open educational resources</li> </ul> <p>70% of the time.</p>	<p>The library program provides resources that include</p> <ul style="list-style-type: none"> <li>● print</li> <li>● digital subscriptions</li> <li>● electronic or audio books</li> <li>● subject experts</li> <li>● and curated open educational resources</li> </ul> <p>50% of the time.</p>	<p>The library program provides resources that include</p> <ul style="list-style-type: none"> <li>● print</li> <li>● digital subscriptions</li> <li>● electronic or audio books</li> <li>● subject experts</li> <li>● and curated open educational resources</li> </ul> <p>40% of the time.</p>	<p>The library program provides resources that include</p> <ul style="list-style-type: none"> <li>● print</li> <li>● digital subscriptions</li> <li>● electronic or audio books</li> <li>● subject experts</li> <li>● and curated open educational resources</li> </ul> <p>25% of the time.</p>

**2.0 Facilitate an inquiry (research) process that students use to pursue, create, and share knowledge across a range of literacies including information, digital, print, visual, and textual, for personalized, rigorous academic learning experiences and personal needs.**

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>2.1 The library program facilitates inquiry based learning 80% of the time to:</p> <ul style="list-style-type: none"> <li>● Pursue</li> <li>● Create</li> <li>● and share knowledge.</li> </ul>	<p>The library program facilitates inquiry based learning 70% of the time to:</p> <ul style="list-style-type: none"> <li>● Pursue</li> <li>● Create</li> <li>● and share knowledge.</li> </ul>	<p>The library program facilitates inquiry based learning 50% of the time to:</p> <ul style="list-style-type: none"> <li>● Pursue</li> <li>● Create</li> <li>● and share knowledge.</li> </ul>	<p>The library program facilitates inquiry based learning 40% of the time to:</p> <ul style="list-style-type: none"> <li>● Pursue</li> <li>● Create</li> <li>● and share knowledge.</li> </ul>	<p>The library program facilitates inquiry based learning 25% of the time to:</p> <ul style="list-style-type: none"> <li>● Pursue</li> <li>● Create</li> <li>● and share knowledge.</li> </ul>
<p>2.2 Library activities are designed to be:</p> <ul style="list-style-type: none"> <li>● developmentally appropriate</li> <li>● student-centered.</li> <li>● teach and assess information literacy skills</li> </ul> <p>80% of the time.</p>	<p>Library activities are designed to be:</p> <ul style="list-style-type: none"> <li>● developmentally appropriate</li> <li>● student-centered.</li> <li>● teach and assess information literacy skills</li> </ul> <p>70% of the time.</p>	<p>Library activities are designed to be:</p> <ul style="list-style-type: none"> <li>● developmentally appropriate</li> <li>● student-centered.</li> <li>● teach and assess information literacy skills</li> </ul> <p>50% of the time.</p>	<p>Library activities are designed to be:</p> <ul style="list-style-type: none"> <li>● developmentally appropriate</li> <li>● student-centered.</li> <li>● teach and assess information literacy skills</li> </ul> <p>40% of the time.</p>	<p>Library activities are designed to be:</p> <ul style="list-style-type: none"> <li>● developmentally appropriate</li> <li>● student-centered.</li> <li>● teach and assess information literacy skills</li> </ul> <p>25% of the time.</p>
<p>2.3 Inquiry units are:</p> <ul style="list-style-type: none"> <li>● vertically aligned,</li> <li>● collaboratively designed</li> <li>● collaboratively taught</li> <li>● collaboratively assessed</li> <li>● and ensure a systematic</li> </ul>	<p>Inquiry units are:</p> <ul style="list-style-type: none"> <li>● vertically aligned,</li> <li>● collaboratively designed</li> <li>● collaboratively taught</li> <li>● collaboratively assessed</li> <li>● and ensure a systematic</li> </ul>	<p>Inquiry units are:</p> <ul style="list-style-type: none"> <li>● vertically aligned,</li> <li>● collaboratively designed</li> <li>● collaboratively taught</li> <li>● collaboratively assessed</li> <li>● and ensure a systematic</li> </ul>	<p>Inquiry units are:</p> <ul style="list-style-type: none"> <li>● vertically aligned,</li> <li>● collaboratively designed</li> <li>● collaboratively taught</li> <li>● collaboratively assessed</li> <li>● and ensure a systematic</li> </ul>	<p>Inquiry units are:</p> <ul style="list-style-type: none"> <li>● vertically aligned,</li> <li>● collaboratively designed</li> <li>● collaboratively taught</li> <li>● collaboratively assessed</li> <li>● and ensure a systematic</li> </ul>



approach to inquiry 80% of the time.	approach to inquiry 70% of the time.	approach to inquiry 50% of the time.	approach to inquiry 40% of the time.	approach to inquiry 25% of the time.
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**3.0 The library program offers professional development opportunities to promote best practices in inquiry-based teaching and learning.**

<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement</b>
<p>3.1 The library offers formal and informal professional development opportunities to 80% of staff and students to learn inquiry skills through</p> <ul style="list-style-type: none"> <li>• classes</li> <li>• small groups of students or staff</li> <li>• individuals (students and staff)</li> <li>• at point of need.</li> </ul>	<p>The library offers formal and informal professional development opportunities to 70% of staff and students to learn inquiry skills through</p> <ul style="list-style-type: none"> <li>• classes</li> <li>• small groups of students and staff</li> <li>• individuals (students and staff)</li> <li>• at point of need.</li> </ul>	<p>The library offers formal and informal professional development opportunities to 50% of staff and students to learn inquiry skills through</p> <ul style="list-style-type: none"> <li>• classes</li> <li>• small groups of students and staff</li> <li>• individuals (students and staff)</li> <li>• at point of need.</li> </ul>	<p>The library offers formal and informal professional development opportunities to 40% of staff and students to learn inquiry skills through</p> <ul style="list-style-type: none"> <li>• classes</li> <li>• small groups of students and staff</li> <li>• individuals (students and staff)</li> <li>• at point of need.</li> </ul>	<p>The library offers formal and informal professional development opportunities to 25% of staff and students to learn inquiry skills through</p> <ul style="list-style-type: none"> <li>• classes</li> <li>• small groups of students and staff</li> <li>• individuals (students and staff)</li> <li>• at point of need.</li> </ul>
<p>3.2 Library programing is updated to reflect</p> <ul style="list-style-type: none"> <li>• new learning</li> <li>• and new tools for the inquiry process</li> </ul> <p>80% of the time.</p>	<p>Library programing is updated to reflect</p> <ul style="list-style-type: none"> <li>• new learning</li> <li>• and new tools for the inquiry process</li> </ul> <p>70% of the time.</p>	<p>Library programing is updated to reflect</p> <ul style="list-style-type: none"> <li>• new learning</li> <li>• and new tools for the inquiry process</li> </ul> <p>50% of the time.</p>	<p>Library programing is updated to reflect</p> <ul style="list-style-type: none"> <li>• new learning</li> <li>• and new tools for the inquiry process</li> </ul> <p>40% of the time.</p>	<p>Library programing is updated to reflect</p> <ul style="list-style-type: none"> <li>• new learning</li> <li>• and new tools for the inquiry process</li> </ul> <p>25% of the time.</p>

Distinguished	Accomplished	Proficient	Developing	Improvement
<p>3.3 The library uses multiple platforms to facilitate professional development on best practices 80% of the time. Platforms include but are not limited to:</p> <ul style="list-style-type: none"> <li>● social media,</li> <li>● web presence</li> <li>● email</li> <li>● flyers</li> <li>● presentations</li> <li>● conversations</li> <li>● other educators beyond the district level</li> </ul>	<p>The library uses multiple platforms to facilitate professional development on best practices 70% of the time. Platforms include but are not limited to:</p> <ul style="list-style-type: none"> <li>● social media,</li> <li>● web presence</li> <li>● email</li> <li>● flyers</li> <li>● presentations</li> <li>● conversations</li> <li>● other educators beyond the district level</li> </ul>	<p>The library uses multiple platforms to facilitate professional development on best practices 50% of the time. Platforms include but are not limited to:</p> <ul style="list-style-type: none"> <li>● social media,</li> <li>● web presence</li> <li>● email</li> <li>● flyers</li> <li>● presentations</li> <li>● conversations</li> <li>● other educators beyond the district level</li> </ul>	<p>The library uses multiple platforms to facilitate professional development on best practices 40% of the time. Platforms include but are not limited to:</p> <ul style="list-style-type: none"> <li>● social media,</li> <li>● web presence</li> <li>● email</li> <li>● flyers</li> <li>● presentations</li> <li>● conversations</li> <li>● other educators beyond the district level</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

**Evidence:**

Analysis of student bibliographies for inquiry projects and library collection analysis.  
 Professional development reports submitted by librarian, observations, attendance data for workshops given by librarian, analysis of social media used, portfolio analysis.  
 Artifacts (student work), formative assessments, summative assessments, student self-evaluations, observations, student conferences or conversations, student data or growth processes (portfolios, badging, or a checklist of a hierarchy of skills), analysis of student data

Artifacts (student work), professional development certificates, social media posts.

Data Collection:	
Instruction 1.0-1.1, 2.1-2.3	Data Collection 1.0, 3.0, 3.2
Collection Development 1.2,	5.0, 6.0, 7.0, 8.0, 9.0, 10.0
Professional Development 3.1-3.3	

**STRAND 3 READING: School libraries support reading for learning and pleasure which are essential skills for college, career, and community.**

**1.0** The library encourages students to read a variety of literature for information and pleasure. The library provides access to physical and virtual collections of high quality, current resources in a variety of formats (print, audio, electronic) and platforms (readable on most devices) which reflect input from stakeholders.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>1.1 The library connects literature to:</p> <ul style="list-style-type: none"> <li>● real-world events,</li> <li>● students' experiences,</li> <li>● social and environmental issues</li> <li>● the curriculum</li> </ul> <p>80% of the time.</p>	<p>The library connects literature to:</p> <ul style="list-style-type: none"> <li>● real-world events,</li> <li>● students' experiences,</li> <li>● social and environmental issues</li> <li>● the curriculum</li> </ul> <p>70% of the time.</p>	<p>The library connects literature to:</p> <ul style="list-style-type: none"> <li>● real-world events,</li> <li>● students' experiences,</li> <li>● social and environmental issues</li> <li>● the curriculum</li> </ul> <p>50% of the time.</p>	<p>The library connects literature to:</p> <ul style="list-style-type: none"> <li>● real-world events,</li> <li>● students' experiences,</li> <li>● social and environmental issues</li> <li>● the curriculum</li> </ul> <p>40% of the time.</p>	<p>The library connects literature to:</p> <ul style="list-style-type: none"> <li>● real-world events,</li> <li>● students' experiences,</li> <li>● social and environmental issues</li> <li>● the curriculum</li> </ul> <p>25% of the time.</p>
<p>1.2 The library provides materials aligned to curriculum in multiple formats and platforms which are:</p> <ul style="list-style-type: none"> <li>● academically aligned</li> <li>● ethnically diverse</li> <li>● culturally diverse</li> </ul>	<p>The library provides materials aligned to curriculum in multiple formats and a single platform which are:</p> <ul style="list-style-type: none"> <li>● academically aligned</li> <li>● ethnically diverse</li> <li>● culturally diverse</li> </ul>	<p>The library provides materials aligned to curriculum in single format and a single platform which are:</p> <ul style="list-style-type: none"> <li>● academically aligned</li> <li>● ethnically diverse</li> <li>● culturally diverse</li> </ul>	<p>The library provides materials aligned to curriculum in single format and platform which are:</p> <ul style="list-style-type: none"> <li>● academically aligned</li> <li>● ethnically diverse</li> </ul>	<p>The library provides materials aligned to curriculum in print format only which are:</p> <ul style="list-style-type: none"> <li>● academically aligned</li> </ul>
<p>1.3 Input is requested 80% of the time from students and staff to identify their:</p> <ul style="list-style-type: none"> <li>● personal needs</li> <li>● academic needs</li> </ul>	<p>Input is requested 70% of the time from students and staff to identify their:</p> <ul style="list-style-type: none"> <li>● personal needs</li> <li>● academic needs</li> </ul>	<p>Input is requested 50% of the time from students to identify their personal interests.</p>	<p>Input is requested 40% of the time from students and staff to identify their personal interests.</p>	<p>Input is requested 25% of the time or less from students and staff.</p>

<ul style="list-style-type: none"> <li>informational needs.</li> </ul>	<ul style="list-style-type: none"> <li>informational needs.</li> </ul>			
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Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>1.4 The library provides a consistent way for students to respond to literature using three or more methods such as:</p> <ul style="list-style-type: none"> <li>social media,</li> <li>booktalks/trailers</li> <li>podcasts</li> <li>blog posts</li> <li>reading promotions</li> <li>programs/clubs</li> </ul>	<p>The library provides a consistent way for students to respond to literature using two or more methods such as:</p> <ul style="list-style-type: none"> <li>social media,</li> <li>booktalks/trailers</li> <li>podcasts</li> <li>blog posts</li> <li>reading promotions</li> <li>programs/clubs</li> </ul>	<p>The library provides a consistent way for students to respond to literature using one or more methods such as:</p> <ul style="list-style-type: none"> <li>social media</li> <li>booktalks/trailers</li> <li>podcasts</li> <li>blog posts</li> <li>reading promotions or</li> <li>programs/clubs</li> </ul>	<p>The library provides a consistent way for students to respond to literature using a single method such as:</p> <ul style="list-style-type: none"> <li>social media,</li> <li>booktalks/trailers</li> <li>podcasts</li> <li>blog posts</li> <li>reading promotions or</li> <li>programs/clubs</li> </ul>	<p>The library does not provide a consistent way for students to respond to literature.</p>

2.0 The library program supports, supplements, and elevates the literacy experience through research based strategies and participation in national, state, and local reading initiatives.				
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>2.1 The library program implements and creates lessons using research-based reading strategies 80% of the time.</p>	<p>The library program regularly implements and creates lessons using research-based reading strategies 70% of the time.</p>	<p>The library program often implements lessons using research-based reading strategies 50% of the time.</p>	<p>The library program sometimes implements lessons using research-based reading strategies 40% of the time.</p>	<p>The library program rarely implements lessons using research-based reading strategies 25% of the time.</p>
<p>2.2 The library collaborates quarterly with multiple learning-community partners such as public libraries, and interested businesses to</p>	<p>The library collaborates twice a year with multiple learning-community partners to implement and</p>	<p>The library collaborates yearly with learning-community partners to implement and</p>	<p>The library collaborates every two years with learning-community partners to implement and</p>	<p>The library collaborates every three years or less with learning-community partners to implement and</p>

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implement reading programs and promote reading and literacy.	promote reading and literacy.	promote reading and literacy.	promote reading and literacy.	promote reading and literacy.
2.3 The library program monthly celebrates student participation in: <ul style="list-style-type: none"> <li>● library</li> <li>● school</li> <li>● community sponsored literacy events.</li> </ul>	The library program every other month celebrates student participation in: <ul style="list-style-type: none"> <li>● library</li> <li>● school</li> <li>● community sponsored literacy events.</li> </ul>	The library once a semester celebrates student participation in: <ul style="list-style-type: none"> <li>● library</li> <li>● school sponsored literacy events.</li> </ul>	The library once a year celebrates student participation in: <ul style="list-style-type: none"> <li>● library</li> <li>● school sponsored literacy events.</li> </ul>	The library program every two years or less celebrates student participation in literacy events.

**3.0 Library materials reflect the diversity of the student body, student choice for leisure reading, and reading for information as well as the needs of the curriculum and the state standards.**

<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
3.1 80% of the time, the library solicits input to evaluate and select resources related to the curriculum and reading strategies from: <ul style="list-style-type: none"> <li>● faculty</li> <li>● administrators</li> <li>● library supervisors</li> <li>● peers</li> </ul> Using: <ul style="list-style-type: none"> <li>● library committees</li> <li>● review groups</li> <li>● online methods</li> </ul>	70% of the time, the library solicits input to evaluate and select resources related to the curriculum and reading strategies from: <ul style="list-style-type: none"> <li>● faculty</li> <li>● administrators</li> <li>● library supervisors</li> <li>● peers</li> </ul> Using: <ul style="list-style-type: none"> <li>● library committees</li> <li>● review groups</li> <li>● online methods</li> </ul>	50% of the time, the library solicits input to evaluate and select resources related to the curriculum and reading strategies from: <ul style="list-style-type: none"> <li>● faculty</li> <li>● administrators</li> <li>● library supervisors</li> <li>● peers</li> </ul> Using: <ul style="list-style-type: none"> <li>● library committees</li> <li>● review groups</li> </ul>	40% of the time, the library solicits input to evaluate and select resources related to the curriculum and reading strategies from: <ul style="list-style-type: none"> <li>● faculty</li> <li>● administrators</li> <li>● library supervisors</li> <li>● peers</li> </ul> Using: <ul style="list-style-type: none"> <li>● library committees</li> </ul>	25% of the time, the library solicits input to evaluate and select resources related to the curriculum and reading strategies from: <ul style="list-style-type: none"> <li>● faculty</li> <li>● administrators</li> <li>● library supervisors</li> <li>● peers</li> </ul>

3.2 Library materials reflect state standards in all subject areas.	Library materials reflect state standards in core subject areas.	Library materials reflect state standards in only three core subject areas.	Library materials reflect state standards in only two core subject areas.	Library materials reflect state standards in only one core subject areas.
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Distinguished	Accomplished	Proficient	Developing	Improvement Needed
3.3 The library consults review tools (peer reviews, library periodicals, authoritative sources) when selecting library materials for pleasure and academic reading.	The library consults review tools (peer reviews, library periodicals) when selecting library materials for pleasure and academic reading.	The library consults review tools library periodicals) when selecting library materials for pleasure and academic reading.	The library depends upon review tools which might reflect a bias such as vendor reviews and online sources when selecting library materials for pleasure and academic reading.	No review tools (peer reviews, library periodicals, authoritative sources) are used when selecting library materials for pleasure and academic reading.

4.0 Library programs encourage collaboration with other types of libraries (e.g. public, academic, governmental, special) and information institutions (e.g. museums, institutes, and virtual fieldtrips).				
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
4.1 The library program collaborates monthly with regional libraries and institutions to provide access to additional programs and resources for students and faculty.	The library program collaborates every two months with regional libraries and institutions to provide access to additional programs and resources for students and faculty.	The library program collaborates once a semester with regional libraries and institutions to provide access to additional programs and resources for students and faculty.	The library program collaborates once a year with regional libraries and institutions to provide access to additional programs and resources for students and faculty.	The library program does not provide access to available resources from district, regional, or state-level libraries or institutions.
4.2 The library provides monthly learning experiences to supplement reading and learning through: <ul style="list-style-type: none"> <li>• physical</li> <li>• virtual</li> </ul>	The library provides twice per semester learning experiences to supplement reading and learning through: <ul style="list-style-type: none"> <li>• physical</li> <li>• virtual</li> </ul>	The library provides once per semester learning experiences to supplement reading and learning through: <ul style="list-style-type: none"> <li>• physical</li> <li>• virtual</li> </ul>	The library provides once per year learning experiences to supplement reading and learning through: <ul style="list-style-type: none"> <li>• physical</li> <li>• virtual</li> </ul>	The library provides every two years or less learning experiences to supplement reading and learning through: <ul style="list-style-type: none"> <li>• physical</li> <li>• virtual</li> </ul>

<ul style="list-style-type: none"> <li>distance learning trips to connect with guest speakers such as:</li> <li>authors</li> <li>storytellers</li> <li>subject experts</li> </ul>	<ul style="list-style-type: none"> <li>distance learning trips to connect with guest speakers such as:</li> <li>authors</li> <li>storytellers</li> <li>subject experts</li> </ul>	<ul style="list-style-type: none"> <li>distance learning trips to connect with guest speakers such as:</li> <li>authors</li> <li>storytellers</li> <li>subject experts</li> </ul>	<ul style="list-style-type: none"> <li>distance learning trips to connect with guest speakers such as:</li> <li>authors</li> <li>storytellers</li> <li>subject experts</li> </ul>	<ul style="list-style-type: none"> <li>distance learning trips to connect with guest speakers such as:</li> <li>authors</li> <li>storytellers.</li> <li>subject experts</li> </ul>
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**Evidence:**  
 Observation, conversations, student artifacts, online and social media posts, conference attendance, sharing learning with others,

<b>Data Collection:</b>	
Instruction 1.1, 1.3, 1.4, 2.1	1.0, 3.0
Collection Development 1.2, 3.1, 3.2, 3.3	5.0, 6.0, 7.0, 8.0, 9.0, 10.0
Community Engagement 2.2, 2.3, 4.1, 4.2,	2.0, 4.0?



**STRAND 4 Digital Learning: Effective School Libraries are a vital hub with equitable access to emerging technologies which provide curated and open access to a variety of print and digital resources. They support best instructional practices and curriculum standards through the integration of resources while assessing the impact on student learning.**

**1.0** The library program effectively uses and promotes the use of technology applications and tools across all content areas for discovery, collaboration, critical analysis, creation, and presentation of learning.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Student activities demonstrate use of: <ul style="list-style-type: none"> <li>current and emerging technologies</li> <li>effectively integrating use across all content areas.</li> </ul> 80% of the time.	Student activities demonstrate use of: <ul style="list-style-type: none"> <li>current and emerging technologies</li> <li>effectively integrating use across all content areas.</li> </ul> 70% of the time.	Student activities demonstrate use of: <ul style="list-style-type: none"> <li>current and emerging technologies</li> <li>effectively integrating use across all content areas.</li> </ul> 50% of the time.	Student activities demonstrate use of: <ul style="list-style-type: none"> <li>current and emerging technologies</li> <li>effectively integrating use across all content areas.</li> </ul> 40% of the time.	Student activities demonstrate use of: <ul style="list-style-type: none"> <li>current and emerging technologies</li> <li>effectively integrating use across all content areas.</li> </ul> 25% of the time.

**2.0** The library program encourages learners to engage in real world problem solving and inquiry through location and use of relevant information and digital resources through instruction, experiences, and research guidance.(Does this belong in Inquiry)

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The library program, through <ul style="list-style-type: none"> <li>instruction</li> <li>experiences</li> <li>research, and</li> <li>guidance</li> </ul> encourages learners to	The library program, through <ul style="list-style-type: none"> <li>instruction</li> <li>experiences</li> <li>research, and</li> <li>guidance</li> </ul> encourages learners to	The library program, through <ul style="list-style-type: none"> <li>instruction</li> <li>experiences</li> <li>research, and</li> <li>guidance</li> </ul> encourages learners to	The library program, through <ul style="list-style-type: none"> <li>instruction</li> <li>experiences</li> <li>research, and</li> <li>guidance</li> </ul> encourages learners to	The library program, through <ul style="list-style-type: none"> <li>instruction</li> <li>experiences</li> <li>research, and</li> <li>guidance</li> </ul> encourages learners to

engage in real world problem solving and inquiry through the location and use of relevant information and digital resources in 80% of their activities.	engage in real world problem solving and inquiry through the location and use of relevant information and digital resources in 70% of their activities.	engage in real world problem solving and inquiry through the location and use of relevant information and digital resources in 50% of their activities.	engage in real world problem solving and inquiry through the location and use of relevant information and digital resources in 40% of their activities..	engage in real world problem solving and inquiry through the location and use of relevant information and digital resources in 25% of their activities.
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**3.0 The library program utilizes a variety of engaging technology tools that demonstrate learning in a measurable way.**

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>The library program offers students a variety of engaging technology tools to:</p> <ul style="list-style-type: none"> <li>effectively</li> <li>efficiently, and</li> <li>purposefully</li> </ul> <p>demonstrate learning in 80% of their activities.</p>	<p>The library program offers students a variety of engaging technology tools to:</p> <ul style="list-style-type: none"> <li>effectively</li> <li>efficiently, and</li> <li>purposefully</li> </ul> <p>demonstrate learning in 70% of their activities.</p>	<p>The library program offers students a variety of engaging technology tools to:</p> <ul style="list-style-type: none"> <li>effectively</li> <li>efficiently, and</li> <li>purposefully</li> </ul> <p>demonstrate learning in 50% of their activities.</p>	<p>The library program offers students a variety of engaging technology tools to:</p> <ul style="list-style-type: none"> <li>effectively</li> <li>efficiently, and</li> <li>purposefully</li> </ul> <p>demonstrate learning in 40% of their activities.</p>	<p>The library program offers students a variety of engaging technology tools to:</p> <ul style="list-style-type: none"> <li>effectively</li> <li>efficiently, and</li> <li>purposefully</li> </ul> <p>demonstrate learning in 25% of their activities.</p>

**4.0 The library program actively provides an equitable, diverse, and open collection of digital and print resources including open educational resources(OER) which support the academic and personal needs of students. Virtual library materials are available at point of need.**

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>4.1 80% of the library resources provide:</p> <ul style="list-style-type: none"> <li>equitable</li> <li>diverse</li> <li>openly accessible,</li> </ul>	<p>70% of the library resources provide:</p> <ul style="list-style-type: none"> <li>equitable</li> <li>diverse</li> <li>openly</li> </ul>	<p>50% of the library resources provide:</p> <ul style="list-style-type: none"> <li>equitable</li> <li>diverse</li> <li>openly</li> </ul>	<p>40% of the library resources provide:</p> <ul style="list-style-type: none"> <li>equitable</li> <li>diverse</li> <li>openly</li> </ul>	<p>25% of the library resources provide:</p> <ul style="list-style-type: none"> <li>equitable</li> <li>diverse</li> <li>openly</li> </ul>

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<p>and</p> <ul style="list-style-type: none"> <li>• a balanced point of view</li> </ul> <p>to support the academic and personal needs of students.</p>	<p>accessible, and</p> <ul style="list-style-type: none"> <li>• a balanced point of view</li> </ul> <p>to support the academic and personal needs of students.</p>	<p>accessible, and</p> <ul style="list-style-type: none"> <li>• a balanced point of view</li> </ul> <p>to support the academic and personal needs of students.</p>	<p>accessible, and</p> <ul style="list-style-type: none"> <li>• a balanced point of view</li> </ul> <p>to support the academic and personal needs of students.</p>	<p>accessible, and</p> <ul style="list-style-type: none"> <li>• a balanced point of view</li> </ul> <p>to support the academic and personal needs of students.</p>
<p>4.2 Students are instructed on how to access and use library materials in person, virtually, and in remote locations using a variety of devices.</p>	<p>Students are instructed on how to access and use library materials in person, virtually, and in remote locations.</p>	<p>Students are instructed on how to access and use library materials in person, and virtually.</p>	<p>Students are instructed on how to access and use library materials in person.</p>	<p>Students are not instructed on how to use and access library materials.</p>

**5.0 The library program provides creative, innovative, and ethical use of current and emerging technologies in the construction and presentation of knowledge.**

<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
<p>Student and educators are instructed in the use of current and emerging technologies for the construction and presentation of their knowledge in:</p> <ul style="list-style-type: none"> <li>• creative</li> <li>• ethical, and</li> <li>• innovative</li> </ul> <p>ways 80% of the time.</p>	<p>Student and educators are instructed in the use of current and emerging technologies for the construction and presentation of their knowledge in:</p> <ul style="list-style-type: none"> <li>• creative</li> <li>• ethical, and</li> <li>• innovative</li> </ul> <p>ways 70% of the time.</p>	<p>Student and educators are instructed in the use of current and emerging technologies for the construction and presentation of their knowledge in:</p> <ul style="list-style-type: none"> <li>• creative</li> <li>• ethical, and</li> <li>• innovative</li> </ul> <p>ways 50% of the time.</p>	<p>Student and educators are instructed in the use of current and emerging technologies for the construction and presentation of their knowledge in:</p> <ul style="list-style-type: none"> <li>• creative</li> <li>• ethical, and</li> <li>• innovative</li> </ul> <p>ways 40% of the time.</p>	<p>Student and educators are instructed in the use of current and emerging technologies for the construction and presentation of their knowledge in:</p> <ul style="list-style-type: none"> <li>• creative</li> <li>• ethical, and</li> <li>• innovative</li> </ul> <p>ways 25% of the time.</p>

<b>6.0 The library program models and encourages the understanding of policies and procedures for responsible use of digital tools.</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
<p>Library activities comply with:</p> <ul style="list-style-type: none"> <li>● board policies</li> <li>● legislation, and</li> <li>● regulations of the district's responsible use documents</li> </ul> <p>80% of the time.</p>	<p>Library activities comply with:</p> <ul style="list-style-type: none"> <li>● board policies</li> <li>● legislation, and</li> <li>● regulations of the district's responsible use policy</li> </ul> <p>70% of the time.</p>	<p>Library activities comply with:</p> <ul style="list-style-type: none"> <li>● board policies</li> <li>● legislation, and</li> <li>● regulations of the district's responsible use policy</li> </ul> <p>50% of the time.</p>	<p>Library activities comply with:</p> <ul style="list-style-type: none"> <li>● board policies</li> <li>● legislation, and</li> <li>● regulations of the district's responsible use policy</li> </ul> <p>40% of the time.</p>	<p>Library activities comply with:</p> <ul style="list-style-type: none"> <li>● board policies</li> <li>● legislation, and</li> <li>● regulations of the district's responsible use policy</li> </ul> <p>25% of the time.</p>

<b>7.0 The library encourages students to use digital intellectual property responsibly, understand current copyright rules, make responsible online decisions, understand the significance of a digital identity, and use positive digital citizenship practices.</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
<p>Through the library, students are encouraged to:</p> <ul style="list-style-type: none"> <li>● maintain a reputable digital identity</li> <li>● model effective use of tenets of digital citizenship and</li> <li>● use digital intellectual property responsibly</li> </ul>	<p>Through the library, students are encouraged to:</p> <ul style="list-style-type: none"> <li>● maintain a reputable digital identity</li> <li>● model effective use of tenets of digital citizenship and</li> <li>● use digital intellectual property responsibly</li> </ul>	<p>Through the library, students are encouraged to:</p> <ul style="list-style-type: none"> <li>● maintain a reputable digital identity</li> <li>● model effective use of tenets of digital citizenship and</li> <li>● use digital intellectual property responsibly</li> </ul>	<p>Through the library, students are encouraged to:</p> <ul style="list-style-type: none"> <li>● maintain a reputable digital identity</li> <li>● model effective use of tenets of digital citizenship and</li> <li>● use digital intellectual property responsibly</li> </ul>	<p>Through the library, students are encouraged to:</p> <ul style="list-style-type: none"> <li>● maintain a reputable digital identity</li> <li>● model effective use of tenets of digital citizenship and</li> <li>● use digital intellectual property responsibly</li> </ul>

in 80% of their activities.	in 70% of their activities.	in 50% of their activities.	in 40% of their activities.	in 25% of their activities.
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**Evidence:**

Artifacts (student work), demonstrations of technology, observations, Student curate their own or library websites; students able to identify inappropriately filtered sites; website and database statistics demonstrate access, training logs, checklists of student accomplishments, publicly displayed in a variety of locations, checklists tracking training and topics covered, virtual training, survey results, formative and summative assessments, performance tasks, student portfolios.

Data Collection:	
Instruction: 1.0, 2.0, 3.0, 4.1-4.2, 5.0, 7.0	1.0, 3.0
Tools: 3.0	10.0, 14.0
Policies and Procedures 6.0	15.0, 16.0 ?

**STRAND 5 SAFE AND NURTURING ENVIRONMENT: School libraries are essential, safe, and flexible environments and are inviting centers for teaching and learning.**

<b>1.0 The unique, individual, and diverse needs of students are recognized and appreciated in the library learning environment.</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
The library <ul style="list-style-type: none"> <li>celebrates diversity</li> <li>has a balanced literary selection</li> <li>conducts monthly celebrations</li> </ul>	The library <ul style="list-style-type: none"> <li>celebrates diversity</li> <li>has a balanced literary selection</li> <li>Conducts celebrations twice per semester</li> </ul>	The library <ul style="list-style-type: none"> <li>celebrates diversity</li> <li>has a balanced literary selection</li> <li>conducts celebrations once per semester</li> </ul>	The library <ul style="list-style-type: none"> <li>celebrates diversity</li> <li>has a balanced literary selection</li> <li>conducts celebrations once per year</li> </ul>	The library <ul style="list-style-type: none"> <li>celebrates diversity</li> <li>has a balanced literary selection</li> <li>Conducts celebrations every two years or less</li> </ul>

<b>2.0 Understand the principles of effective library design as defined by state and federal guidelines for a facility that can serve individual students, small groups, and classes at the same time.</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
The library facility has space for: <ul style="list-style-type: none"> <li>Individual students,</li> <li>small groups and/or classes</li> <li>simultaneously access</li> <li>an inclusive, safe, and aesthetically appealing flexible space</li> <li>meets state and federal mandates</li> <li>learners to</li> </ul>	The library facility has space for: <ul style="list-style-type: none"> <li>Individual students,</li> <li>small groups and/or classes</li> <li>simultaneously access</li> <li>an inclusive, safe, and aesthetically appealing flexible space</li> <li>meets state and federal mandates</li> <li>learners to connect,</li> </ul>	The library facility has space for: <ul style="list-style-type: none"> <li>Individual students,</li> <li>small groups and/or classes</li> <li>simultaneously access</li> <li>an inclusive, safe, and aesthetically appealing flexible space</li> <li>meets state and federal mandates</li> <li>learners to connect,</li> </ul>	The library facility has space for: <ul style="list-style-type: none"> <li>Individual students,</li> <li>small groups and/or classes</li> <li>simultaneously access</li> <li>an inclusive, safe, and aesthetically appealing flexible space</li> <li>meets state and federal mandates</li> <li>learners to connect,</li> </ul>	The library facility has space for: <ul style="list-style-type: none"> <li>Individual students,</li> <li>small groups and/or classes</li> <li>simultaneously access</li> <li>an inclusive, safe, and aesthetically appealing flexible space</li> <li>meets state and federal mandates</li> <li>learners to connect,</li> </ul>

connect, collaborate, and co-construct knowledge 80% of the time.	collaborate, and co-construct knowledge 70% of the time.	collaborate, and co-construct knowledge 50% of the time.	collaborate, and co-construct knowledge 40% of the time.	collaborate, and co-construct knowledge 25% of the time.
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**3.0 Extended library based learning opportunities through family and community-centered activities.**

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>The library offers programs that:</p> <ul style="list-style-type: none"> <li>include family participation</li> <li>include learning community participation</li> <li>take place both during and beyond the school day</li> <li>at least once a month</li> </ul>	<p>The library offers programs that:</p> <ul style="list-style-type: none"> <li>include family participation</li> <li>include learning community participation</li> <li>take place both during and beyond the school day</li> <li>at least twice per semester</li> </ul>	<p>The library offers programs that:</p> <ul style="list-style-type: none"> <li>include family participation</li> <li>include learning community participation</li> <li>take place both during and beyond the school day</li> <li>at least once per semester</li> </ul>	<p>The library offers programs that:</p> <ul style="list-style-type: none"> <li>include family participation</li> <li>include learning community participation</li> <li>at least once per year</li> </ul>	<p>The library offers programs that:</p> <ul style="list-style-type: none"> <li>include family participation</li> <li>every two years or less</li> </ul>

**4.0 The library media program is a central element in the life of the school in terms of impact on student achievement, digital literacy skills and school climate/culture.**

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>The library program is:</p> <ul style="list-style-type: none"> <li>recognized as a central element of school life</li> <li>contributes to</li> </ul>	<p>The library program is:</p> <ul style="list-style-type: none"> <li>recognized as a central element of school life</li> <li>contributes to</li> </ul>	<p>The library program is:</p> <ul style="list-style-type: none"> <li>recognized as a central element of school life</li> <li>contributes to</li> </ul>	<p>The library program is:</p> <ul style="list-style-type: none"> <li>recognized as a central element of school life</li> <li>contributes to</li> </ul>	<p>The library program is:</p> <ul style="list-style-type: none"> <li>recognized as a central element of school life</li> </ul>

digital literacy <ul style="list-style-type: none"> <li>• contributes to the school climate</li> <li>• contributes to student success</li> </ul>	digital literacy <ul style="list-style-type: none"> <li>• contributes to the school climate</li> <li>• contributes to student success</li> </ul>	digital literacy <ul style="list-style-type: none"> <li>• contributes to the school climate</li> </ul>	digital literacy	
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**5.0** The library facility provides an inviting location with consideration for safety and access by all and with appropriate signage to indicate services, protocols and expectations.

<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
Based on input from students and teachers, the library facility is considered: <ul style="list-style-type: none"> <li>• inviting to students, staff, and community</li> <li>• has clear, readable, signage for each area/section</li> <li>• has designated protocols for access and safety</li> </ul>	Based on input from students and teachers, the library facility is: <ul style="list-style-type: none"> <li>• inviting to students, staff, and community</li> <li>• has clear, readable, signage for each area</li> <li>• has designated protocols for access and safety</li> </ul>	Based on input from students and teachers, the library facility is: <ul style="list-style-type: none"> <li>• inviting to students, staff, and community</li> <li>• has clear, readable, signage for each area</li> </ul>	Based on input from students and teachers, the library facility is: <ul style="list-style-type: none"> <li>• inviting to students, staff, and community</li> <li>• has minimal clear, readable, signage</li> </ul>	Based on input from students and teachers, the library facility is: <ul style="list-style-type: none"> <li>• inviting to students, staff, and community</li> </ul>

**Evidence:**

Observations; Conversations; Student Projects, Library Displays & Décor; Online and/or Social Media (where applicable)  
 Library as a multi-use facility; Users are able to participate in a variety of learning opportunities in a group atmosphere; ADA Compliant Book Fair; Creation Areas; Book Clubs; Poetry Readings, Virtual Libraries; Reading Nights; Guest Readers; Summer Library Hours with compensation, other special events.  
 Welcoming Environment, Ongoing Diverse Library Activities, High Usage, Student Ownership, Student Involvement, Student Test Scores



Data Collection:	
Special Events 1.0, 3.0,	2.0
Space 2.0, 5.0	15.0, 16.0
School Climate 4.0	

**STRAND 6 LEADERSHIP: School library program activities show evidence of best practices when modeled by a full-time, certified school librarian in every school supported by trained paraprofessionals.**

**1.0** The school library program facilitates and models leadership activities, best practices, and professional development across campus, district, and professional communities. The program promotes collaboration among members of the learning community and encourages learners to be independent lifelong users and producers of ideas and information.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>1.1 The library program demonstrates throughout the school community:</p> <ul style="list-style-type: none"> <li>● best practices</li> <li>● evidence based practices to improve student achievement</li> <li>● use of high educational standards and</li> <li>● professionalism at least 80% of the time.</li> </ul>	<p>The library program demonstrates throughout the school community:</p> <ul style="list-style-type: none"> <li>● best practices</li> <li>● evidence based practices to improve student achievement</li> <li>● use of high educational standards and</li> <li>● professionalism at least 70% of the time.</li> </ul>	<p>The library program demonstrates throughout the school community:</p> <ul style="list-style-type: none"> <li>● best practices</li> <li>● evidence based practices to improve student achievement</li> <li>● use of high educational standards and</li> <li>● professionalism at least 50% of the time.</li> </ul>	<p>The library program demonstrates throughout the school community:</p> <ul style="list-style-type: none"> <li>● best practices</li> <li>● evidence based practices to improve student achievement</li> <li>● use of high educational standards and</li> <li>● professionalism at least 40% of the time.</li> </ul>	<p>The library program demonstrates throughout the school community:</p> <ul style="list-style-type: none"> <li>● best practices</li> <li>● evidence based practices to improve student achievement</li> <li>● use of high educational standards and</li> <li>● professionalism 25% of the time or less.</li> </ul>
<p>1.2 The library program resources are aligned with:</p> <ul style="list-style-type: none"> <li>● school,</li> <li>● district,</li> <li>● state,</li> <li>● and national educational standards</li> </ul>	<p>The library program resources are aligned with:</p> <ul style="list-style-type: none"> <li>● school,</li> <li>● district,</li> <li>● and state, educational standards</li> </ul>	<p>The library program resources are aligned with:</p> <ul style="list-style-type: none"> <li>● school and</li> <li>● district educational standards</li> </ul>	<p>The library program resources are aligned with:</p> <ul style="list-style-type: none"> <li>● school educational standards</li> </ul>	<p>The library program resources are not aligned with:</p> <ul style="list-style-type: none"> <li>● school,</li> <li>● district,</li> <li>● state,</li> <li>● and national educational standards</li> </ul>

<b>2.0 The library program activities and lessons are aligned to campus and/or library community needs for purposeful professional development.</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
<p>2.1 Professional development activities are aligned with:</p> <ul style="list-style-type: none"> <li>● campus</li> <li>● district</li> <li>● and/or library needs</li> </ul> <p>80% of the time.</p>	<p>Professional development activities are aligned with:</p> <ul style="list-style-type: none"> <li>● campus</li> <li>● district</li> <li>● and/or library needs</li> </ul> <p>70% of the time.</p>	<p>Professional development activities are aligned with:</p> <ul style="list-style-type: none"> <li>● campus</li> <li>● district</li> <li>● and/or library needs</li> </ul> <p>50% of the time.</p>	<p>Professional development activities are aligned with:</p> <ul style="list-style-type: none"> <li>● campus</li> <li>● District</li> <li>● and/or library needs</li> </ul> <p>40% of the time.</p>	<p>Professional development activities are aligned with:</p> <ul style="list-style-type: none"> <li>● campus</li> <li>● district</li> <li>● and/or library needs</li> </ul> <p>25% of the time.</p>
<p>2.2 Library staff professional development activities are focused on:</p> <ul style="list-style-type: none"> <li>● new trends</li> <li>● best practices</li> <li>● emerging technologies</li> </ul> <p>80% of the time.</p>	<p>Library staff professional development activities are focused on:</p> <ul style="list-style-type: none"> <li>● new trends</li> <li>● best practices</li> <li>● emerging technologies</li> </ul> <p>70% of the time.</p>	<p>Library staff professional development activities are focused on:</p> <ul style="list-style-type: none"> <li>● new trends</li> <li>● best practices</li> <li>● emerging technologies</li> </ul> <p>50% of the time.</p>	<p>Library staff professional development activities are focused on:</p> <ul style="list-style-type: none"> <li>● new trends</li> <li>● best practices</li> <li>● emerging technologies</li> </ul> <p>40% of the time.</p>	<p>Library staff professional development activities are focused on:</p> <ul style="list-style-type: none"> <li>● new trends</li> <li>● best practices</li> <li>● emerging technologies</li> </ul> <p>25% of the time.</p>
<p>2.3 Library staff participate in professional development as a learner and as a teacher in:</p> <ul style="list-style-type: none"> <li>● local</li> <li>● state</li> <li>● and national conferences</li> </ul>	<p>Library staff participate in professional development as a learner and a teacher in:</p> <ul style="list-style-type: none"> <li>● local</li> <li>● state conferences</li> </ul>	<p>Library staff participate in professional development as a learner:</p> <ul style="list-style-type: none"> <li>● local</li> <li>● state conferences</li> </ul>	<p>Library staff participates in professional development as a learner in:</p> <ul style="list-style-type: none"> <li>● local conferences</li> </ul>	<p>Library staff does not participate in professional development as a learner:</p> <ul style="list-style-type: none"> <li>● local</li> <li>● state</li> <li>● or national conferences</li> </ul>

<b>3.0 The library program is included in campus and district leadership planning.</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
The library program is included in campus and district leadership planning 80% of the time.	The library program is included in campus and district leadership planning 70% of the time..	The library program is included in campus and district leadership planning 50% of the time..	The library program is included in campus and district leadership planning 40% of the time.	The library program is included in campus and district leadership planning 25% of the time..

<b>4.0 In order to improve student outcomes, library program activities are evaluated using data analysis.</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
<p>The library program uses data analysis monthly:</p> <ul style="list-style-type: none"> <li>● to implement programs for student success</li> <li>● to support evidence of student achievement</li> </ul>	<p>The library program uses data analysis every two months:</p> <ul style="list-style-type: none"> <li>● to implement programs for student success</li> <li>● to support evidence of student achievement</li> </ul>	<p>The library program uses data analysis twice per semester:</p> <ul style="list-style-type: none"> <li>● to implement programs for student success</li> <li>● to support evidence of student achievement</li> </ul>	<p>The library program uses data analysis once per semester:</p> <ul style="list-style-type: none"> <li>● to implement programs for student success</li> <li>● to support evidence of student achievement</li> </ul>	<p>The library program uses data analysis yearly:</p> <ul style="list-style-type: none"> <li>● to implement programs for student success</li> <li>● To support evidence of student achievement.</li> </ul>

**5.0** The library program activities are designed to ensure that all students have appropriate, flexible, and equal access to print and digital resources necessary for classroom success and student's individual growth.

<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
<p>5.1 Library program activities provided offer:</p> <ul style="list-style-type: none"> <li>● developmentally appropriate print and digital resources</li> <li>● equal access to all students and classes</li> <li>● and complies with ADA (American with Disabilities Act) guidelines</li> </ul> <p>80% of the time.</p>	<p>Library program activities provided offer:</p> <ul style="list-style-type: none"> <li>● developmentally appropriate print and digital resources</li> <li>● equal access to all students and classes</li> <li>● and complies with ADA (American with Disabilities Act) guidelines</li> </ul> <p>70% of the time.</p>	<p>Library program activities provided offer:</p> <ul style="list-style-type: none"> <li>● developmentally appropriate print and digital resources</li> <li>● equal access to all students and classes</li> <li>● and complies with ADA (American with Disabilities Act) guidelines</li> </ul> <p>50% of the time.</p>	<p>Library program activities provided offer:</p> <ul style="list-style-type: none"> <li>● developmentally appropriate print and digital resources</li> <li>● equal access to all students and classes</li> <li>● and complies with ADA (American with Disabilities Act) guidelines</li> </ul> <p>40% of the time.</p>	<p>Library program activities provided offer:</p> <ul style="list-style-type: none"> <li>● developmentally appropriate print and digital resources</li> <li>● equal access to all students and classes</li> <li>● and complies with ADA (American with Disabilities Act) guidelines</li> </ul> <p>25% of the time.</p>
<p>5.2 The library program is scheduled 80% of the time for:</p> <ul style="list-style-type: none"> <li>● flexibility</li> <li>● point of need use</li> <li>● curriculum support</li> <li>● personalized learning</li> </ul>	<p>The library program is scheduled 70% of the time for:</p> <ul style="list-style-type: none"> <li>● flexibility</li> <li>● point of need use</li> <li>● curriculum support</li> <li>● personalized learning</li> </ul>	<p>The library program is scheduled 50% of the time for:</p> <ul style="list-style-type: none"> <li>● flexibility</li> <li>● point of need use</li> <li>● curriculum support</li> <li>● personalized learning</li> </ul>	<p>The library program is scheduled 40% of the time for:</p> <ul style="list-style-type: none"> <li>● flexibility</li> <li>● point of need use</li> <li>● curriculum support</li> <li>● personalized learning</li> </ul>	<p>The library program is scheduled 25% of the time for:</p> <ul style="list-style-type: none"> <li>● flexibility</li> <li>● point of need use</li> <li>● curriculum support</li> <li>● personalized learning</li> </ul>

**6.0** Collection development follows age-appropriate principles of intellectual freedom as approved in local policy [EFA](#), federal law ([1st Amendment](#)), and best library practices ([Library Bill of Rights](#)). Student privacy is protected as indicated by best library practices and federal [FERPA](#) law.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>6.1 The library advocates for and protects each user's right to:</p> <ul style="list-style-type: none"> <li>privacy</li> <li>confidentiality</li> <li>age-appropriate principles of intellectual freedom</li> </ul> <p>80% of the time.</p>	<p>The library advocates for and protects each user's right to:</p> <ul style="list-style-type: none"> <li>privacy</li> <li>confidentiality</li> <li>age-appropriate principles of intellectual freedom</li> </ul> <p>70% of the time</p>	<p>The library advocates for and protects each user's right to:</p> <ul style="list-style-type: none"> <li>privacy</li> <li>confidentiality</li> <li>age-appropriate principles of intellectual freedom</li> </ul> <p>50% of the time</p>	<p>The library advocates for and protects each user's right to:</p> <ul style="list-style-type: none"> <li>privacy</li> <li>confidentiality</li> <li>age-appropriate principles of intellectual freedom</li> </ul> <p>40% of the time</p>	<p>The library advocates for and protects each user's right to:</p> <ul style="list-style-type: none"> <li>privacy</li> <li>confidentiality</li> <li>age-appropriate principles of intellectual freedom</li> </ul> <p>25% of the time</p>
<p>6.2 Library policies and procedures:</p> <ul style="list-style-type: none"> <li>are revised once per year</li> <li>approved by administrators</li> <li>provided in a manual form</li> <li>available online for stakeholder review</li> </ul>	<p>Library policies and procedures:</p> <ul style="list-style-type: none"> <li>are revised once every two years</li> <li>approved by administrators</li> <li>provided in a manual form</li> <li>available online for stakeholder review</li> </ul>	<p>Library policies and procedures:</p> <ul style="list-style-type: none"> <li>are revised once every three years</li> <li>approved by administrators</li> <li>provided in a manual form</li> <li>available online for stakeholder review</li> </ul>	<p>Library policies and procedures:</p> <ul style="list-style-type: none"> <li>are revised once every four years</li> <li>approved by administrators</li> <li>provided in a manual form</li> <li>available online for stakeholder review</li> </ul>	<p>Library policies and procedures:</p> <ul style="list-style-type: none"> <li>are revised once every five years</li> <li>approved by administrators</li> <li>provided in a manual form</li> <li>available online for stakeholder review</li> </ul>

**7.0** The library program has an updated library Mission, Vision, and Strategic Plan (M/V/S) in alignment with campus, district, and statewide plans. Plan is updated every 3-5 years.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>The library program has an updated Mission, Vision, and Strategic Plan that is:</p> <ul style="list-style-type: none"> <li>aligned with campus</li> <li>district</li> <li>statewide standards</li> <li>stresses literacy</li> <li>critical thinking</li> <li>digital literacy</li> <li>accessibility for all users</li> <li>and is updated every 3 to 5 years</li> </ul>	<p>The library program has an updated Mission, Vision, and Strategic Plan that is:</p> <ul style="list-style-type: none"> <li>aligned with campus</li> <li>District</li> <li>Statewide standards</li> <li>stresses literacy</li> <li>critical thinking</li> <li>digital literacy</li> <li>accessibility for all users</li> <li>and is updated every 5 to 10 years</li> </ul>	<p>The library program has an updated Mission, Vision, and Strategic Plan that is:</p> <ul style="list-style-type: none"> <li>aligned with campus</li> <li>district</li> <li>statewide standards</li> <li>stresses literacy,</li> <li>critical thinking,</li> <li>digital literacy,</li> <li>and accessibility for all users</li> </ul>	<p>The library program has a Mission, Vision, and Strategic Plan that is:</p> <ul style="list-style-type: none"> <li>stresses literacy,</li> <li>critical thinking,</li> <li>digital literacy,</li> <li>and accessibility for all users</li> </ul>	<p>The library program does not have a Mission, Vision, and Strategic Plan.</p>

**8.0** The library program budgets are used to purchase and update print and digital resources, including student and faculty requests, curricular needs, and support instructional programming.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>The library updates print and digital resources on a monthly basis in order to support:</p> <ul style="list-style-type: none"> <li>instructional programming</li> <li>student and faculty requests</li> <li>meets curricular needs</li> </ul>	<p>The library updates print and digital resources twice per semester in order to support:</p> <ul style="list-style-type: none"> <li>instructional programming</li> <li>student and faculty requests</li> <li>curricular needs</li> </ul>	<p>The library program updates print and digital resources once per semester in order to support:</p> <ul style="list-style-type: none"> <li>instructional programming</li> <li>student and faculty request</li> <li>curricular needs</li> </ul>	<p>The library updates print and digital resources once per year in order to support:</p> <ul style="list-style-type: none"> <li>instructional programming</li> <li>student and faculty requests</li> <li>meets curricular needs</li> </ul>	<p>The library updates print and digital resources once every two years or less in order to support:</p> <ul style="list-style-type: none"> <li>instructional programming</li> <li>student and faculty requests</li> <li>meets curricular needs</li> </ul>

**9.0 The library program provides staff and volunteer training including positive customer service, digital learning resources and library organization.**

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>The library program provides staff and volunteer training at least once per month that includes:</p> <ul style="list-style-type: none"> <li>positive customer services</li> <li>digital resources</li> <li>library organization</li> <li>scheduling that maximizes student access</li> </ul>	<p>The library program provides staff and volunteer training at least twice per semester that includes:</p> <ul style="list-style-type: none"> <li>positive customer services</li> <li>digital resources</li> <li>library organization</li> <li>scheduling that maximizes student access</li> </ul>	<p>The library program provides staff and volunteer training at least once per semester that includes:</p> <ul style="list-style-type: none"> <li>positive customer services</li> <li>digital resources</li> <li>library organization</li> <li>scheduling that maximizes student access</li> </ul>	<p>The library program provides staff and volunteer training at least once per year that includes:</p> <ul style="list-style-type: none"> <li>positive customer services</li> <li>digital resources</li> <li>library organization</li> <li>scheduling that maximizes student access</li> </ul>	<p>The library program provides staff and volunteer training every two years or less that includes:</p> <ul style="list-style-type: none"> <li>positive customer service</li> <li>digital resources</li> <li>library organization</li> <li>scheduling that maximizes student access</li> </ul>

**10.0 The library program works with stakeholders (parents, teachers, administrators, library partners, and interested community members,) to demonstrate how library activities support student achievement .**

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>10.1 The library program works with stakeholders (parents, teachers, students, administrators, other library partners and community members) monthly to promote library activities.</p>	<p>The library program works with stakeholders (parents, teachers, students, administrators, other library partners and community members) every other month to promote library activities.</p>	<p>The library program works with stakeholders (parents, teachers, students, administrators, other library partners and community members) every semester to promote library activities.</p>	<p>The library program works with stakeholders (parents, teachers, students, administrators, other library partners and community members) yearly to promote library activities.</p>	<p>The library program works with stakeholders (parents, teachers, students, administrators, other library partners and community members) every two years or less to promote library activities.</p>
<p>10.2 The library contributes twice monthly to:</p> <ul style="list-style-type: none"> <li>campus</li> </ul>	<p>The library contributes once monthly to:</p> <ul style="list-style-type: none"> <li>campus</li> </ul>	<p>The library contributes twice per semester to:</p> <ul style="list-style-type: none"> <li>campus</li> </ul>	<p>The library contributes once per semester to:</p> <ul style="list-style-type: none"> <li>campus</li> </ul>	<p>The library program contributes once per year or less to:</p>



<ul style="list-style-type: none"> <li>communications</li> <li>collaboration with community partners</li> <li>projects and activities</li> </ul>	<ul style="list-style-type: none"> <li>communications</li> <li>collaboration with community partners</li> <li>projects and activities</li> </ul>	<ul style="list-style-type: none"> <li>communications</li> <li>collaboration with community partners</li> <li>projects and activities</li> </ul>	<ul style="list-style-type: none"> <li>communications</li> <li>collaboration with community partners</li> <li>projects and activities</li> </ul>	<ul style="list-style-type: none"> <li>campus communications</li> <li>collaboration with community partners</li> <li>projects and activities</li> </ul>
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**11.0** The library program activities show evidence of ethical and professional practices that promote each learner’s academic and personal success. Principles adapted from the ALA Code of Ethics, (AASL-PSEL).

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
80% of library resources provide: <ul style="list-style-type: none"> <li>varying levels of difficulty</li> <li>diversity of appeal</li> <li>viewpoints that present various sides</li> <li>controversial issues</li> <li>opportunities for students to develop skills in critical analysis</li> <li>opportunities for students to make informed judgments</li> </ul>	70% of library resources provide: <ul style="list-style-type: none"> <li>varying levels of difficulty</li> <li>diversity of appeal</li> <li>viewpoints that present various sides</li> <li>controversial issues</li> <li>opportunities for students to develop skills in critical analysis</li> <li>opportunities for students to make informed judgments.</li> </ul>	50% of library resources provide: <ul style="list-style-type: none"> <li>varying levels of difficulty</li> <li>diversity of appeal</li> <li>viewpoints that present various sides</li> <li>controversial issues</li> <li>opportunities for students to develop skills in critical analysis</li> <li>opportunities for students to make informed judgments</li> </ul>	40% of library resources provide: <ul style="list-style-type: none"> <li>varying levels of difficulty</li> <li>diversity of appeal</li> <li>viewpoints that present various sides</li> <li>controversial issues</li> <li>opportunities for students to develop skills in critical analysis</li> <li>opportunities for students to make informed judgments</li> </ul>	25% or less of library resources provide: <ul style="list-style-type: none"> <li>varying levels of difficulty</li> <li>diversity of appeal</li> <li>viewpoints that present various sides</li> <li>controversial issues</li> <li>opportunities for students to develop skills in critical analysis</li> <li>opportunities for students to make informed judgments</li> </ul>

**Evidence:**

Reviews for resources ordered, examples of student works (artifacts), action research results, survey results, library usage statistics, lesson plans, flyers and brochures related to library services, library guides matched to standards, the library website, results of

projects that can establish causality between services/lessons and student achievement, student observations, student conversations, online and social media posts, conference attendance, sharing learning with others, Evaluations of professional development workshops implemented, survey results assessing the school community's professional development needs, evidence of presentations at conferences.

Committee invitations, communications, and meeting notes; examples of committee projects completed.

Examples of library materials, lessons showing accommodations and strategies for differentiated learning styles, evidence of collaboration with Special Education teachers, weekly library schedules.

Library policy statements and actions taken for challenges (if any).

Copies of the old and new Mission, Vision, and Strategic Plan, statements on how the library mission, vision, and strategic plan supports literacy, critical thinking, technology, and accessibility, evidence of activities supporting the mission, vision, and strategic plan.

Copies of current policies, evidence that policies are placed online or in a location accessible to the school community, letters showing approval for the current policies.

Library collection statistics such as Follett reports, weeding reports, grant applications, letters requesting community support, charts aligning new/recently purchased materials to specific curriculum areas, needs assessments.

Recruitment materials for volunteers, job statements and responsibilities for staff and volunteers, materials documenting professional development for staff and volunteers, schedules and examples of weekly tasks completed by volunteers and staff.

Evidence of soliciting community feedback on purchases, evidence (reviews, charts) of alignment of resources to the curriculum, copies of materials distributed to stakeholders, copies of data collected (i.e. surveys, library statistics, changes in test scores in relation to programming).

Copies of distributed reports, meetings attended, emails, elevator speeches, social media messages, website pages, and marketing materials.

Descriptions of programs implemented, pictures showing programs, materials distributed for programs, notes from meetings, feedback from attendees (students, parents, administrators, teachers), recordings of programs, statistics.

Copies of distributed reports, meetings attended, emails, elevator speeches, social media messages, website pages, and marketing materials.

Notes regarding requests, emails, reports on collaborative programs, feedback from stakeholders, evidence of programming supporting intellectual freedom for all stakeholders (i.e. banned books week, copyright workshops, etc.)

Data Collection:	
Instruction: 1.0-1.2, 11.0	1.0, 3.0-3.2

Professional Development 2.0-2.3	
Policy and Procedures, Data, Planning 3.0, 4.0, 6.0-6.2, 7.0	
Space 5.0-5.2	15.0,-15.2, 16.0-16.3, 2.0
Collection Development 5.0-5.1	5.0, 6.0, 7.0-7.2, 8.0-8.2, 9.0-9.2, 10.0
Budget 8.0	11.0, 12.0
Staffing 9.0	17.0, 18.0, 19.0
Community 10.0-10.2	4.0

## Ways to Collect Data to Support Library Program

### STRAND 7 DATA COLLECTION: Data collection involving service to students and teachers

1.0 Percentage of students receiving instruction from the librarian either in person or virtually each grading period.				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
Elementary 90% Secondary 70%	Elementary 80% Secondary 60%	Elementary 70% Secondary 50%	Elementary 60% Secondary 40%	Elementary 50% Secondary 30%

2.0 Special Programming and Events				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
The library program consistently provides special programming and events such as literacy nights, book fairs, author visits, and student literary readings.	The library program frequently provides special programming and events such as literacy nights, book fairs, author visits, and student literary readings.	The library program occasionally provides special programming and events such as literacy nights, book fairs, author visits, and student literary readings.	The library program seldom provides special programming and events such as literacy nights, book fairs, author visits, and student literary readings.	The library program rarely provides special programming and events such as literacy nights, book fairs, author visits, and student literary readings.

3.0 Collaboration includes co-teaching, co-creating, and co-assessing lessons with teachers.				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
3.1 The library program consistently collaborates with 80% of core classroom teachers to plan, teach and evaluate engaging lessons.	The library program regularly collaborates with 70% of core classroom teachers to plan, teach and evaluate engaging lessons.	The library program initiates collaboration with 50% of core classroom teachers to plan and teach lessons.	The library program collaborates when requested with 30% of core classroom teachers to get ideas about what to include in library	The library program rarely plans with 10% of core classroom teachers, teaching random lessons.

			lessons.	
3.2 Lessons integrate information skills with core curricular objectives that encourage higher order thinking.	Lessons integrate information skills with core curricular objectives that encourage independent thinking.	Lessons integrate information skills with core curricular objectives.	Lessons tend to focus either on information skills or core content with little integration.	Lessons are not connected to curricular needs. Lessons are largely rote requiring little inquiry or effort from students.

<b>4.0 Extended Hours (in person, or via text, email, chat, or other virtual means)</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
The library program offers extended hours sixty minutes before or after school, and/or during non-instructional time more than twice weekly.	The library program offers extended hours forty-five minutes before or after school, and/or during non-instructional time more than twice weekly.	The library program offers extended hours thirty minutes before or after school, and/or during non-instructional time weekly.	The library program offers extended hours thirty minutes before or after school, and/or during non-instructional time twice monthly.	The library program rarely or never provides extended hours.

**Collection**

<b>5.0 Collection Age</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
Average copyright date no more than 10 years, while following a recognized weeding manual.	Average copyright date no more than 12 years.	Average copyright date no more than 14 years.	Average copyright date no more than 16 years.	Average copyright date is more than 16 years.

<b>6.0 Collection Refresh Rate</b> *Refresh means removing outdated or worn items and replacing or adding updated items.				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
At least 5% of the collection, including audiobooks and ebooks, is refreshed annually.	At least 4% of the collection, including audiobooks and ebooks, is refreshed annually.	At least 3% of the collection, including audiobooks and ebooks, is refreshed annually.	At least 2% of the collection, including audiobooks and ebooks, is refreshed annually.	Less than 1% of the collection, including audiobooks and ebooks, is refreshed annually.

**Collection Size - Minimum recommendations (Libraries Count, AASL, 2012)**

<b>7.0 Elementary Minimum Collection Size of Print and Digital Resources</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
7.1 15,000 print or 18 books per student whichever is greater	13,000 print or 16 books per student whichever is greater.	11,000 print or 14 books per student whichever is greater.	9,000 print or 12 books per student whichever is greater.	Less than 7,000 books or fewer than 12 books per student whichever is greater.
7.2 2,600 digital or 80% print/20% digital ratio	Fewer than 20% digital materials	Fewer than 15% digital materials	Fewer than 10% digital materials	No digital resources
<b>8.0 Secondary Minimum Collection Size of Print and Digital Resources</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
8.1 13,000 print or 16 books per student whichever is greater.	12,000 print or 14 books per student whichever is greater.	10,000 print or 12 books per student whichever is greater.	8,000 or 10 books per student whichever is greater.	Less than 8,000 books or fewer than 10 books per student whichever is greater.
8.2. 3,600 digital or 60% print/40% digital ratio	Fewer than 30% digital materials	Fewer than 20% digital materials	Fewer than 10% digital materials	No digital resources

<b>9.0 Use of Resources (Print and Digital) Per Student - Average (total circulation for year divided by the total # of students including "in-house" usage)</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
9.1 Elementary: 75 materials checked out per student (this is the average number of materials checked out per student per year)	Elementary: 50 materials checked out per student (this is the average number of materials checked out per student per year)	Elementary: 30 materials checked out per student (this is the average number of materials checked out per student per year)	Elementary: 20 materials checked out per student (this is the average number of materials checked out per student per year)	Elementary: Less than 10 materials checked out per student (this is the average number of materials checked out per student per year)
9.2 Secondary 18 materials checked out per student (this is average number of materials checked out per student per year including "in-house" usage)	Secondary: 15 materials checked out per student (this is average number of materials checked out per student per year including "in-house" usage)	Secondary: 12 materials checked out per student (this is average number of materials checked out per student per year including "in-house" usage)	Secondary: 9 materials checked out per student (this is average number of materials checked out per student per year including "in-house" usage)	Secondary: Less than 6 materials checked out per student (this is average number of materials checked out per student per year including "in-house" usage)

<b>10.0 Digital Resources</b>				
Digital resources offered through the state library with additional digital resources available on and off campus with outside access from a common district website or mobile app.	Digital resources offered through the state library available on and off campus with outside access from a common district website or mobile app.	Digital resources offered through the state library available on and off campus.	Digital resources offered through the state library available on campus.	No digital resources available on or off campus.

## Budget

<b>11.0 Budget Per Year (Resources; Not Operational) (Print, Digital Materials including audiobooks and ebooks) (ADA = Average Daily Attendance)</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
\$20.00 x ADA	\$16.00 x ADA	\$12.00 x ADA	\$8.00 x ADA	\$6.00 x ADA

<b>12.0 Budget Per Year (Operational)* Capital items such as computers are not reflected in this budget line, however, travel and professional development are included.</b>				
10% of Resources Budget	8% of Resources Budget	6% of Resources Budget	5% of Resources Budget	1% of Resources Budget
★ This budget assumes a standard classroom technology package is available for all instructional spaces including libraries, labs, fine arts, athletic instructional spaces, and the cafetorium/auditorium/lecture hall and this budget is for technology enhancements.				

## Technology

<b>13.0 Technology devices per student seat in the library.</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
Greater than 1:1*; With multiple devices dedicated for student use in the library. (Chromebook, iPad, etc.)	1:1 devices dedicated for student use in the library.	1:2 devices dedicated for student use in the library.	1:4 devices dedicated for student use in the library.	Devices shared in ratio greater than 1:4 in the library.
★ Multiple devices available so that students can choose the appropriate device for the task at hand.				



<b>14.0 Technology Access</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
14.1 All technology devices available in the library are refreshed at least every 3 years on a rotating schedule.	All technology devices available in the library are refreshed at least every 4 years on a rotating schedule.	All technology devices available in the library are refreshed at least every 5 years on a rotating schedule.	All technology devices available in the library are refreshed at least every 7 years on a rotating schedule.	Technology devices available in the library are more than 8 years old.
14.2 The library offers access to relevant technologies, tools, resources and services for individualized instruction.	The library offers access to relevant technologies, tools, resources and services for group instruction.	The library offers access to relevant technologies, tools, resources and services.	The library offers available access to digital resources and the Internet only in library and classrooms.	The library does not offer available access to digital resources and the Internet.
14.3 The library offers adequate bandwidth to support 24/7 wired and wireless connections throughout the campus and the library with hotspots available to checkout to students.	The library offers adequate bandwidth to support 24/7 wired and wireless connections throughout the campus and the library with limited number hotspots available to checkout to students.	The library offers adequate bandwidth to support 24/7 wired and wireless connections throughout the campus and the library.	The library offers adequate bandwidth to support 24/7 wired and limited wireless connections throughout the campus and the library.	The library offers limited bandwidth to support wired connections throughout the campus and the library.

<b>15.0 The library program maintains a webpage, advocates for the program through social media, and complies with ADA (the American with Disabilities Act).</b>				
<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
15.1 The library program maintains a separate interactive library webpage as part of the campus website; with 24/7 access	The library program maintains a separate static library webpage as part of the campus website; with 24/7 access to digital	The library program maintains a separate library webpage as part of the campus website; updated monthly by the	The library program has presence on district website; updated as needed by the campus webmaster.	The library program does not have library webpage.

to digital resources tailored to users needs updated weekly by the librarian.	resources; updated monthly by the librarian.	campus webmaster.		
15.2 The library program is compliant with ADA (the American with Disabilities Act), and offers access across multiple devices.	The library program is compliant with ADA (the American with Disabilities Act), and offers access from some devices.	The library program is compliant with ADA (the American with Disabilities Act), and offers access across multiple devices.	The library program is compliant with ADA (the American with Disabilities Act).	The library program is not compliant with ADA (the American with Disabilities Act).
15.3 Almost daily use of at least two social media tools.	Regular use of at least one social media tools.	Weekly use of at least one social media tool.	Infrequent use of one social media tool .	No use of social media.

## Facilities

16.0 Facilities comply with current <a href="#">Commissioner's Rules</a> for school facilities.				
Distinguished	Accomplished	Proficient	Developing	Needs Improvement
16.1 Facilities exceed current <a href="#">Commissioner's Rules</a> for School Facilities.	Facilities comply with current <a href="#">Commissioner's Rules</a> in all areas.	Facilities comply with current <a href="#">Commissioner's Rules</a> for in most areas.	Facilities comply with current <a href="#">Commissioner's Rules</a> in some areas..	Does not comply with current <a href="#">Commissioner's Rules</a> Concerning Facilities.
16.2 All furnishings are mobile, flexible, and functional enough for a variety of instructional and non-instructional uses.	Most furnishings are mobile, flexible, and functional enough for a variety of instructional and non-instructional uses.	Some furnishings are mobile, flexible, and functional enough for a variety of instructional and non-instructional uses.	Very few furnishings are mobile, flexible, and functional enough for a variety of instructional and non-instructional uses.	Furnishings are not mobile, flexible, or functional enough for a variety of instructional and non-instructional uses.
16.3 The library program provides the tools and a	The library program frequently provides a	The library program regularly provides a	The library program occasionally provides	The library program does not provide space for

dedicated space that is open for informal, unscheduled self-directed tasks that encourage a hands-on, problem-solving approach to learning.	space that accommodates some learning tasks such as centers and some self-directed learning.	space that accommodates some events such as book fairs and some learning tasks such as book clubs, reading promotions, and learning centers.	temporary space to accommodate special events such as book fairs or library promotions.	special programming or events such as book fairs or library promotions. Note
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## Staffing

**Certified Librarian = A person who has completed the requirements to be certified as a school librarian according to the requirements of the [Texas Education Agency](#).**  
**Paraprofessional = A paraprofessional is an employee of a local education agency who provides instructional or clerical support on campuses as defined by the [Texas Education Agency](#).**  
**ADA = Average Daily Attendance per the Texas Education Agency.**

17.0 Elementary					
Number of Students	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
250-500 ADA <b>Professional</b>	1	.5	.5	.5	0
250-500 ADA <b>Paraprofessional</b>	1	.5	.5	.5	0
501-1000 ADA <b>Professional</b>	1	1	1	1	.5
501-1000 ADA <b>Paraprofessional</b>	1.5	1.25	1	.5	.5
1001+ ADA <b>Professional</b>	2	1.5	1.25	1	.5

1001+- ADA <b>Paraprofessional</b>	2	2	1	1	.5
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**18.0 Secondary**

Number of Students	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
250-750 ADA <b>Professional</b>	1	1	1	.5	0
250-750 ADA <b>Paraprofessional</b>	1.5	1.25	1	.5	1
751-1200 ADA <b>Professional</b>	1	1	1	1	.5
751-1200 ADA <b>Paraprofessional</b>	1	1.75	1.5	1	.5
1201+ -2000 ADA <b>Professional</b>	2	2	2	1.5	1
1201+ -2000 ADA <b>Paraprofessional</b>	2	2	2	2	1
2001+ <b>Professional</b>	2	2	2	2	1
2001+ <b>Paraprofessional</b>	3	2.5	2	2	1

**District Staff (\*certification = school library certificate) to act in a leadership role for all campus libraries. Paraprofessional will perform clerical tasks such as downloading records, updating software, and dealing with vendor orders in order to support professionals in curricular goals.**

<b>19.0 District Staffing</b>					
<b>Number of Campuses</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
<b>2-10 campuses</b>	1 certified* lead no campus	1 certified lead no campus	1 certified lead no campus	1 certified lead w/campus	No lead librarian
<b>2-10 campuses</b>	1 paraprofessionals	.75 paraprofessional	.5 paraprofessionals	No paraprofessionals	No paraprofessionals
<b>11-25 campuses</b>	1 certified professional	1 certified professional	1 certified professional	1 certified professional	1 certified professional
<b>11-25 campuses</b>	2 paraprofessionals	1.5 paraprofessionals	1 para-professional	.5 para-professional	No para-professional
<b>26-50 campuses</b>	2 certified professionals	2 certified professionals	2 certified professionals	1 certified professionals	1 certified professionals
<b>26-50 campuses</b>	1.5 para-professionals	1 paraprofessionals	.5 paraprofessionals	1 paraprofessionals	.5 paraprofessionals
<b>51-100 campuses</b>	2 certified professionals	2 certified professionals	2 certified professionals	1 certified professional	1 certified professional
<b>51-100 campuses</b>	3 paraprofessionals	2.5 paraprofessionals	2 paraprofessionals	2 paraprofessionals	1 paraprofessionals
<b>101-150 campuses</b>	3 certified professionals (1 w/admin certification)	3 certified professionals (1 w/admin certification)	3 certified professionals (1 w/admin certification)	2 certified professionals	2 certified professionals
<b>101-150 campuses</b>	3 paraprofessionals	2.5 paraprofessionals	2 paraprofessionals	3 paraprofessionals	2 paraprofessionals
<b>150+ campuses</b>	4 cert. professionals (2 w/admin certification)	4 cert. professionals (1 w/admin certification)	4 cert. professionals (1 w/admin certification)	3 cert. professionals (1 w/admin certification)	2 cert. professionals
<b>150+</b>	4 para-pro's	3.5 para-pro's	3 para-pro's	3 para-pro's	3 para-pro's

Evidence:

Date usage reports  
Student circulation records  
Budget documents  
Staffing evidence  
Technology reports and evidence