School Library Programs:
Standards and Guidelines for Texas

Texas Administrative Code
Title 13. Cultural Resources
Part I. Texas State Library and Archives Commission
Chapter 4. School Library Programs
Subchapter A. Standards and Guidelines
Section 4.1

INTRODUCTION
School Library Programs: Standards and Guidelines for Texas

Texas Administrative Code
Title 13. Cultural Resources
Part I. Texas State Library and Archives Commission
Chapter 4. School Library Programs

Sec. 33.021. LIBRARY STANDARDS. The Texas State Library and Archives Commission, in consultation with the State Board of Education, shall adopt standards for school library services. A school district shall consider the standards in developing, implementing, or expanding library services.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.
Standards and Guidelines
Section 4.1
Respectfully submitted August 4, 2017 by the Steering Committee to Revise *School Library Programs: Standards and Guidelines for Texas:* Donna Kearley, Sonja Schulz, (co-chairs), Vanessa Ashcraft, Sunni Branstetter, Nicole Cruz, Brandon Dennard, Kathy Ferguson, Kim Garcia, Scott Harrell, Kelly Hoppe, Irene Kistler, Suzanne Lyons, Elizabeth Philippi, and Len Bryan. The sub-committee members who worked on the actual wording and documents are listed on this

TSLAC page.

Legislative Mandate: Texas Education Code §33.021:
The Texas State Library and Archives Commission, in consultation with the State Board of Education, shall adopt standards for school library services. A school district shall consider the standards in developing, implementing, or expanding library services.
School Library Programs: Standards and Guidelines for Texas became effective on July 17, 1997. The goal of this revision is to align the *School Library Programs: Standards and Guidelines for Texas* with additional provisions of the Texas Education Code, the Texas Administrative Code, and national standards for school library programs, and to provide a current tool for evaluating and improving school library programs.
The revised School Library Programs: Standards and Guidelines for Texas are aligned with:
1. *Long Range Plan for Technology 2006-2020* (Texas Education Code §32.001, effective 1988, revised 2006).
2. *Texas Essential Knowledge and Skills* (Texas Education Code §28.001, effective 1998).
3. *Library Media Standards for Teachers of Students Ages 3-18* (National Board for Professional Teaching Standards, 2001, Revised 2012).

The Revision Process
The goal of this revision is to align the *School Library Programs: Standards and Guidelines for Texas* with additional provisions of the Texas Education Code, the Administrative Code, and national standards for school library programs, and to provide a current tool for evaluating and improving school library programs.
Librarians and library administrators throughout Texas provided input and recommended revisions through, meetings at conferences, and through various forms of communication including web-based discussion groups. Additionally, a draft of the Standards and Guidelines was posted on the Texas State Library web site for comment during April and May of 2017. The process through which the Standards and Guidelines for Texas were revised is described at this website. A complete list of committee and sub-committee members is included as a supplemental resource.

Level of Support of Student Achievement
The State Board for Educator Certification (SBEC) *Guidelines for Certification of Texas School Librarians* describes six major components for Learner-Centered school library programs. These components were considered when revising the

current standards.

The Six Major Components of School Library Standards
The six components of the School Library Standards are based on the Core Values defined below. These values represent the foundations of an Effective School Library Program.
- Strand 1. Information Literacy
- Strand 2. Inquiry
- Strand 3. Reading
- Strand 4. Digital Learning
- Strand 5. Safe and Nurturing Environment
- Strand 6. Leadership
- Strand 7. Appendix

Goals and Principles of the Six Major Components
Each Strand is stated to match the major areas of the School Library Program. Each Strand is followed by the Dimensions that specifically support that Strand; under each of the Dimensions are the Expectations that apply.

Library Program Assessment
Standards and Guidelines for Texas provides a framework for self-assessment and strategic planning for the library program. This will be useful for planning and improving the library program, and measuring success in achieving the program goal of supporting student achievement. In accordance with Education Code § 33.021, these Standards and Guidelines are recommended, not mandated. They are designed as a means by which a school may examine the library program and begin to work toward results that are consistent with educational objectives.

Vision of Texas School Libraries
Texas school libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information, and learning tools for the entire school community.

Mission of Texas School Libraries

Certified librarians and trained staff nurture a culture of literacy and inquiry throughout the school community. An integral part of instructional teams, librarians are teachers who collaborate with teachers on curriculum design and delivery. They maintain a professionally developed collection of print and digital materials and assist learners in locating resources that match their academic and personal interests. Librarians model and teach information literacy and digital citizenship, empowering learners to make ethical, informed choices in an increasingly complex and evolving global environment.

Common Beliefs of Texas School Libraries
1. School libraries promote information literacy requiring targeted instruction to efficiently locate, accurately evaluate, ethically use, and clearly communicate information in various formats.
2. School libraries provide access to information for inquiry including the pursuit, creation, and sharing of knowledge, and support for both student and professional learning.
3. School libraries support reading for learning and pleasure which are essential skills for college and career readiness and for life.
4. School libraries are vital technology centers, providing access to devices and online resources, supporting personalized learning, and teaching digital literacy including privacy, safety, etiquette, creative credit, cyber bullying, and creating a positive digital footprint.
5. School libraries are essential, safe, and inviting centers for teaching and learning.
6. School libraries are effective when staffed by full-time, certified school librarians at every school, supported by trained paraprofessionals.

Summary of Goals and Principles for Learner-Centered Strands

Strand 1. Information Literacy: School library programs offer information literacy instruction that enables students to efficiently locate, accurately evaluate, ethically use, and clearly communicate information in various formats.

Dimension 1. Learners and educators use information to effectively accomplish a specific purpose; they also access and evaluate print and digital resources for their inquiry needs, academic needs, and/or personal needs.

Dimension 2. Learners and educators practice the ethical and legal use of information; including transformative fair use, intellectual freedom, information access, privacy, proprietary rights, and validation of information as approval in local policy EFA, federal law (1st Amendment), and best library practice (Library Bill of Rights).

Strand 2. Inquiry: School library programs provide access to information for inquiry learning, which includes the pursuit, creation, and sharing of knowledge, as well as support for both student and professional learning.

Dimension 1. The school library program includes a carefully curated collection of current materials in a variety of formats, including curation of open educational resources (OER) that are uniquely suited to support inquiry learning and the needs and interests of all users.

Dimension 2. The school library program is based on an inquiry approach to learning that students use to pursue, create, and share knowledge.

Dimension 3. The school library program offers opportunities for learners to explore real world problems by interacting with relevant information in a variety of formats.

Dimension 4. The school library program offers professional development opportunities that promote best practices in inquiry-based teaching and learning.

Strand 3. Reading – School library programs promote reading as an essential skill for learning, personal growth, and enjoyment which are essential skills for college, career, and community.

Dimension 1. 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.

Dimension 2. The library supports, supplements, and elevates literacy instruction through research based strategies and participation in national, state, and local reading initiatives.

Dimension 3. Library materials reflect diversity, student choice for leisure reading, and reading for information as well as the needs of the curriculum and the state standards.

Dimension 4. Library programs encourage collaboration with other types of libraries (e.g. public, academic, governmental, special), information institutions (e.g. museums, institutes, and virtual field trips), and community partners.

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.

Dimension 1. 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.

Dimension 2. The library program utilizes a variety of engaging technology tools that demonstrate learning in a measurable way.

Dimension 3. 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.

Dimension 4. The library program provides creative, innovative, and ethical use of current and emerging technologies in the construction and presentation of knowledge.

Dimension 5. The library program models and encourages the understanding of federal, state, and local policies and procedures for responsible use of digital tools.

Dimension 6. 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.

Strand 5. Safe and Nurturing Environment - School libraries are essential, safe, and flexible environments and are inviting centers for teaching and learning.

Dimension 1. The school library program features a learning environment that cultivates a sense of community and respect among all students and staff.

Dimension 2. The school library program features a facility that meets the needs of individual students, small groups, and classes as defined by Texas Administrative Code (TAC) regarding Library Facilities.

Dimension 3. The school library program extends library based learning opportunities for families through community-centered activities.

Dimension 4. The school library program is a central element of the school through its impact on student achievement, digital literacy, and school/culture.

Dimension 5. The school library facility is a safe, inviting, and accessible location with appropriate signage to indicate services, protocols and expectations.

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.

Dimension 1. The school library program incorporates leadership activities, best practices, and professional development across campus, district, and professional communities. The program includes opportunities for collaboration among members of the learning community and opportunities to help learners become independent users and producers of ideas and information.

Dimension 2. The school library offers purposeful professional development that is aligned to the needs of the learning

community.

Dimension 3. The library program is included in campus and district planning.

Dimension 4. The school library program activities are evaluated using data analysis in order to improve student outcomes.

Dimension 5. The school library program is designed to ensure that all students have equal access to appropriate resources necessary for academic success.

Dimension 6. The library program has a mission, vision, goals, objectives and a strategic plan which is in alignment with campus, district, and statewide plans and incorporates sound policies and procedures.

Dimension 7. The school library program budgets are used to purchase and update print and digital resources.

Dimension 8. The library program works with stakeholders to promote library activities.

Dimension 9. The library advocates for and protects each user's right to privacy, confidentiality, and age-appropriate principles of intellectual freedom. Student privacy is protected as indicated by best library practices (ALA Privacy) and federal FERPA law.

Strand 7. Appendix - Additional metrics in support of measurability involving services to students and teachers.

Dimension 1. Percentage of students receiving instruction from the librarian either in person or virtually each grading period.

Dimension 2. Special Programming and Events (events can count for more than one expectation when measuring)

Dimension 3. Collaboration including co-teaching, co-creating, and co-assessing lessons with teachers.

Dimension 4. Extended Hours (in person, or via virtual means such as text, email, chat)

Dimension 5. Collection Age

Dimension 6. Collection Refresh Rate *Refresh means removing outdated, worn items and replacing with current items.

Dimension 7. Elementary collection size - Minimum recommendations (Libraries Count, AASL, 2012)

Dimension 8. Secondary collection size – Minimum recommendations (Libraries Count, AASL, 2012)

Dimension 9. Use of resources (Print and Digital) per student

Dimension 10. Digital Resources

Dimension 11. Budget (resources; not operational) (all resource formats) (ADA = Average Daily Attendance)

Dimension 12. Budget (operational) *Capital items such as computers are not reflected in this budget line; however, travel and professional development are included.

Dimension 13. Technology devices per student seat in the library.

Dimension 14. Technology Access

Dimension 15. The library program maintains a webpage, advocates for the program through social media, and complies with ADA (the American with Disabilities Act).

Dimension 16. Professional Development

Dimension 17. Facilities comply with current <u>Commissioner's Rules</u> for school facilities.

Dimension 18. Elementary Staffing

Dimension 19. Secondary Staffing

Dimension 20. District Staffing

STRAND 1 – INFORMATION LITERACY: School library programs offer information literacy instruction that enables students to efficiently locate, accurately evaluate, ethically use, and clearly communicate information in various formats.

1.1.0 Learners and educators use information effectively to accomplish a specific purpose; they also access and evaluate print and digital resources for their inquiry needs, academic needs, and/or personal needs.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
1.1.1 All students participate: ● in active learning such as centers or technology tools ● as engaged collaborators ● as synthesizers of information ● in personalized learning within the context of the assignment ● in personalized learning of their own design	All students participate: ● in active learning ● as engaged collaborators ● as synthesizers of information. ● in personalized learning within the context of the assignment	Most students participate: ● in active learning ● as engaged collaborators ● as synthesizers of information	Most students participate: ● in active learning ● as synthesizers of information	Some students participate: ● as synthesizers of information
1.1.2 90% of students and educators are able to: ● locate information ● evaluate information ● and effectively use information such as state digital resources, open educational resources, and	80% of students and educators are able to: ● locate information ● evaluate information ● and effectively use information such as state digital resources, open educational resources, and print resources.	70% of students and educators are able to: ● locate information ● evaluate information ● and effectively use information such as state digital resources, open educational resources, and print resources.	60% of students and educators are able to: ● locate information ● evaluate information ● and effectively use information such as state digital resources, open educational resources, and print resources.	50% of students and educators are able to: ● locate information ● evaluate information ● and effectively use information such as state digital resources, open educational resources, and

print resources.				print resources.
1.2.0 Learners and educators practice the ethical and legal use of information including transformative fair use, intellectual freedom, information access, privacy, proprietary rights, and validation of information as approved in local policy [EFA](), federal law ([1st Amendment]()), and best library practices ([Library Bill of Rights]()).				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
1.2.1 90% of student projects show respect for intellectual property by: ● obeying copyright laws and observing proprietary rights ● using information ethically and legally, ● having a high respect for personal privacy	80% of student projects show respect for intellectual property by: ● obeying copyright laws and observing proprietary rights ● using information ethically and legally, ● having a high respect for personal privacy	70% of student projects show respect for intellectual property by: ● obeying copyright laws and observing proprietary rights ● using information ethically and legally, ● having a high respect for personal privacy	60% of student projects show respect for intellectual property by: ● obeying copyright laws and observing proprietary rights ● using information ethically and legally, ● having a high respect for personal privacy	50% of student projects show respect for intellectual property by: ● obeying copyright laws and observing proprietary rights ● using information ethically and legally, ● having a high respect for personal privacy
1.2.2 90% of educators demonstrate respect for intellectual property by: ● obeying copyright laws, ● using information ethically ● respecting personal privacy	80% of educators demonstrate respect for intellectual property by: ● obeying copyright laws, ● using information ethically ● respecting personal privacy	70% of educators are taught to show respect for intellectual property by: ● obeying copyright laws, ● using information ethically ● respecting personal privacy	60% of educators are taught to show respect for intellectual property by: ● obeying copyright laws, ● using information ethically ● respecting personal privacy	50%% of educators are taught to show respect for intellectual property by: ● obeying copyright laws, ● using information ethically ● respecting personal privacy
1.2.3 90% of students are taught about their First Amendment rights regarding intellectual freedom including: ● the right to read, ● the right to seek information	80% of students are taught about their First Amendment rights regarding intellectual freedom including: ● the right to read, ● the right to seek information	70% of students are taught about their First Amendment rights regarding intellectual freedom including: ● the right to read, ● the right to seek information	60% of students are taught about their First Amendment rights regarding intellectual freedom including: ● the right to read, ● the right to seek information	50% of students are taught about their First Amendment rights regarding intellectual freedom including: ● the right to read, ● the right to seek information

● and the right to speak freely on topics of personal interest to them.	● and the right to speak freely on topics of personal interest to them.	● and the right to speak freely on topics of personal interest to them.	● and the right to speak freely on topics of personal interest to them.	● and the right to speak freely on topics of personal interest to them.
1.2.4 90% of students have access to information resources that are developmentally appropriate with regard to: ● age, ● education, ● ethnicity, ● language, ● income, ● physical limitations, or ● geographic barriers	80% of students have access to information resources that are developmentally appropriate with regard to: ● age, ● education, ● ethnicity, ● language, ● income, ● physical limitations, or ● geographic barriers	70% of students have access to information resources that are developmentally appropriate with regard to: ● age, ● education, ● ethnicity, ● language, ● income, ● physical limitations, or ● geographic barriers	60% o students have access to information resources that are developmentally appropriate with regard to: ● age, ● education, ● ethnicity, ● language, ● income, ● physical limitations, or ● geographic barriers	50% of students have access to information resources that are developmentally appropriate with regard to: ● age, ● education, ● ethnicity, ● language, ● income, ● physical limitations, or ● geographic barriers
1.2.5 90% of student learning projects show evidence of the ability to evaluate and validate information for: ● authority ● bias ● credibility ● currency ● relevance	80% of student learning projects show evidence of the ability to evaluate and validate information for: ● authority ● bias ● credibility ● currency ● relevance	70% of student learning projects show evidence of the ability to evaluate and validate information for: ● authority ● bias ● credibility ● currency ● relevance	60% of student learning projects show evidence of the ability to evaluate and validate information for: ● authority ● bias ● credibility ● currency ● relevance	50% of student learning projects show evidence of the ability to evaluate and validate information for: ● authority ● bias ● credibility ● currency ● relevance

Evidence:

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).

Appendix:

Instruction: 1.0-1.4, 2.1-2.3, 2.5

Collection Development 2.4
Data Collection: 1.0, 3.0, 3.2
Data Collection 9.1, 9.2 10.2

STRAND 2 INQUIRY: School library programs provide access to information for inquiry learning, which includes the pursuit, creation, and sharing of knowledge, as well as support for both student and professional learning.

2.1.0 The school library program includes a carefully curated collection of current materials in a variety of formats, including curation of open educational resources (OER) that are uniquely suited to support inquiry learning and the needs and interests of all users.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
2.1.1 90% of the resources available in the library: ● support student inquiry and/or interests ● are developmentally appropriate ● are culturally inclusive ● are aligned with state and district learning standards	80% of the resources available in the library: ● support student inquiry and/or interests ● are developmentally appropriate ● are culturally inclusive ● are aligned with state and district learning standards	70% of the resources available in the library: ● support student inquiry and/or interests ● are developmentally appropriate ● are culturally inclusive ● are aligned with state and district learning standards	60% of the resources available in the library: ● support student inquiry and/or interests ● are developmentally appropriate ● are culturally inclusive ● are aligned with state and district learning standards	50% of the resources available in the library: ● support student inquiry and/or interests ● are developmentally appropriate ● are culturally inclusive ● are aligned with state and district learning standards
2.1.2 The library provides resources that include: ● print and audio visual materials ● subscriptions to a variety of digital	The library provides resources that include: ● print and audio visual materials ● subscriptions to a variety of digital materials,	The library program provides resources that include: ● print and audio visual materials ● subscriptions to a variety of digital	The library program provides resources that include: ● print and audio visual materials ● subscriptions to a variety of digital	The library program provides resources that include: ● print materials

materials, including streaming video, royalty free images and music ● electronic and audio books ● access to subject experts such as university, museum, and institute personnel ● curated open educational resources	including streaming video, royalty free images and music ● electronic and audio books ● access to subject experts such as university, museum, and institute personnel	materials, including streaming video ● electronic and audio books	materials	

2.2.0 The school library program is based on an inquiry approach to learning that students use to pursue, create, and share knowledge.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
2.2.1 90% of projects done in the library use an inquiry-based learning model that requires students to pursue, create, and share knowledge.	80% of projects done in the library use an inquiry-based learning model that requires students to pursue, create, and share knowledge.	70% of projects done in the library use an inquiry-based learning model that requires students to pursue, create, and share knowledge.	60% of projects done in the library use an inquiry-based learning model that requires students to pursue, create, and share knowledge.	50% of projects done in the library use an inquiry-based learning model that requires students to pursue, create, and share knowledge.
2.2.2 90% of student library instructional activities: ● focus on information literacy skills ● are developmentally appropriate	80% of student library instructional activities: ● focus on information literacy skills ● are developmentally appropriate ● are student-	70% of student library instructional activities: ● focus on information literacy skills ● are developmentally appropriate ● are student-	60% of student library instructional activities: ● focus on information literacy skills ● are developmentally appropriate ● are student-	50% of student library instructional activities: ● focus on information literacy skills ● are developmentally appropriate ● are student-

● are student-centered	centered	centered	centered	centered
2.2.3 90% of inquiry instruction is vertically aligned and collaboratively designed to ensure a systematic approach.	80% of inquiry instruction is vertically aligned and collaboratively designed to ensure a systematic approach.	70% of inquiry instruction is vertically aligned and collaboratively designed to ensure a systematic approach.	60% of inquiry instruction is vertically aligned and collaboratively designed to ensure a systematic approach.	50% of inquiry instruction is vertically aligned and collaboratively designed to ensure a systematic approach.
2.3.0 The school library program offers opportunities for learners to explore real world problems by interacting with relevant information in a variety of formats.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
2.3.1 90% of inquiry projects are based on real world issues and problems.	80% of inquiry projects are based on real world issues and problems.	70% of inquiry projects are based on real world issues and problems.	60% of inquiry projects are based on real world issues and problems.	50% of inquiry projects are based on real world issues and problems.
2.3.2 90% of classes receive instruction in the location and use of relevant information in order to develop answers and solutions to real world problems.	80% of classes receive instruction in the location and use of relevant information in order to develop answers and solutions to real world problems.	70% of classes receive instruction in the location and use of relevant information in order to develop answers and solutions to real world problems.	60% of classes receive instruction in the location and use of relevant information in order to develop answers and solutions to real world problems.	50% of classes receive instruction in the location and use of relevant information in order to develop answers and solutions to real world problems.
2.3.3 90% of inquiry projects include the opportunity to: ● consider diverse points of view ● use critical thinking skills ● make informed judgments	80% of inquiry projects include the opportunity to: ● consider diverse points of view ● use critical thinking skills ● make informed judgments	70% of inquiry projects include the opportunity to: ● consider diverse points of view ● use critical thinking skills ● make informed judgments	60% of inquiry projects include the opportunity to: ● consider diverse points of view ● use critical thinking skills ● make informed judgments	50% of inquiry projects include the opportunity to: ● consider diverse points of view ● use critical thinking skills ● make informed judgments
2.4.0 The school library program offers professional development opportunities that promote best practices in inquiry-based teaching and learning.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
2.4.1 Staff are offered professional	Staff are offered professional	Staff are offered professional	Staff are offered professional	Staff are offered professional

development in the area of inquiry:	development in the area of inquiry:	development in the area of inquiry:	development in the area of inquiry:	development in the area of inquiry:
● individually at the point of need ● through collaborative planning of inquiry projects ● in small group sessions ● through book study/PLC groups ● in formal classes	● individually at the point of need ● through collaborative planning of inquiry projects ● in small group sessions ● through book study/PLC groups	● individually at the point of need ● through collaborative planning of inquiry projects ● in small group sessions	● individually at the point of need ● through collaborative planning of inquiry projects	● individually at the point of need
2.4.2 Best practices in inquiry learning are promoted using: ● conversations ● web presence ● social media ● presentations ● other educators beyond the district level	Best practices in inquiry learning are promoted using: ● conversations ● web presence ● social media ● presentations	Best practices in inquiry learning are promoted using: ● conversations ● web presence ● social media	Best practices in inquiry learning are promoted using: ● conversations ● web presence	Best practices in inquiry learning are promoted using: ● conversations

Evidence:
Analysis of student bibliographies for inquiry projects and library collection analysis. Professional development reports submitted by the librarian, observations, attendance data for workshops given by the librarian, analysis of social media used, and 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, professional development certificates, and social media posts.
Appendix:
Instruction 2.2.1, 2.3.1, 2.3.2, 2.2.2, 2.2.3 Collection Development 2.1.1, 2.1.2, 2.2.1 Professional Development 2.4.0-2.4.3 Data Collection 1.0, 3.0, 3.2, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0

STRAND 3 READING: School library programs promote reading as an essential skill for learning, personal growth, and enjoyment which are essential skills for college, career, and community.

3.1.0 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
3.1.1 90% of library informational texts: ● are academically aligned to the curriculum ● connect to real-world events, ● reflect students' experiences, ● address social and environmental issues	90% of library informational texts: ● are academically aligned to the curriculum ● connect to real-world events, ● reflect students' experiences, ● address social and environmental issues	70% of library informational texts: ● are academically aligned to the curriculum ● connect to real-world events, ● reflect students' experiences, ● address social and environmental issues	60% of library informational texts: ● are academically aligned to the curriculum ● connect to real-world events, ● reflect students' experiences, ● address social and environmental issues	50% of library informational texts: ● are academically aligned to the curriculum ● connect to real-world events, ● reflect students' experiences, ● address social and environmental issues
3.1.2 90% of library materials for pleasure reading are available in multiple formats and platforms which: ● celebrate diverse points of view ● and meet personal reading needs	80% of library materials for pleasure reading are available in multiple formats and platforms which: ● celebrate diverse points of view ● and meet personal reading needs	70% of library materials for pleasure reading are available in multiple formats and platforms which: ● celebrate diverse points of view ● and meet personal reading needs	60% of library materials for pleasure reading are available in multiple formats and platforms which: ● celebrate diverse points of view ● and meet personal reading needs	50% of library materials for pleasure reading are available in multiple formats and platforms which: ● celebrate diverse points of view ● and meet personal reading needs
3.1.3 Input is requested from 90% of the students and staff to identify their: ● personal reading	Input is requested from 80% of the students and staff to identify their: ● personal reading	Input is requested from 70% of the students and staff to identify their: ● personal reading	Input is requested from 60% of the students and staff to identify their: ● personal reading	Input is requested from 50% of the students and staff to identify their: ● personal reading

needs ● academic reading needs ● informational reading needs.	needs ● academic reading needs ● informational reading needs.	needs ● academic reading needs ● informational reading needs.	needs ● academic reading needs ● informational reading needs.	needs ● academic reading needs ● informational reading needs.
3.1.4 The library provides a consistent way for students to respond to literature using three or more methods such as: ● social media, ● booktalks/trailers ● podcasts ● blog posts ● reading promotions ● programs/clubs	The library provides a consistent way for students to respond to literature using two or more methods such as: ● social media, ● booktalks/trailers ● podcasts ● blog posts ● reading promotions ● programs/clubs	The library provides a consistent way for students to respond to literature using one or more methods such as: ● social media ● booktalks/trailers ● podcasts ● blog posts ● reading promotions ● programs/clubs	The library provides a consistent way for students to respond to literature using a single method such as: ● social media, ● booktalks/trailers ● podcasts ● blog posts ● reading promotions ● programs/clubs	The library does not provide a consistent way for students to respond to literature.

3.2.0 The school library program supports, supplements, and elevates literacy instruction through research based strategies and participation in national, state, and local reading initiatives.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
3.2.1 90% of the lessons are created and implemented using research-based reading strategies.	80% of the lessons are created and implemented using research-based reading strategies.	70% of the lessons are created and implemented using research-based reading strategies.	60% of the lessons are created and implemented using research-based reading strategies.	50% of the lessons are created and implemented using research-based reading strategies.
3.2.2 Student participation in library, school, and community sponsored literacy events are celebrated monthly.	Student participation in library, school, and community sponsored literacy events are celebrated every other month.	Student participation in library, school, and community sponsored literacy events are celebrated each semester.	Student participation in library, school, and community sponsored literacy events are celebrated once a year.	Student participation in library, school, and community sponsored literacy events are celebrated every 2 years or less.

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

Distinguished	Accomplished	Proficient	Developing	Improvement

				Needed
3.3.1 The library solicits input from 90% of students and staff to evaluate and select resources related to the curriculum and reading by surveying library committees and review groups.	The library solicits input from 80% of students and staff to evaluate and select resources related to the curriculum and reading by surveying library committees and review groups.	The library solicits input from 70% of students and staff to evaluate and select resources related to the curriculum and reading by surveying library committees and review groups.	The library solicits input from 60% of students and staff to evaluate and select resources related to the curriculum and reading by surveying library committees and review groups.	The library solicits input from 50% of students and staff to evaluate and select resources related to the curriculum and reading by surveying library committees and review groups.
3.3.2 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 or in no core subject areas.
3.3.3 Review tools such as peer reviews, library periodicals, and authoritative sources, are used when selecting library materials for pleasure and academic reading.	Review tools such as peer reviews, library periodicals, are used when selecting library materials for pleasure and academic reading.	Review tools such as library periodicals are used when selecting library materials for pleasure and academic reading.	Review tools which might reflect bias such as vendor reviews and online sources are the only tools used when selecting library materials for pleasure and academic reading.	No review tools (peer reviews, library periodicals, and authoritative sources) are used when selecting library materials for pleasure and academic reading.

3.4.0 Library programs encourage collaboration with other types of libraries (e.g. public, academic, governmental, special), information institutions (e.g. museums, institutes, and virtual field trips), and community partners.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
3.4.1 The library program collaborates monthly with regional libraries, institutions, and/or community partners to provide access to additional programs and resources	The library program collaborates every two months with regional libraries, institutions, and/or community partners to provide access to additional programs and resources	The library program collaborates once a semester with regional libraries, institutions, and/or community partners to provide access to additional programs and resources	The library program collaborates once a year with regional libraries, institutions, and/or community partners to provide access to additional programs and resources for students	The library program does not provide access to available resources from district, regional, or state-level libraries, institutions, and/or community partners.

for students and faculty.	for students and faculty.	for students and faculty.	and faculty.	
3.4.2 The library provides a monthly learning experience or activity that supplements the reading experience such as guest speakers, authors, storytellers, and virtual or field trips.	The library provides a every other month learning experience or activity that supplements the reading experience such as guest speakers, authors, storytellers, and virtual or field trips.	The library provides once a semester a learning experience or activity that supplements the reading experience such as guest speakers, authors, storytellers, and virtual or field trips.	The library provides a yearly learning experience or activity that supplements the reading experience such as guest speakers, authors, storytellers, and virtual or field trips.	The library provides a learning experience or activity every two years or less that supplements the reading experience such as guest speakers, authors, storytellers, and virtual or field trips.

Evidence:
Observation, conversations, student artifacts, online and social media posts, conference attendance, sharing learning with others.

Appendix:
Instruction , 3.1.4, 3.2.1, 1.0, 3.0 Collection Development 3.1.1, 3.1.2, 3.3.2, 3.3.3, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0 Community Engagement 3.1.3, 3.2.2, 3.2.3, 3.3.1, 3.4.1, 3.4.2, 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.
4.1.0 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
4.1.1 90% of student activities demonstrate use of: ● current and emerging technologies and ● effectively integrate use	80% of student activities demonstrate use of: ● current and emerging technologies and ● effectively integrate use across all content	70% of student activities demonstrate use of: ● current and emerging technologies and ● effectively integrate use across all content	60% of student activities demonstrate use of: ● current and emerging technologies and ● effectively integrate use across all content	50% of student activities demonstrate use of: ● current and emerging technologies and ● effectively integrate use across all content

across all content areas.	areas.	areas.	areas.	areas.
4.2.0 The library program utilizes a variety of engaging technology tools that demonstrate learning in a measurable way.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
4.2.1 90% of library activities offer students a variety of engaging technology tools to: ● effectively ● efficiently, and ● purposefully demonstrate learning	80% of library activities offer students a variety of engaging technology tools to: ● effectively ● efficiently, and ● purposefully demonstrate learning	70% of library activities offer students a variety of engaging technology tools to: ● effectively ● efficiently, and ● purposefully demonstrate learning	60% of library activities offer students a variety of engaging technology tools to: ● effectively ● efficiently, and ● purposefully demonstrate learning	50% of library activities offer students a variety of engaging technology tools to: ● effectively ● efficiently, and ● purposefully demonstrate learning
4.3.0 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**
4.3.1 90% of the library resources provided will be equitable, diverse, openly accessible, and have a balanced point of view that supports the academic and personal needs of students.	80% of the library resources provided will be equitable, diverse, openly accessible, and have a balanced point of view that supports the academic and personal needs of students.	70% of the library resources provided will be equitable, diverse, openly accessible, and have a balanced point of view that supports the academic and personal needs of students.	60% of the library resources provided will be equitable, diverse, openly accessible, and have a balanced point of view that supports the academic and personal needs of students.	50% of the library resources provided will be equitable, diverse, openly accessible, and have a balanced point of view that supports the academic and personal needs of students.
4.3.2 Students are instructed in the access and use of library materials in person, virtually, and using a variety of devices.	Students are instructed in the access and use of library materials in person and virtually.	Students are instructed in the access and use of library materials in person.	Students are instructed in the access and use of library materials in person.	Students are not instructed in the access and use library materials.
4.4.0 The library program provides creative, innovative, and ethical use of current and emerging technologies in the construction and presentation of knowledge.				

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
4.4.1 90% of students and educators are instructed in the use of current and emerging technologies for the construction and presentation of their knowledge in: ● creative ● ethical, and ● innovative ways	80% of students and educators are instructed in the use of current and emerging technologies for the construction and presentation of their knowledge in: ● creative ● ethical, and ● innovative ways	70% of students and educators are instructed in the use of current and emerging technologies for the construction and presentation of their knowledge in: ● creative ● ethical, and ● innovative ways	60% of students and educators are instructed in the use of current and emerging technologies for the construction and presentation of their knowledge in: ● creative ● ethical, and ● innovative ways	50% of students and educators are instructed in the use of current and emerging technologies for the construction and presentation of their knowledge in: ● creative ● ethical, and ● innovative ways

4.5.0 The library program models and encourages the understanding of federal, state, and local policies and procedures for responsible use of digital tools.

Distinguished		Improvement Needed	
4.5.1 Library activities comply with federal, state, and local board policies, legislation, and regulations of the district's responsible use documents.		Library activities do not comply with federal, state, and local board policies, legislation, and regulations of the district's responsible use documents.	

4.6.0 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.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
4.6.1 90% of students are taught to: ● maintain a reputable digital identity ● model effective use of the tenets of digital citizenship and ● use digital intellectual	80% of students are taught to: ● maintain a reputable digital identity ● model effective use of the tenets of digital citizenship and ● use digital intellectual	70% of students are taught to: ● maintain a reputable digital identity ● model effective use of the tenets of digital citizenship and ● use digital intellectual	60% of students are taught to: ● maintain a reputable digital identity ● model effective use of the tenets of digital citizenship and ● use digital intellectual	50% of students are taught to: ● maintain a reputable digital identity ● model effective use of the tenets of digital citizenship and ● use digital intellectual

property responsibly	property responsibly	property responsibly	property responsibly	property responsibly

Evidence:

Artifacts (student work), demonstrations of technology, observations,
Student curate their own or library websites; students are 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.

Appendix:

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.

5.1.0 The school library program features a learning environment that cultivates a sense of community and respect among all students and staff.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5.1.1 The library environment is: ● stimulating ● a focal point of learning ● a place of community within the school ● flexible and provides a variety of spaces to accommodate different activities and learning	The library environment is: ● stimulating ● a focal point of learning ● a place of community within the school ● flexible and provides a variety of spaces to accommodate different activities and learning	The library environment is: ● stimulating ● a focal point of learning ● a place of community within the school	The library environment is: ● stimulating ● a focal point of learning	The library environment is: ● stimulating

needs ● home to a variety of resources to meet the need of a diverse learning community	needs			
5.1.2 Library policies, procedures and programs are created with input from the entire learning community classroom teachers, students, other campus staff, and parents.	Library policies, procedures and programs are created with input from classroom teachers, students, and other campus staff.	Library policies, procedures and programs are created with input from classroom teachers and students.	Library policies, procedures and programs are created with input from classroom teachers.	Library policies, procedures and programs are created with no input from the learning community.

5.2.0 The school library program features a facility that meets the needs of individual students, small groups, and classes as defined by the Texas Administrative Code (TAC) regarding Library Facilities

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5.2.1 90% of the library facility meets TAC state and federal guidelines for: ● simultaneous access ● space for individual students, small groups and/or classes ● a flexible, inclusive, safe, and aesthetically appealing environment for learning ***Please see Appendix**	80% of the library facility meets TAC state and federal guidelines for: ● simultaneous access ● space for individual students, small groups and/or classes ● a flexible, inclusive, safe, and aesthetically appealing environment for learning	70% of the library facility meets TAC state and federal guidelines for: ● simultaneous access ● space for individual students, small groups and/or classes ● a flexible, inclusive, safe, and aesthetically appealing environment for learning	60% of the library facility meets TAC state and federal guidelines for: ● simultaneous access ● space for individual students, small groups and/or classes ● a flexible, inclusive, safe, and aesthetically appealing environment for learning	50% of the library facility meets TAC state and federal guidelines for: ● simultaneous access ● space for individual students, small groups and/or classes ● a flexible, inclusive, safe, and aesthetically appealing environment for learning

Dimension 7.17.2 for specific square footage by student enrollment				
5.3.0 The school library program extends library based learning opportunities for families through community-centered activities.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
5.3.1 Programs are offered that: - include family participation - include learning community participation - take place either during or beyond the school day - occur at least once a month	Programs are offered that: - include family participation - include learning community participation - take place either during or beyond the school day - occur at least twice per semester	Programs are offered that: - include family participation - include learning community participation - take place either during or beyond the school day - occur at least once per semester	Programs are offered that: - include family participation - include learning community participation - take place either during or beyond the school day - occur at least once per year	Programs are offered that: - include family participation - include learning community participation - take place either during or beyond the school day - occur less than once per year
5.4.0 The school library program is a central element of the school through its impact on student achievement, digital literacy, and school/culture.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
5.4.1 Library program activities: - contribute positively to the school culture - allow students to practice digital literacy skills - connect students with information and each other	Library program activities: - contribute positively to the school culture - allow students to practice digital literacy skills - connect students with information and each other	Library program activities: - contribute positively to the school culture - allow students to practice digital literacy skills - connect students with information and each other	Library program activities: - contribute positively to the school culture - allow students to practice digital literacy skills	Library program activities: are disconnected from the school culture

focus on critical thinking skills necessary for academic success	focus on critical thinking skills necessary for academic success			
● focus on critical thinking skills necessary for academic success ● use print and digital resources to personalize learning for students	● focus on critical thinking skills necessary for academic success			

5.5.0 The school library facility is a safe, inviting, and accessible location with appropriate signage to indicate services, protocols and expectations.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5.5.1 The library facility has designated protocols for safety that are posted publicly and practiced annually.	The library facility has designated protocols for safety that are posted publicly.	The library facility has designated protocols for safety.	General campus protocols for safety are followed in the library.	Protocols for safety are not in place.
5.5.2 Library signage is present to designate all sections of the library, expectations, and: ● is clear ● is readable ● uses positive language ● uses best practices in design	Library signage is present to designate all sections of the library, expectations, and: ● is clear ● is readable ● uses positive language	Library signage is present to designate all sections of the library, expectations, and: ● is clear ● is readable	Library signage is minimal.	No signage is present.

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, other special events. Welcoming Environment, Ongoing Diverse Library Activities, High Usage, Student Ownership, Student Involvement, Student Test Scores

Appendix:
Special Events: 5.3.1, 2.0
Space: 5.2.0, 15.0, 16.0
School Climate: 5.1.1, 5.2.0, 5.3.0, 5.4.0, 5.5.0, 5.5.1
Collection Development 5.1.1

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.

6.1.0 The school library program incorporates leadership activities, best practices, and professional development across campus, district, and professional communities. The program includes opportunities for collaboration among members of the learning community and opportunities to help learners become independent users and producers of ideas and information.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
6.1.1 90% of library program activities show evidence of the application of: - evidence based practices to improve student achievement - use of high educational standards - professionalism	80% of library program activities show evidence of the application of: - evidence based practices to improve student achievement - use of high educational standards - professionalism	70% of library program activities show evidence of the application of: - evidence based practices to improve student achievement - use of high educational standards - professionalism	60% of library program activities show evidence of the application of: - evidence based practices to improve student achievement - use of high educational standards - professionalism	50% of library program activities show evidence of the application of: - evidence based practices to improve student achievement - use of high educational standards - professionalism
6.1.2 The library program resources are aligned with: - school, - district, - state, - and national	The library program resources are aligned with: - school, - district, - and state, educational	The library program resources are aligned with: - school and - district educational standards	The library program resources are aligned with: school educational standards	The library program resources are not aligned with standards of any kind.

educational standards	standards			
6.2.0 The school library offers purposeful professional development that is aligned to the needs of the learning community.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
6.2.1 90% of professional development offered via the library program is aligned with: ● campus ● district ● and/or library needs	80% of professional development offered via the library program is aligned with: ● campus ● district ● and/or library needs	70% of professional development offered via the library program is aligned with: ● campus ● district ● and/or library needs	60% of professional development offered via the library program is aligned with: ● campus ● district ● and/or library needs	50% of professional development offered via the library program is aligned with: ● campus ● district ● and/or library needs
6.2.2 90% of library staff professional development activities are focused on: ● new trends ● best practices ● emerging technologies	80% of library staff professional development activities are focused on: ● new trends ● best practices ● emerging technologies	70% of library staff professional development activities are focused on: ● new trends ● best practices ● emerging technologies	60% of library staff professional development activities are focused on: ● new trends ● best practices ● emerging technologies	50% of library staff professional development activities are focused on: ● new trends ● best practices ● emerging technologies
6.2.3 Library staff participates in professional development as a learner and as a teacher in at least 5 of these ways: ● social media ● virtual ● regional ● local ● state ● and national conferences	Library staff participates in professional development as a learner and a teacher in at least 4 of these ways: ● social media ● virtual ● regional ● local ● state ● and national conferences	Library staff participates in professional development as a learner in at least 3 of these ways: ● social media ● virtual ● regional ● local ● state ● and national conferences	Library staff participates in professional development as a learner in at least 2 ways: ● social media ● virtual ● regional ● local ● state ● and national conferences	Library staff only attends required professional development

6.3.0 The school library program is included in campus and district planning.	
Distinguished	**Improvement Needed**
6.3.1 The library program is included in campus and district planning.	The library program is not included in campus and district planning.

6.4.0 The school library program activities are evaluated using data analysis in order to improve student outcomes.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
6.4.1 Library program data is analyzed each reporting period: ● to determine the success of implemented programs for students ● for evidence of the library's role in student achievement	Library program data is analyzed twice per semester: ● to determine the success of implemented programs for students ● for evidence of the library's role in student achievement	Library program data is analyzed once per semester: ● to determine the success of implemented programs for students ● for evidence of the library's role in student achievement	Library program data is analyzed annually: ● to determine the success of implemented programs for students ● for evidence of the library's role in student achievement	Library program data is not analyzed to improve student outcomes.

6.5.0 The school library program is designed to ensure that all students have equal access to appropriate resources necessary for academic success.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
6.5.1 90% of library activities offer: ● developmentally appropriate print and digital resources ● equal access to all students and classes ● compliance with ADA (American with Disabilities	80% of library activities offer: ● developmentally appropriate print and digital resources ● equal access to all students and classes ● compliance with ADA (American with Disabilities	70% of library activities offer: ● developmentally appropriate print and digital resources ● equal access to all students and classes ● compliance with ADA (American with Disabilities	60% of library activities offer: ● developmentally appropriate print and digital resources ● equal access to all students and classes ● compliance with ADA (American with Disabilities	50% of library activities offer: ● developmentally appropriate print and digital resources ● equal access to all students and classes ● compliance with ADA (American with Disabilities

Act) guidelines	Act) guidelines	Act) guidelines	Act) guidelines	Act) guidelines
6.5.2 90% of the library schedule offers space for: ● flexibility ● use at point of need ● curriculum support ● personalized learning	80% of the library schedule offers space for: ● flexibility ● use at point of need ● curriculum support ● personalized learning	70% of the library schedule offers space for: ● flexibility ● use at point of need ● curriculum support ● personalized learning	60% of the library schedule offers space for: ● flexibility ● use at point of need ● curriculum support ● personalized learning	50% of the library schedule offers space for: ● flexibility ● use at point of need ● curriculum support ● personalized learning
6.6.0 The library program has a mission, vision, goals, objectives and a strategic plan which is in alignment with campus, district, and statewide plans and incorporates sound policies and procedures.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
6.6.1 The library program has a mission, vision, goals, objectives, and a strategic plan that: ● is aligned with campus, district, statewide standards ● stresses literacy, critical thinking and digital literacy ● supports accessibility for all users ● is updated every 3 to 5 years	The library program has a mission, vision, goals, objectives, and a strategic plan that: ● is aligned with campus, district, statewide standards ● stresses literacy, critical thinking and digital literacy ● supports accessibility for all users ● is updated every 5 to 10 years	The library program has a mission, vision, goals, objectives, and a strategic plan that: ● is aligned with campus, district, statewide standards ● stresses literacy, critical thinking and digital literacy ● supports accessibility for all users ● is updated as directed by supervisors	The library program has a mission, vision, goals, objectives, and a strategic plan that: ● stresses literacy, critical thinking and digital literacy ● supports accessibility for all users ● is updated periodically	The library program does not have a mission, vision, goals, objectives or a strategic plan.
6.6.2 Library policies and procedures: ● are revised once	Library policies and procedures: ● are revised once	Library policies and procedures: ● are revised once	Library policies and procedures: ● are revised once	Library policies and procedures: ● are revised once

per year ● are approved by administrators and the school board ● are available online for stakeholder review	every two years ● are approved by administrators ● are available online for stakeholder review	every three years ● are approved by administrators ● are available online for stakeholder review	every four years ● are approved by administrators ● are available online for stakeholder review	every five years ● are approved by administrators ● are available online for stakeholder review

6.7.0 The school library staff and volunteers are cross-trained on various aspects of the library program in order to better serve students and staff.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
6.7.1 The library program provides staff and volunteer training at least once per month on topics such as: ● positive customer services ● digital resources ● library organization ● scheduling that maximizes student access	The library program provides staff and volunteer training at least twice per semester on topics such as: ● positive customer services ● digital resources ● library organization ● scheduling that maximizes student access	The library program provides staff and volunteer training at least once per semester on topics such as: ● positive customer services ● digital resources ● library organization ● scheduling that maximizes student access	The library program provides staff and volunteer training at least once per year on topics such as: ● positive customer services ● digital resources ● library organization ● scheduling that maximizes student access	The library program does not provides staff or and volunteer training.

6.8.0 The library program works with stakeholders to promote library activities.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
6.8.1 The library program works with stakeholders monthly to promote library activities.	The library program works with stakeholders every other month to promote library activities.	The library program works with stakeholders every semester to promote library activities.	The library program works with stakeholders yearly to promote library activities.	The library program works with stakeholders every two years or less to promote library activities.

6.9.0 The library advocates for and protects each user's right to privacy, confidentiality, and age-appropriate principles of

intellectual freedom. Student privacy is protected as indicated by best library practices (ALA Privacy) and federal FERPA law.

Distinguished	Improvement Needed
6.9.1 The library advocates for and protects each user's right to privacy, confidentiality, and age-appropriate principles of intellectual freedom.	The library does not advocate for and protect each user's right to privacy, confidentiality, and age-appropriate principles of intellectual freedom.

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.).

Appendix:
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

STRAND 7 APPENDIX: Additional metrics in support of measurability involving service to students and teachers.

7.1.0 Percentage of students receiving instruction from the librarian either in person or virtually each grading period.

Distinguished	Accomplished	Proficient	Developing	Needs Improvement
7.1.1 Elementary 90% Secondary 70%	Elementary 80% Secondary 60%	Elementary 70% Secondary 50%	Elementary 60% Secondary 40%	Elementary 50% Secondary 30%

7.2.0 Special Programming and Events (events can count for more than one expectation when measuring)

Distinguished	Accomplished	Proficient	Developing	Needs Improvement
7.2.1 The library program consistently provides special programming and events for example; literacy nights, book fairs, author visits, and student literary readings.	The library program frequently provides special programming and events for example; literacy nights, book fairs, author visits, and student literary readings.	The library program occasionally provides special programming and events for example; literacy nights, book fairs, author visits, and student literary readings.	The library program seldom provides special programming and events for example; literacy nights, book fairs, author visits, and student literary readings.	The library program rarely provides special programming and events for example; literacy nights, book fairs, author visits, and student literary readings.

7.3.0 Collaboration includes co-teaching, co-creating, and co-assessing lessons with teachers.

Distinguished	Accomplished	Proficient	Developing	Needs Improvement
7.3.1 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 lessons.	The library program rarely plans with 10% of core classroom teachers, teaching random lessons.
7.3.2 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.

7.4.0 Extended Hours (in person, or via text, email, chat, or other virtual means)				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
7.4.1 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

7.5.0 Collection Age				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
7.5.1 Average copyright date no more than 10 years, while following a recognized weeding process.	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.

7.6.0 Collection Refresh Rate *Refresh means removing outdated or worn items and replacing or adding updated items.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
7.6.1 At least 5% of the	At least 4% of the	At least 3% of the	At least 2% of the	Less than 1% of the

collection, including audiobooks and eBooks, is refreshed annually.	collection, including audiobooks and eBooks, is refreshed annually.	collection, including audiobooks and eBooks, is refreshed annually.	collection, including audiobooks and eBooks, is refreshed annually.	collection, including audiobooks and eBooks, is refreshed annually.

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

7.7.0 Elementary Minimum Collection Size of Print and Digital Resources

Distinguished	Accomplished	Proficient	Developing	Needs Improvement
7.7.1 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.
7.7.2 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

7.8.0 Secondary Minimum Collection Size of Print and Digital Resources

Distinguished	Accomplished	Proficient	Developing	Needs Improvement
7.8.1 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.
7.8.2. 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

7.9.0 Use of resources (Print and Digital) per student - Average (total circulation for the year divided by the total # of students including "in-house" usage)

Distinguished	Accomplished	Proficient	Developing	Needs Improvement
7.9.1 Elementary: 70 materials checked out per student per year	Elementary: 50 materials checked out per student per year	Elementary: 30 materials checked out per student per year	Elementary: 20 materials checked out per student per year	Elementary: Less than 10 materials checked out per student per year
7.9.2 Secondary 18 materials checked out per student per year	Secondary: 15 materials checked out per student per year	Secondary: 12 materials checked out per student per year	Secondary: 9 materials checked out per student per year	Secondary: Less than 6 materials checked out per student per year

7.10.0 Digital Resources

Distinguished	Accomplished	Proficient	Developing	Needs Improvement
7.10.1 Digital resources	Digital resources offered	Digital resources offered	Digital resources offered	No 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.	through the state library available on and off campus with outside access from a common district website or mobile app.	through the state library available on and off campus.	through the state library available on campus.	available on or off campus.

Budget

7.11.0 Budget Per Year (resources; not operational) (print, digital materials including audiobooks and eBooks) (ADA = Average Daily Attendance)				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
7.11.1 $20.00 x ADA	$16.00 x ADA	$12.00 x ADA	$8.00 x ADA	$6.00 x ADA

7.12.0 Budget Per Year (operational) *Capital items such as computers are not reflected in this budget line; however, travel and professional development are included.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
7.12.1 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

7.13.0 Technology devices per student seat in the library.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
7.13.1 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.**

7.14.0 Technology Access				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
7.14.1 All technology devices available in the	All technology devices available in the library	All technology devices available in the library	All technology devices available in the library	Technology devices available in the library

library are refreshed at least every 3 years on a rotating schedule.	are refreshed at least every 4 years on a rotating schedule.	are refreshed at least every 5 years on a rotating schedule.	are refreshed at least every 7 years on a rotating schedule.	are more than 8 years old.
7.14.2 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.
7.14.3 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 of 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.

7.15.0 The library program maintains a webpage, advocates for the program through social media, and complies with ADA (the American with Disabilities Act).				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
7.15.1 The library program maintains a separate interactive library webpage as part of the campus website; with 24/7 access to digital resources tailored to users' needs updated weekly by the librarian.	The library program maintains a separate static library webpage as part of the campus website; with 24/7 access to digital resources; updated monthly by the librarian.	The library program maintains a separate library webpage as part of the campus website; updated monthly by the campus webmaster.	The library program has a presence on the district website; updated as needed by the campus webmaster.	The library program does not have library webpage.
7.15.2 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 a single type of device.	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).

7.15.3 Almost daily use of at least two social media tools.	Regular (at least twice per week) use of at least one social media tool.	Weekly use of at least one social media tool.	Infrequent (monthly or less) use of one social media tool.	No use of social media.

7.16.0 Professional Development				
Distinguished		**Proficient**	**Needs Improvement**	
Professional development certificates showing attendance beyond what is required for certification requirements.		Professional development certificates showing attendance to fulfill district or state requirements.	Minimal Professional development attendance certificates.	

Facilities

7.17.0 Facilities comply with current Commissioner's Rules for school facilities.				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Needs Improvement**
7.17.1 Facilities exceed current Commissioner's Rules for School Facilities.	Facilities comply with current Commissioner's Rules in all areas.	Facilities comply with current Commissioner's Rules for in most areas.	Facilities comply with current Commissioner's Rules in some areas.	Does not comply with current Commissioner's Rules Concerning Facilities.
7.17.2 Less than 100 students - Libraries for campuses with a planned student capacity of 100 or less shall be a minimum of **1,400 square feet.**				
101 to 500 students - Libraries for campuses with a planned student capacity of 101 to 500 shall be a minimum of **1,400 square feet** plus an additional **4.0 square feet** for each student in excess of 100.				
501 to 2000 students - Libraries for campuses with a planned student capacity of 501 to 2,000 shall be a minimum of **3,000 square feet** plus an additional **3.0 square feet** for each student in excess of 500.				
2001 or more students - Libraries for campuses with a planned student capacity of 2001, or more shall be a minimum of **7,500 square feet** plus an additional **2.0 square feet** for each student in excess of 2,000.				
7.17.3 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, and functional enough for a variety of instructional and non-instructional uses.
7.17.4 The library program provides the tools and a dedicated	The library program frequently provides a space that	The library program regularly provides a space that	The library program occasionally provides temporary space to	The library program does not provide space for special programming

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

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.

7.18.0 Elementary

Number of Students	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
250-500 ADA **Professional**	1	1	.5	.5	0
250-500 ADA **Paraprofessional**	1	.5	.5	.5	0
501-1000 ADA **Professional**	1	1	1	1	.5
501-1000 ADA **Paraprofessional**	1.5	1.25	1	.5	.5
1001+ ADA **Professional**	2	1.5	1.25	1	.5
1001+- ADA **Paraprofessional**	2	2	1	1	.5

7.19.0 Secondary

Number of Students	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
250-750 ADA **Professional**	1	1	1	.5	0
250-750 ADA **Paraprofessional**	1.5	1.25	1	.5	1

751-1200 ADA Professional	1	1	1	1	.5
751-1200 ADA Paraprofessional	1	1.75	1.5	1	.5
1201+ -2000 ADA Professional	2	2	2	1.5	1
1201+ -2000 ADA Paraprofessional	2	2	2	2	1
2001+ Professional	2	2	2	2	1
2001+ Paraprofessional	3	2.5	2	2	1

District Level 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.

7.20.0 District Level Staffing

Number of Campuses	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
2-10 campuses	1 certified* lead no campus	1 certified lead no campus	1 certified lead no campus	1 certified lead w/campus	No lead librarian
2-10 campuses	1 paraprofessionals	.75 paraprofessional	.5 paraprofessionals	No paraprofessionals	No paraprofessionals
11-25 campuses	1 certified professional	1 certified professional	1 certified professional	1 certified professional	1 certified professional
11-25 campuses	2 paraprofessionals	1.5 paraprofessionals	1 para-professional	.5 para-professional	No para-professional
26-50 campuses	2 certified professionals	2 certified professionals	2 certified professionals	1 certified professionals	1 certified professionals
26-50 campuses	1.5 para-professionals	1 paraprofessionals	.5 paraprofessionals	.5 paraprofessionals	.5 paraprofessionals
51-100 campuses	2 certified professionals	2 certified professionals	2 certified professionals	1 certified professional	1 certified professional
51-100 campuses	3 paraprofessionals	2.5 paraprofessionals	2 paraprofessionals	2 paraprofessionals	1 paraprofessionals
101-150 campuses	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
101-150 campuses	3 paraprofessionals	2.5 paraprofessionals	2 paraprofessionals	2 paraprofessionals	2 paraprofessionals
150+ campuses	4 cert. professionals (2 w/admin	4 cert. professionals (1 w/admin	4 cert. professionals (1 w/admin	3 cert. professionals (1 w/admin	2 cert. professionals

	certification)	certification)	certification)	certification)	
150+	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

Research:

AASL-PSEL - http://researchguides.austincc.edu/c.php?g=554360&p=3891603
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