National School Library Program of the Year Award

Become the national model for exemplary school library programming. Apply today!

The NSLPY Award, guided by AASL’s Empowering Learners: Guidelines for School Library Programs, recognizes school library programs that meet the needs of the changing school and library environment. Exemplary school library programs empower learners to be critical thinkers, enthusiastic readers, skillful researchers and ethical users of information.

The prestigious Obelisk and $10,000 will be given to the school library program that is fully integrated into the school’s curriculum.

Application Deadline: January 1
www.ala.org/aasl/awards/nslpy

The NSLPY application and eligibility requirements are available on the AASL website.

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FOUNDATIONS

1. Describe the school library program mission, goals, and objectives as they relate to the mission, goals and objectives of the school and district. (Chapter I, pages 7-8)

2. Describe the long-term improvement plan for the school library program. (Chapter III, page 30)

3. Describe the policies, procedures, and guidelines that support equitable access to ideas and information throughout the school community. (Chapter III, pages 37-38)

BUILDING THE LEARNING ENVIRONMENT

Provide evidence of how the school library program demonstrates:

1. a participatory culture “where everyone is a teacher, learner, producer, and contributor.” (Chapter I, page 10)

2. flexible and equitable access to physical and virtual collections of resources that support the school curriculum and meet the diverse needs of all learners. (Chapter III, pages 33-34; Appendix C: “An Interpretation of the Library Bill of Rights,” pages 53-54)

3. active and participatory learning, resource-based learning, collaboration with teaching staff and appropriate hours of service, including a flexible schedule. (Chapter III, page 33.)

4. a well-developed collection of resources in all formats that support curricular topics, are suited to inquiry learning and meets the needs and interests of learners. (Chapter III, pages 38-40; Appendix C: “An Interpretation of the Library Bill of Rights:” pages 53-54.)

TEACHING FOR LEARNING

Provide evidence of how the school library program demonstrates:

1. instruction based on current best practices and current research in school librarianship, education, and educational technology. (Chapter III, pages 43-44)

2. instruction based on AASL’s Empowering Learners: Guidelines for School Library Programs and content-area standards. (Chapter II, page 20)

3. collaboration with a core team of classroom teachers and specialists to design, implement, and evaluate inquiry lessons and units in order to enable members of the learning community to become effective, independent, lifelong users of ideas and information. (Chapter I, page 17; Chapter II, pages 20, 26, 28)

4. instruction through the library program involves inquiry based learning, information seeking and use, 21st century technology tool integration, and knowledge production to help students develop their abilities to inquire, think critically, gain, and share knowledge. (Chapter II, pages 25-26)

5. instruction through the library program involves teaching reading comprehension strategies, multiple literacies, and reading promotion to support students in reading for information, pleasure, and lifelong learning (Chapter II, pages 21-24)

6. job-embedded professional development through building instructional partnerships with classroom teachers, specialists, and administrators to learn, practice, and spread innovation throughout the learning community. (Chapter III, pages 43-44)

BUILDING COLLABORATIVE PARTNERSHIPS

Provide evidence of how the school library program demonstrates:

1. the representation of stakeholders in developing the library program and the collection through an advisory team. (Chapter III, page 38)

2. collaboration through modeling as well as collaboration with students by involving them in determining their learning processes and products. (Chapter II, pages 20-21)

3. partnerships at all levels with school and district administration to support and implement collaboration. (Chapter II, page 20)

4. partnerships with the wider educational community (parents, community organizations, museums, academic and public libraries and others) seeking their expertise, resources and assistance for student learning. (Chapter II, page 20)

ADVOCACY AND OUTREACH

Provide evidence of how the school library program demonstrates:

1. a long-term advocacy plan that moves beyond public relations and marketing, by analyzing and linking library goals to stakeholder goals and the issues that reflect a common agenda. (Chapter III, pages 41-42)

2. advocacy through representation on building and district committees and faculty/grade-level teams to promote the program as an integral part of education and teaching and learning. (Chapter III, page 41)

3. a plan for communicating with administrators about the library program mission and goals that links to concrete evidence of student achievement. (Chapter III, pages 41-42)

4. regular communication with teachers, students, and parents, making meaningful connections through resources, initiatives, and activities. (Chapter III, page 41)

5. relationships and communication with local, state, and national decision makers to communicate the mission of the program and the impact on student learning. (Chapter III, page 41)