

National School Library of the Year Award Rubric

Keystones

Grounded in the philosophy established in the *National School Library Standards for Learners, School Librarians, and School Libraries* (2018), the following elements support the belief that the school library is a unique and essential part of a learning community. The following elements are the groundwork for an effective school library and must be present to consider the application for the award. Pages refer to AASL's *National School Library Standards for Learners, School Librarians, and School Libraries* (2018).

The school library's mission, goals, and objectives relate to the mission, goals, and objectives of the school's and district's long-range plan. (p. 180)

The school library is continuously assessed and evaluated to ensure that it meets the needs of all members of the learning community. (p. 170)

The school library is a dynamic learning environment that bridges the gap between equitable access and opportunities for all learners. (p. 54)

The library scheduling is thoughtfully designed to ensure learners have access to library services, spaces, and resources at the point of need. (p. 57)

Are each of these elements documented in the application?

- Yes
- No

Rubric

Based on the *National School Library Standards for Learners, School Librarians, and School Libraries* (2018), the rubric for the National School Library of the Year Award should be used by the committee to determine applications that best meet the criteria for the award. The most-effective programs will receive the highest score on the rubric. The overall score will determine which applicants will be considered for a site visit.

INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Evidence of this Shared Foundation for the school library includes but need not be limited to the following:

- Systematic inquiry process
 - Provides a systematic inquiry process that is embedded in collaborative instructional practices in which curriculum, standards, and all literacy skills are seamlessly intertwined.
 - Implements a learning technology curriculum developed in coordination with district- and building-level instructional leaders.
 - Innovates, implements, and models an inquiry process in authentic ways for learners and other educators.

- Environment of inquiry
 - Generates an atmosphere that enables learners to wonder, explore, innovate, question, teach, and create.
 - Creates unique synergies throughout the school, with the school library as the learning catalyst.
 - Provides a space for collaboration and creation that is conducive to learners' inquiry and creative problem-solving efforts.
 - Utilizes a schedule that ensures learners and educators have access to both school library staff and resources at the point of need.
 - Provides a barrier-free, universally designed environment that allows equitable physical and intellectual access.

- Assessment
 - Utilizes measurable learner outcomes and data sources to improve resources, instruction, and services.
 - Implements collaborative formative assessment approaches.
 - Provides opportunities for learners to confidently share knowledge products and work in teams to design evaluation protocols that include data gathering and outcomes measurement related to their products.

Note: Indicators reflect the standards and concepts in Inquiry (p. 59, 72–73, 174).

Distinguished: Demonstrates **all eleven** indicators
Proficient: Demonstrates **nine or ten** indicators
Apprentice: Demonstrates **fewer than nine** indicators

INCLUDE: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning environment.

Evidence of this Shared Foundation for the school library includes but need not be limited to the following:

- Collection
 - Establishes and maintains a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs for range of learners and their communities.
 - Facilitates opportunities to experience diverse ideas by promoting the use of high-quality and high-interest literature in formats that reflect diverse developmental, cultural, social, and linguistic needs of all learners and their communities.

- Opportunities
 - Provides challenging and authentic opportunities to address the needs of the broad range of learners.
 - Facilitates opportunities to experience diverse ideas and viewpoints by implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services.
 - Crafts opportunities for learners, educators, and community members to fully participate in one-on-one, small group, and large group learning activities, enrichment programs, and other opportunities.

- Analysis
 - Ensures equity in the school library by engaging in an ongoing reflective analysis of collection, programs, services, and communication.
 - Uses ongoing reflection data to strengthen resources, improve instruction, and meet the diverse needs of the school community.

- Stakeholders
 - Articulates the school library’s impact in a manner that is clearly understood by administrators, faculty, staff, learners, parents, and the community.
 - Includes opportunities to showcase programmatic and learner success through regular communication with school and district leadership.

- Environment
 - Honors all school community members through displays and resources that celebrate a variety of needs and interests.

Note: Indicators reflect the standards and concepts in Include (p. 60, 80–81, 175).

Distinguished:	Demonstrates all ten indicators
Proficient:	Demonstrates eight or nine indicators
Apprentice:	Demonstrates fewer than eight indicators

COLLABORATE: Work effectively with others to broaden perspectives and work toward common goals.

Evidence of this Shared Foundation for the school library includes but need not be limited to the following:

□ Opportunities

- Integrates collaborative and shared learning by partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding.
- Leads inquiry-based learning that enhances the information, media, visual, and technical literacies of all members of the school community.
- Aids the school in achieving curricular goals.
- Meets the learners' personalized learning goals.
- Engages on a consistent basis with learners, educators, administrators, and community members to ensure that the school library's resources, services, and standards align with the school's mission.
- Collaborates, communicates, and includes the school community in the development of school library policies and procedures.
- Participates in curriculum development and implementation through membership on instructional curriculum, textbook, technology, professional development, and new program adoption committees.
- Collaborates with principals and administration on the development of the library budget.
- Designs and leads professional development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness.

Note: Indicators reflect the standards and concepts in Collaborate (p. 61, 89–90, 176).

Distinguished:	Demonstrates all nine indicators
Proficient:	Demonstrates seven or eight indicators
Apprentice:	Demonstrates fewer than seven indicators

CURATE: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

Evidence of this Shared Foundation for the school library includes but need not be limited to the following:

- Collection development and policies
 - Employs a dynamic collection policy that includes selection and retention criteria for all materials within the collection.
 - Maintains procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.
 - Uses local and external data to inform ongoing adjustments to the scope of the resource collection and its audiences, formats, and applications.
 - Includes digital resources within the collection that are accessible 24-7 to users.
 - Maintains a collection of sufficient breadth and currency to be pertinent to the school's program of studies.
 - Meets with an advisory board composed of multiple stakeholder groups such as learners, parents, classroom educators, and administrators to provide input on collection priorities.

- Collection challenges
 - Implements an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges.

- Facility
 - Provides an environment that facilitates the contribution and exchange of information within and among learning communities.

- Website
 - Maintains a website of well-curated resources managed by the school librarian.
 - Allows users to identify and suggest needed sources, engage with digital content, and request further assistance.

Note: Indicators reflect the standards and concepts in Curate (p. 62, 98–100,177).

Distinguished: Demonstrates **all ten** indicators
Proficient: Demonstrates **eight or nine** indicators
Apprentice: Demonstrates **fewer than eight** indicators

EXPLORE: Discover and innovate in a growth mindset developed through experiences and reflection.

Evidence of this Shared Foundation for the school library includes but need not be limited to the following:

- Opportunities
 - Promotes the use of personal and professional learning networks.
 - Leads other educators and learners to embrace a growth mindset through lifelong learning.
 - Supports learners' personal curiosity
 - Embraces new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.

- Stakeholders
 - Builds strong relationships with stakeholders who recognize and support an effective school library.
 - Works with appropriate stakeholders to ensure learners have access to devices and applications that best support all learners' abilities to demonstrate learning.

- Environment
 - Anticipates learners' needs and adapts the learning environment in accordance with evidence-based best practices.

Note: Indicators reflect the standards and concepts in Explore (p. 63, 108–109, 178).

Distinguished: Demonstrates **all seven** indicators
Proficient: Demonstrates **five or six** indicators
Apprentice: Demonstrates **fewer than five** indicators

ENGAGE: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently, while engaging in a community of practice and an interconnected world.

Evidence of this Shared Foundation for the school library includes but need not be limited to the following:

- Opportunities
 - Ensures that the school community is aware of the guidelines for safe, ethical, and legal use of information.

- Shares with the learning community policies concerning copyright, privacy, and responsible use of technology and social media.
- Promotes the principles of intellectual freedom, information access, privacy and proprietary rights.
- Models for learners, other educators, and administrators multiple strategies to locate, evaluate, and ethically use information for specific purposes.
- Provides learners with collections of vetted digital and online resources while simultaneously working with learners to ensure that they are able to independently evaluate resources and make responsible and ethical decisions regarding use of these resources.

□ Environment

- Provides an engaging learning environment that supports innovative and ethical use of information and information technologies.

Note: Indicators reflect the standards and concepts in Engage (p. 64, 116–117, 179).

Distinguished: Demonstrates **all six** indicators
Proficient: Demonstrates **four or five** indicators
Apprentice: Demonstrates **fewer than four** indicators