**2.1.2 CLIMATE CONDUCIVE TO LEARNING**

**Self-Assessment Rubric**

The library must be a safe, inviting, and engaging atmosphere for students and teachers. To create a climate conducive to learning, librarians should focus on three areas of the environment: physical, intellectual, and social/emotional. Use the following rubric to assess the climate of your library.

| **Characteristic** | **Not Really** | **Somewhat** | **Generally True** |
| --- | --- | --- | --- |
| *Physical Environment* |  |  |  |
| The entrance to the library is inviting and draws students all the way in. |  |  |  |
| The facility is well organized and easy for students to find the areas that interest them. |  |  |  |
| Displays feature student work and help give students a sense of ownership in the library. |  |  |  |
| The physical environment is interesting with special displays of books, books turned face out on the shelves, and exhibits that feature provoking ideas and themes. |  |  |  |
| *Intellectual Environment* |  |  |  |
| Displays, resources, and programs are designed to answer diverse student interests and needs. |  |  |  |
| Students have many opportunities for choice, from participating in the selection of resources for the library to choosing resources they want to use and deciding their own paths of discovery.  |  |  |  |
| Students have voice in the library through a variety of opportunities: presentation of their work to their peers, debates and discussion groups, sharing of their book reviews and recommendations, book clubs, and group research projects. |  |  |  |
| Students are intellectually engaged in inquiry projects and supported by the librarian through whole-class instruction, individual and small-group guidance, and structured peer-to-peer feedback.  |  |  |  |
| The library is a place of discovery where students are actively confronted with new ideas, conflicting opinions, and challenging but interesting texts. |  |  |  |
| *Social / Emotional Environment* |  |  |  |
| Students have many opportunities for social interaction: shared learning, discussions and conversations to exchange ideas, group projects and presentations, and peer feedback. |  |  |  |
| The library program integrates activities and resources that motivate students to read and learn. |  |  |  |
| Rules and procedures in the library facilitate an orderly climate that empowers students to act responsibly and learn on their own. |  |  |  |
| Students feel safe in the library to investigate topics of personal concern. |  |  |  |
| Students are supported by signage, posted research tips, pathfinders and other scaffolding strategies, and just-in-time help from the librarian to enable them to be successful in their investigations and develop self-confidence in their own ability to be an independent learner.  |  |  |  |
| Collaboration in the library among students and teachers is encouraged by the arrangement of work spaces, the structure of activities, and the collaborative tone set by the librarian. |  |  |  |
| Parents are actively encouraged to visit and participate in the library at designated times. |  |  |  |