



# THE STATE EDUCATION DEPARTMENT SCHOOL LIBRARY MEDIA PROGRAM EVALUATION

*District:*

*Enrollment:*

*Evaluator:*

*School:*

*Grades in School:*

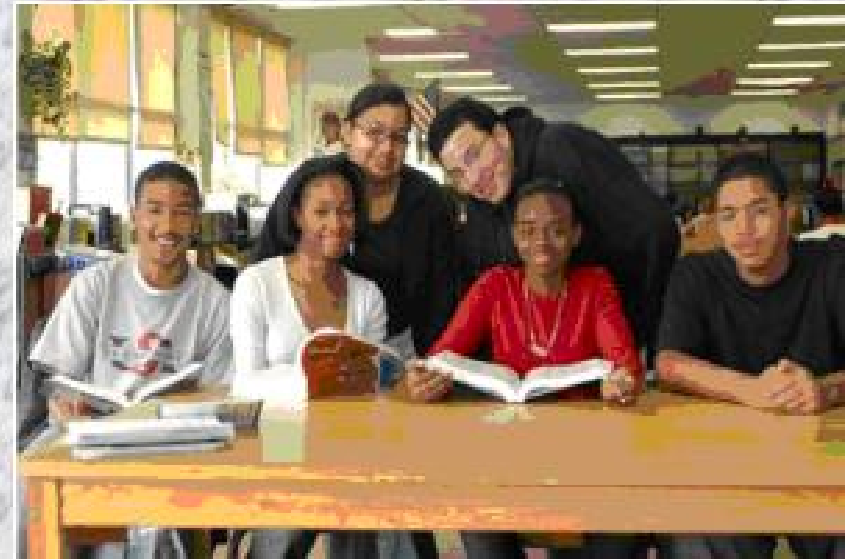
*Date of Evaluation:*



For information on how to use the New York State Education Department School Library Media Program Evaluation please visit:

[http://www.emsc.nysed.gov/ciai/library/SLMPE\\_rubric/](http://www.emsc.nysed.gov/ciai/library/SLMPE_rubric/)

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THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
***SCHOOL LIBRARY MEDIA PROGRAM EVALUATION***

<b>Teaching for Learning</b>					
<b>Essential Element</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>	<b>Examples</b>
<b>Instructional Design</b> <i>Students acquire, evaluate, and use information effectively through instructional strategies designed to meet learner needs</i>	Students follow an inquiry process in the library media program (LMP), think critically, construct understandings, assess their own learning; learning is structured for active engagement, sharing, learning how to learn; instruction is differentiated to challenge and support all students. <input type="checkbox"/>	Some students use inquiry skills in LMP to define problems, frame questions, begin critical thinking skill development; students analyze, synthesize to create own viewpoints and reflect on understandings; development of transferable skills in progress; instruction is differentiated to support some students. <input type="checkbox"/>	Learning is focused on location and access of information in the LMP, with inquiry process and critical thinking skills instruction in development. Student self-assessment, focus on transferable problem-solving skills, and differentiation of instruction are in development in LMP. <input type="checkbox"/>	Students are seldom guided in an inquiry process in LMP, or to think critically, construct understandings, and apply new learning; there is little student self-assessment. Instruction is not differentiated; few LMP learning experiences include active engagement and focus on the capacity to learn. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• modeling and guided practice</li> <li>• independent practice</li> <li>• reflection and sharing</li> <li>• scaffolding of skills</li> <li>• reflection logs</li> <li>• process portfolios</li> <li>• reflective note taking</li> <li>• rubrics</li> <li>• peer questioning</li> </ul>
<i>Evidence, notes, comments</i>					
<b>Collaborative Planning</b> <i>Students are encouraged to become lifelong learners through the collaboration and coordination of the library media program with classrooms and the community</i>	Library Media Specialist (LMS) is integrally involved in most school curriculum development, collaborates with most teachers to improve instruction and teach information skills in classroom curriculum, and collaborates with extended team of community partners to link students with museums, colleges, businesses, civic groups. <input type="checkbox"/>	LMS participates in building and department level curriculum development, works with many teachers to improve instructional activities, offers information resources and skills teaching in classroom curriculum, helps some teachers select instructional materials and make real world connections for students. <input type="checkbox"/>	Involvement with curriculum planning in a support role is in development in LMP; LMP provides resources to classroom teachers and sometimes helps to make real world connections for students; LMP teaching is related to classroom curriculum but only sometimes collaboratively planned. <input type="checkbox"/>	LMP has little or no involvement in curriculum planning, and is separate from classroom curriculum; little collaborative planning takes place between LMS and classroom teachers; use of LMP resources to support classroom curriculum is occasional and unplanned. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• LMP curriculum plan</li> <li>• curriculum plan aligned with NYS Learning Standards, integrated in content areas</li> <li>• collaboration logs</li> <li>• LMS staff on curriculum committees</li> <li>• LMS teaching cooperatively</li> <li>• cooperatively planned units of instruction</li> <li>• LMP in-service trainings</li> </ul>
<i>Evidence, notes, comments</i>					
<b>Information Literacy</b> <i>Students practice critical thinking, know when information is needed, locate, evaluate, and use information effectively, and ask questions about its validity</i>	A complete written curriculum of information literacy, reading literacy, and technology literacy is taught throughout the district and aligned with NYS Learning Standards; LMS and most classroom teachers share responsibility for teaching information literacy, reading literacy, and technology skills embedded in all subject-area instruction. <input type="checkbox"/>	LMS teaching in information literacy, reading literacy, and technology is aligned with Standards and goes beyond location of information to include analysis, synthesis, evaluation; a written information literacy and technology skills curriculum is in development, planned with some classroom teachers, and collaboratively taught in some subject area instruction. <input type="checkbox"/>	LMP and classroom teacher collaborations on teaching information literacy and the use of technology are limited to rudimentary location, access, and selection skills. <input type="checkbox"/>	LMP provides limited "library skills" training in an isolated manner independent of any other teaching in the school. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• student rubric scores on information literacy projects</li> <li>• LMP assignments that avoid yes or no answers</li> <li>• student checklists of information literacy skills and attitudes</li> <li>• student reflections on work</li> <li>• portfolios of student work</li> <li>• projects display use of multiple valid sources</li> </ul>
<i>Evidence, notes, comments</i>					



Essential Element	Distinguished	Proficient	Basic	Below Basic	Examples
<p><b>Reading</b></p> <p><i>Students have high levels of reading literacy and become independent, life-long readers</i></p>	LMP fosters district-wide focus on building independent readers, reading motivation, and a reading culture where all students and adults read; reading culture extends beyond school to broader community involving parents, community members, and public libraries. <input type="checkbox"/>	LMP is focused on reading with attention to integrating with classroom activities and motivating students to read on own; teachers collaborate with LMS to extend reading beyond classrooms and foster independent reading for academic and personal pursuits. <input type="checkbox"/>	LMP supports reading through occasional events; some classroom teachers collaborate with LMP to promote reading in their classrooms. <input type="checkbox"/>	LMP places no particular emphasis on reading; students generally do not use the LMP to obtain reading materials, either for academic or personal interests. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• reading list with current titles</li> <li>• measures of reading progress</li> <li>• attitudinal measures of reading</li> <li>• reading logs</li> <li>• writing assessments</li> <li>• NY Statewide Summer Reading Program</li> <li>• circulation/collection statistics</li> <li>• Three Apples Book events</li> </ul>
<i>Evidence, notes, comments</i>					
<p><b>Assessment for Learning</b></p> <p><i>Student learning is assessed in the library media program in collaboration with classroom teachers, utilizing data analysis and Standards</i></p>	Student assessment is fully in place in LMP, with benchmarks for all grades and most content. Classroom teachers collaborate with LMS to assess information skills as part of many instructional units; students regularly self-assess their own development; LMP participates actively in school-wide analysis of student performance data. <input type="checkbox"/>	LMS and classroom teachers collaborate to develop coherent grade-level benchmarks for information literacy and technology skills, to assess student development in some instructional units; assessment of information skills is a regular part of the assessment of student work. <input type="checkbox"/>	Some information literacy and technology benchmarks are identified for different grade levels and used to assess student achievement on final products; students are assessed solely on content knowledge in LMP projects, not on development of information access and analysis. <input type="checkbox"/>	Grade level information literacy and technology skills benchmarks in LMP are haphazard and unclear; student progress in information literacy skills is assessed only through periodic testing. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• checklists of research activity</li> <li>• rubric scores of student work</li> <li>• LMP student-teacher conferences</li> <li>• journaling and portfolio assessments</li> <li>• formative and summative assessments</li> <li>• LMP and classroom teacher collaboration on assessment</li> </ul>
<i>Evidence, notes, comments</i>					
<p><b>Teaching for Diverse Learning Needs</b></p> <p><i>All students have access to the curriculum, and the library media program ensures that every student makes progress regardless of learning style or needs</i></p>	Differentiated instruction to meet individual learner needs is a regular part of planning and co-teaching by LMS and classroom teachers, with mutual responsibility for the teaching of information and technology skills; LMP is active community-wide in removing barriers of access to resources. <input type="checkbox"/>	LMS and classroom teachers collaboratively plan instruction so individual student needs are targeted; some skills instruction occurs in the library media center, some in classrooms; LMP provides assistive devices to learners with disabilities, and supports school-wide efforts in removing barriers to access. <input type="checkbox"/>	LMP and classroom teachers occasionally coordinate instruction to modify lessons to accommodate the needs of some students; LMP is aware of access to assistive technology, and requests devices, removes some learning barriers, and provides options for access to materials upon demand. <input type="checkbox"/>	Teaching in LMP is focused on skills and curriculum, not on the needs of learners; assistive technologies are not available in LMP; there is little concern demonstrated for removing barriers of access to curriculum related materials. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• high interest student projects</li> <li>• resources at different levels</li> <li>• video and audio resources</li> <li>• manipulatives, graphic organizers, technology</li> <li>• LMP open extra hours to give students more time</li> <li>• games; student art work</li> <li>• assistive technologies</li> <li>• student work in varied formats</li> </ul>
<i>Evidence, notes, comments</i>					
<p><b>Inquiry Learning</b></p> <p><i>Independent learners ask questions, evaluate information to improve understanding, and develop social responsibility and strategies for self assessment</i></p>	Inquiry based instructional units are collaboratively planned between LMS and many classroom teachers throughout the school, with instruction in inquiry skills at each stage of the learning process; students assume responsibility for pursuing their own learning through inquiry. <input type="checkbox"/>	Inquiry based instruction is collaboratively planned between LMS and some classroom teachers in the building so students have organized opportunities to follow an inquiry process; inquiry skills are taught by request on an as-needed basis. <input type="checkbox"/>	Students occasionally have opportunities to direct their own investigations in the LMP and find information to answer their questions. <input type="checkbox"/>	Students rarely have an opportunity to pursue learning on their own in LMP and seldom go beyond gathering of facts in LMP for teacher-directed activities. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• authentic investigations</li> <li>• student developed research questions</li> <li>• student evaluations of their own research</li> <li>• student use of primary documents</li> <li>• alternative and performance based assessments in LMP</li> </ul>
<i>Evidence, notes, comments</i>					



Essential Element	Distinguished	Proficient	Basic	Below Basic	Examples
<b>Intellectual Freedom</b> <i>Students achieve intellectual and social development as responsible, contributing members of society</i>	The school community supports intellectual freedom for all students; all LMP resources are available to members of the learning community as appropriate for grade and developmental level; all district, school and LMP policies and practices reflect a commitment to intellectual freedom. <input type="checkbox"/>	LMP supports the concept of intellectual freedom for students; most LMP resources are available to members of the learning community as appropriate for grade and developmental level; many LMP policies and practices include support of intellectual freedom. <input type="checkbox"/>	LMP supports the concept of intellectual freedom; most collection materials are available to students as appropriate for grade and development level; the district LMP selection policy includes language on intellectual freedom. <input type="checkbox"/>	The concept of intellectual freedom is not addressed in the library media program; students are limited in the materials they can access. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• collection development policy</li> <li>• challenged materials policy</li> <li>• copyright policy</li> <li>• patron confidentiality practice</li> <li>• Internet access in LMP</li> <li>• written AUP including parental consent</li> <li>• school policy on Freedom of Information</li> <li>• absence of barriers to access</li> </ul>
<i>Evidence, notes, comments</i>					
<b>Social Learning</b> <i>Students develop skill in sharing knowledge and learning with others both in face-to-face situations and through technology</i>	Students create and share information in multiple formats and online in LMP activities, use exemplary communications practices with authentic audiences, other students, and teachers, in person and through technology. <input type="checkbox"/>	Students use and create information and post projects from LMP activities online, and are proficient collaborators with other students and teachers, both face-to-face and through technology. <input type="checkbox"/>	Students access and use information for LMP projects and activities; teaching focused on student collaboration skills and on Web based communications is in development in the LMP. <input type="checkbox"/>	Students are limited in LMP activities to searching for information; lack of access and practice in Web based communications characterizes the program; students seldom collaborate with other students or teachers in the LMP. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• collaborative learning tools</li> <li>• collaborative learning environments</li> <li>• peer reviews</li> <li>• student created Web content</li> <li>• connections to peers, mentors, LMP Web site</li> <li>• collaborative student products</li> </ul>
<i>Evidence, notes, comments</i>					
<b>Social Responsibility</b> <i>Students seek multiple perspectives and use information and ideas expressed in any format in a safe, responsible, and ethical manner</i>	Through collaborative LMP teaching, students use information in all formats, actively seek multiple perspectives, avoid plagiarism, and take advantage of the Internet while avoiding its pitfalls; students keep data safe, avoid spam, and use Netiquette, in a minimally or non-filtered environment. <input type="checkbox"/>	Students research, use text, music, images, and the Internet with minimal plagiarism, frequently cite sources, and often seek multiple perspectives, as a result of LMS teaching; students use ideas in multiple formats, keep data safe and avoid spam, in a moderately filtered environment. <input type="checkbox"/>	LMP teaching on seeking multiple perspectives and safe and ethical use of information is in development; students use the Internet for research in LMP, with moderate incidences of plagiarism, unwanted sites, and spam; few students use the Internet for multiple formats of telecommunications in the LMP; environment is highly filtered. <input type="checkbox"/>	Few students use the Internet in LMP, or pitfalls and problems in usage are frequent; there is little LMP instruction on seeking multiple perspectives or safe and ethical use; incidences of plagiarism, unwanted Web sites, spam, and unsafe information sharing are frequent; environment is very highly filtered. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• school-wide code of ethics</li> <li>• honor policy</li> <li>• LMP Ethics Committee</li> <li>• plagiarism pathfinders in LMP</li> <li>• multicultural information literacy curriculum</li> <li>• scaffolded practices</li> <li>• feedback on student notes</li> <li>• inquiry and problem based research projects</li> </ul>
<i>Evidence, notes, comments</i>					

## Building the Learning Environment

Essential Element	Distinguished	Proficient	Basic	Below Basic	Examples
<b>Staffing</b> <i>Student learning is increased through access to certified library media specialists and well qualified support staff</i>	Students have access to skilled LMP instruction as a component of all subjects in a program staffed full-time by a certified LMS, in ratio of approximately 1 per 500 students, with well qualified support staff adequate to meet program needs, as determined by student enrollment. <input type="checkbox"/>	Students have access to skilled LMP instruction as a component of many subjects in a program staffed full-time by a certified LMS, in ratio of approximately 1 per 700 students, with support staff adequate to meet program needs, as determined by student enrollment. <input type="checkbox"/>	Some students have access to skilled LMP instruction as a component of some subjects in a program staffed by a certified LMS and support staff, but staffing is part-time or in insufficient ratio to student enrollment to meet instructional program needs. <input type="checkbox"/>	Many students have little or no access to skilled LMP instruction; LMP is not staffed with a certified LMS, is staffed minimally part-time, or in a ratio less than 1 full-time LMS per 1000 students; support staff is inadequate in ratio to school size, untrained, or nonexistent. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• certified library media specialist-to-pupil ratio</li> <li>• written job descriptions</li> <li>• staff evaluations</li> <li>• qualified support staff for clerical and technical work</li> <li>• technology support</li> <li>• levels of LMP staff activity</li> </ul>
<i>Evidence, notes, comments</i>					



Essential Element	Distinguished	Proficient	Basic	Below Basic	Examples
<b>Professional Development</b> <i>Student achievement is increased through professional development and improvements in knowledge and skill</i>	LMS provides proactive leadership in staff development and professional association activities in NYS Learning Standards, curriculum, instruction, new resources, information, technology, and student learning. <input type="checkbox"/>	LMS provides professional development for teachers, presents at conferences, plays leadership role in School Library System (SLS), participates in professional and educational organizations. <input type="checkbox"/>	LMP attends professional development and conferences, participates in SLS and professional organization activities, and seeks opportunities for advanced education. <input type="checkbox"/>	LMP participation in professional development, conferences, SLS, professional organizations, or ongoing advanced educational study is limited or nonexistent. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• presentations at conferences</li> <li>• professional organization membership</li> <li>• CEUs</li> <li>• journal publications</li> <li>• Web page library links</li> <li>• PD in use of technology</li> </ul>
<i>Evidence, notes, comments</i>					
<b>Resources and Materials</b> <i>Student needs for learning resources are met through well developed collections of materials in a variety of formats</i>	Comprehensive up-to-date collections in multiple formats are built collaboratively on Board-approved policy and evaluated continuously to support Standards, curriculum and diverse learning needs; weeded collection holds 15-25 print or electronic titles per student. <input type="checkbox"/>	Up-to-date collections in multiple formats are developed with Board-approved policy to support the Standards and curriculum, with some faculty and student input; the weeded collection holds 10-15 print or electronic titles per student, including resources for students with special needs. <input type="checkbox"/>	The collection is built following a district-approved selection policy and weeded regularly; average age of non-fiction materials is less than 15 years old; the weeded collection holds 5-9 print or electronic titles per student. <input type="checkbox"/>	Aged collections in disrepair do not support Standards, curriculum or diverse needs, with little weeding, analyses, or collaboration in development; average age of non-fiction is over 20 years old; the weeded collection holds fewer than 5 print or electronic titles per student. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• publicized policies governing selection and deselection</li> <li>• student and teacher evaluations of collections</li> <li>• published collection analyses</li> <li>• cooperative purchasing</li> <li>• resource sharing</li> <li>• automated circulation system</li> <li>• library catalog on Internet</li> </ul>
<i>Evidence, notes, comments</i>					
<b>Resource Sharing</b> <i>Cooperative relations improve library media program services and provide better access for students to information, knowledge and learning</i>	Unique resources are gathered and shared in response to curriculum needs and interests of diverse learning community; LMP anticipates resource needs through collaborative partnerships and regularly borrows, lends, and responds to requests from other libraries. <input type="checkbox"/>	LMP participates fully in regional networks and SLS; interlibrary loan program is robust and responds to needs of all the learning community; all faculty and students are aware of availability of resource sharing, LMP frequently responds to requests from other libraries. <input type="checkbox"/>	Library is a member of a regional network and SLS; limited interlibrary loan takes place, some faculty are aware of interlibrary loan service, LMP occasionally responds to requests for lending from other institutions. <input type="checkbox"/>	LMP is not connected to a local or regional network of resource sharing; LMP is not a member of the SLS, interlibrary loan (ILL) program is nonexistent. Resources for classroom and curriculum needs are seldom anticipated, requested, or filled. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• resource sharing networks</li> <li>• cooperative collections</li> <li>• links to community resources</li> <li>• ILL transaction-log analyses</li> <li>• online union catalog</li> <li>• online ILL search tools</li> </ul>
<i>Evidence, notes, comments</i>					
<b>Equitable Access</b> <i>Students have flexible and equitable access to resources that support their academic and personal learning and meet diverse learning needs</i>	Collaboratively developed policies and procedures ensure collections, resources, and services are flexibly available for all learners beyond LMP and the school day, including continuous remote access to all electronic materials. <input type="checkbox"/>	Students use LMP throughout most of the school day for a variety of resource needs; an open schedule is maintained, with a range of easily accessed resources, technologies, and services to meet diverse student information needs. <input type="checkbox"/>	Mix of fixed and flexible access is maintained based on student and curriculum needs; LMP is sometimes used to provide classroom teacher planning time; planning collaborative instruction to meet student needs is in development. <input type="checkbox"/>	LMP schedule is fixed with no open time to meet individual student or curriculum needs outside the schedule; access to collections, resources, and equipment is confined to the library media center and school day. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• scheduling options</li> <li>• remote resource access</li> <li>• free and open access policy</li> <li>• ESL materials</li> <li>• inventory tracking</li> <li>• participation in SLS, regional and State-wide networks</li> <li>• adaptive technologies</li> </ul>
<i>Evidence, notes, comments</i>					



Essential Element	Distinguished	Proficient	Basic	Below Basic	Examples
<p><b>Educational Technology</b></p> <p><i>Technologies to impact student achievement are integrated into teaching and learning through the library media program</i></p>	<p>Educational technology to impact student achievement is seamlessly integrated into instruction district-wide; curriculum materials are ubiquitously accessible by the whole school community in multiple formats, languages; LMS provides leadership in evaluation and implementation of instructional technologies. <input type="checkbox"/></p>	<p>Current instructional technology and assistance in usage is available for classroom teachers and students in LMP; LMP operations are completely automated, Web presence is dynamic and up-to-date with curriculum related material; technology is regularly used as a learning and literacy platform in most content areas. <input type="checkbox"/></p>	<p>Access to audio, video, and instructional technology through LMP is limited and provided only to classroom teachers; automation technology is used for circulation management and access to the LMP catalog; LMP Web presence provides limited access to resources for students. <input type="checkbox"/></p>	<p>Instructional technologies in LMP are not easily available or are outdated to the point of dysfunction; LMP Web presence is nonexistent or out-dated, few curriculum resources are available through digital technologies, with little concern for accessibility; support for educational technology usage is insufficient. <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• rubric scores for use of technology on projects</li> <li>• remote access to resources</li> <li>• electronic databases available</li> <li>• broadband connected LMP computers and devices</li> <li>• high-traffic LMP Web pages</li> <li>• student content knowledge enhanced through technology</li> </ul>
<i>Evidence, notes, comments</i>					
<p><b>Climate Conducive to Learning</b></p> <p><i>Students seek opportunities to visit the library media center; library atmosphere invites all to explore, read and learn; provisions for diverse student needs are met</i></p>	<p>A stimulating environment makes the LMP a focal point of learning; LMP resources invite discovery, motivating projects, independent study; a variety of spaces accommodate different learning styles; LMP proactively provides access to individuals with disabilities and resources in different levels and languages; administration is engaged. <input type="checkbox"/></p>	<p>LMP provides respectful environment; users feel welcome to research, read, work independently; LMP is active in meeting user needs; space is organized, easy to navigate, resources are at different levels, sometimes accessible to individuals with disabilities. Administrative behavior is supportive. <input type="checkbox"/></p>	<p>LMP is quiet, clean, functional, used mainly for classes; students work to fulfill assignments, but rarely visit on their own. LMP is reactive in meeting user needs; there is limited variety of resources at various levels, with accessibility in development. Administrative behavior is moderately supportive to indifferent. <input type="checkbox"/></p>	<p>LMP climate is closed and uninviting, students do not feel welcome, and teacher and administrator behavior is disengaged. LMP is either rule-bound or has no rules; LMP is inactive in meeting student needs; resource variety is highly limited, with little concern for accessibility. <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• high student and teacher morale</li> <li>• adequate instructional materials</li> <li>• orderly learning environment</li> <li>• school pride in evidence</li> <li>• displays of student materials</li> <li>• displays of new resources</li> <li>• public library homework help</li> <li>• informational posters/ flyers</li> </ul>
<i>Evidence, notes, comments</i>					
<p><b>Budget</b></p> <p><i>Library media program has adequate, sustained funding to support student needs to attain the learning standards and achieve school mission, goals, and objectives</i></p>	<p>Highly adequate LMP budget includes long-range development plan for LMP; funding sources include innovative programs, grants, and partnerships for additional resources; LMP has close working relationship with SLS, public library, other agencies. <input type="checkbox"/></p>	<p>LMP has adequate funding for staff, materials, technology, facilities; spending is planned annually, LMP reports on sufficiency of funding; special projects or new facilities can be acquired through separate request for funds; LMP works closely with SLS. <input type="checkbox"/></p>	<p>LMP budget includes NYS School Library Materials Aid and local district funding for new materials to maintain the collections; LMP is a participant in SLS programs. <input type="checkbox"/></p>	<p>There is no funding for school library materials, or funding is minimal and includes only the NYS School Library Materials Aid; LMP is inactive in SLS programs. <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• funding for new resources in multiple formats</li> <li>• funding for promotions</li> <li>• funding for administrative materials</li> <li>• information communications technology and equipment</li> <li>• budget for software licensing</li> </ul>
<i>Evidence, notes, comments</i>					
<p><b>Facility</b></p> <p><i>Library media center facility is conducive to learning and flexible to meet every student's needs</i></p>	<p>LMP facility is inviting, large, flexible, and conducive to different learning styles and use by multiple groups and individuals simultaneously; furniture, shelving, displays, lighting, and technology allow for safe, flexible use including individuals with disabilities; facility is dedicated to LMP use. <input type="checkbox"/></p>	<p>LMP facility is barrier-free, accessible to all, including individuals with disabilities; furniture, shelving, displays, lighting, and technology accommodate simultaneous use by whole classes, small groups, and individuals; facility is dedicated to LMP use, rarely used for purposes to interfere. <input type="checkbox"/></p>	<p>LMP facility is minimally accessible to individuals with disabilities; furniture, shelving, lighting, and technology are functional, but limited in accommodating whole groups, and individuals simultaneously; facility is dedicated to LMP usage, but sometimes used for other purposes that interfere. <input type="checkbox"/></p>	<p>LMP facility is not inviting to students, inflexible, not conducive to different learning styles. Some furniture, shelving, lighting, or technologies are difficult to access, inadequate, or unsafe. Facility is not dedicated to LMP usage, often used for purposes that interfere with the program. <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• adjustments for visually or physically handicapped</li> <li>• public access catalogs adjusted to different levels</li> <li>• space for processing library media materials</li> <li>• space for circulation desk</li> <li>• office area</li> <li>• storage for technology, audiovisual, supplies</li> </ul>
<i>Evidence, notes, comments</i>					



# Empowering Learning Through Leadership

Essential Element	Distinguished	Proficient	Basic	Below Basic	Examples
<p style="text-align: center;"><b>Instructional Leadership</b></p> <p style="text-align: center;"><i>Decisions in the school community that affect student learning benefit from the expertise of the library media staff and program</i></p>	LMS is active leader in the school community in education, technology, and research-based practices; LMP serves in decision making process in district, provides leadership in local, SLS, state, and national associations, and shares knowledge widely. <input type="checkbox"/>	LMS provides input to leadership team, aligns LMP with instructional priorities, participates in professional development (PD), collaborates in planning PD in use of LMP resources and technology; LMP participates in SLS and statewide associations. <input type="checkbox"/>	LMP is aware of school priorities, activities of leadership team, participates in PD if available at the school, helps arrange PD for staff upon requested by administration; LMP is a member of the SLS, participates in resource sharing and PD activities. <input type="checkbox"/>	LMP is disconnected from school priorities and instructional goals, seldom participates in or offers PD in use of LMP resources in school, does not participate in PD programs with the SLS. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• LMS on school improvement teams</li> <li>• LMS on standards and curriculum committees</li> <li>• LMP benchmarked to state and national standards</li> <li>• publications newsletters</li> <li>• LMS publications in journals</li> </ul>
<i>Evidence, notes, comments</i>					
<p style="text-align: center;"><b>Administrative Support</b></p> <p style="text-align: center;"><i>Student achievement is increased through administrative and community support of the library media program</i></p>	LMP goals are aligned with administrative focus on student achievement; LMS meets regularly with administration on role of LMP as integral to district goals; administration actively supports LMS collaboration with classroom teachers. <input type="checkbox"/>	Administration supports LMP fiscally, verbally, programmatically, at building, district, and regional levels; LMS and administration meet regularly on LMP goals; administration supports LMS role in teaching information literacy skills in curriculum. <input type="checkbox"/>	LMP and administration schedule meetings occasionally to discuss LMP; administration demonstrates a basic understanding of LMP goals and impact on student achievement and offers some verbal and fiscal support. <input type="checkbox"/>	LMP and administration seldom meet to discuss LMP goals and objectives; administration offers minimal support, and does not demonstrate a sound understanding of LMP. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• administration/ LMS meetings</li> <li>• Board meetings in LMP</li> <li>• annual report from LMP for administration</li> <li>• LMP inclusion in school development plans</li> <li>• LMP inclusion in reading promotion programs</li> </ul>
<i>Evidence, notes, comments</i>					
<p style="text-align: center;"><b>Program Planning and Evaluation</b></p> <p style="text-align: center;"><i>Progress in student achievement in the library media program is monitored, assessed, and analyzed to inform decisions</i></p>	LMP is built on a long-term comprehensive strategic plan developed collaboratively with the school community and a Library Advisory Committee, aligned with district goals and objectives, including ongoing, evidence-based evaluation. <input type="checkbox"/>	LMP has a short-range plan developed annually for program design and resources needs; a Library Advisory Committee exists and is aware of the plan; plan takes into consideration evidence of learning and school and district mission and goals. <input type="checkbox"/>	LMP has a short-term plan to meet basic library program needs and goals; the formation of a Library Advisory Committee and evidence based evaluation of the LMP are in development. <input type="checkbox"/>	LMP operates in isolation, does not have a plan expressing program needs and goals, and has little or no organized collection and evaluation of evidence of learning in LMP; a Library Advisory Committee is nonexistent. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Library Advisory Committee</li> <li>• written goals and objectives, with timelines</li> <li>• evidence of learning outcomes</li> <li>• surveys, observations</li> <li>• prioritized program budget</li> <li>• statistics, data, and analyses</li> </ul>
<i>Evidence, notes, comments</i>					
<p style="text-align: center;"><b>Communication</b></p> <p style="text-align: center;"><i>Impact of library media program policies and services on student achievement is communicated throughout the school community</i></p>	The impact of LMP policies and services on students is frequently, promptly, efficiently communicated using a wide variety of communications tools to make LMP services highly visible to the school community, teachers, students, parents, SLS, and district administration. <input type="checkbox"/>	The impact of LMP policies and services on students is regularly, efficiently communicated using a variety of communications tools to make LMP services visible to teachers, SLS, and school administration. <input type="checkbox"/>	The impact of LMP services on students is periodically communicated using a limited variety of communications tools to make LMP services visible to SLS and school administration. <input type="checkbox"/>	Little or no communication with regard to the impact of library media program policies, procedures, or services impact on students is in evidence, or communications use a highly limited variety of communications tools or are highly infrequent. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• LMP Web page, newsletter</li> <li>• phone, FAX, email, Internet</li> <li>• faculty, staff meetings</li> <li>• presentation to BOE</li> <li>• exhibits, posters, bookmarks</li> <li>• SLS Council minutes</li> <li>• monthly, annual reports</li> <li>• in-service workshops</li> <li>• LMP open house</li> </ul>
<i>Evidence, notes, comments</i>					



<p style="text-align: center;"><b>Reporting</b></p> <p><i>Effectiveness of library media program policies and resource use in meeting the needs of students is reported throughout the school community</i></p>	<p>Informative reporting including strong evidence and abundant data and statistics describing effective LMP policies and resources to meet the needs of students is shared frequently and published widely with the whole school community. <input type="checkbox"/></p>	<p>Information about the LMP, including data and evidence to feature effective LMP practices is reported periodically, at least annually, among LMS, members of school community, faculty, administration, community partners, and SLS. <input type="checkbox"/></p>	<p>The LMP provides a basic report annually to the governing body of the school district or nonpublic school, administration, and SLS, regarding LMP services and resources to meet the needs of students. <input type="checkbox"/></p>	<p>Little or no reporting with regard to the impact of library media program policies or resources in meeting the needs of students is in evidence. <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• annual report to school Board and administration</li> <li>• LMP Web based reporting</li> <li>• articles for professional journals</li> <li>• output data on LMP</li> <li>• SLS member plan</li> <li>• SLMPE rubric data sharing</li> </ul>
<p><i>Evidence, notes, comments</i></p>					
<p style="text-align: center;"><b>Program Advocacy</b></p> <p><i>A focus on student achievement guides an advocacy plan that builds support of decision makers who affect the quality of the library media program</i></p>	<p>LMP actively follows a written, coordinated, comprehensive action plan for creating support and marketing the LMP within the greater school community; the action plan is evaluated and reviewed annually. <input type="checkbox"/></p>	<p>The school community receives regular updates on LMP resources and services; opportunities to advocate for LMP are welcomed when offered; there is a plan for regular assessment of school needs and LMP responses. <input type="checkbox"/></p>	<p>Goals and objectives of LMP are communicated and made available to the school community. An action plan for marketing the LMP and increasing support is in development. <input type="checkbox"/></p>	<p>LMP has no organized plan for creating support within the school community; little information about LMP is available upon request; there is little or no marketing or promotion of LMP. <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• written LMP marketing plan</li> <li>• Web site promoting services</li> <li>• organized displays, exhibits</li> <li>• distribution of resource lists linked to Standards and curriculum</li> <li>• Friends of Library group</li> </ul>
<p><i>Evidence, notes, comments</i></p>					

Summary:

