21st Century Library: Evaluating the Vision of the Learning Commons
OCM BOCES School Library System

	1	2	3	4	Comments
The Space					
There is evidence of student learning on tasks designed by the classroom staff as well as independent journeys crafted by the students.					
The expectations and curricular goals (AASL, ISTE) for the shared space are clearly stated and posted so that learning is possible for everyone and people operate in an ethical, responsible manner.					
The color of and text on the walls is conducive to learning – calming, inviting, thoughtful affect on the learner.					
Organization of the Facility					
There are comfortable chairs that invite learners to stay and read.					
Different spaces are provided for varying needs: collaborative space for dialogue and problem solving; solitary space for intense study, reflection, reading; conference space for mini-lessons, meetings, and forum; space for whole classes to work together.					
A variety of tools are available for learners to use to facilitate their shared thinking and knowledge construction: laptop/LCD to project their thinking; flip charts/markers, post-it notes and scrap paper; access to copier machine; access to wikis, blogs, shared electronic resources; students have the ability to transport their work to and from school (portable media devices, email accounts for students, remote access to work from home); access to computers (lab, mobile laptops)					
Organization of Exhibits					
There are exhibits organized around themes and topics currently being explored in curricular and co-curricular areas.					
There are exhibits organized (virtual or in the library space) that are highly responsive to what is going on in the world today (both in the school and literally in the world)					
There are exhibits designed around student interests, preferences, talents.					
Access to Tools, Resources, Materials					
Signage clearly demarks sections of the space promoting independent navigation (this applies to the library website as well)					
There are prominent display/access to established procedures for: navigating non-fiction text, computer searches, research process, citing sources, asking questions, ethical and responsible use of information					

Access policies are reviewed regularly and students are trained in the use of current electronic resources that are prevalent in post-secondary life (education, workplace, and social interactions)				
Students are given consistent formal and informal learning opportunities to independently navigate electronic resources and data manipulation tools (both new and more established resources)				
Communication of Learning				
udents are able to communicate with one another directly either through the exchange of ideas and information in dialogue or through the posting of learning (creation of wikis, blogs, book reviews, podcasting)				
There are opportunities for students to showcase student learning through formal and informal demonstrations/performances				
Policies				
There is a clear policy for acceptable use of technology that is enforced and adhered to by all users of the space				
Restricted access to sites is based on a balance of the ability of learners to navigate space pursuing their curiosities/exploration with the responsibility to block them from inappropriate sites.				
Circulation policy encourages every learner to check out both in-house materials and to arrange for interlibrary loan of materials.				
A cyber-safety curricula is taught which covers bullying, scams, harassment, identity theft, internet responsibility				
Additional Comments				

1= No Evidence
2= Some Evidence
3= Considerable Evidence
4= Exemplary