



National School Library of the Year Award Rubric

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 National School Library Standards for Learners, School Librarians, and School Libraries(2018).

objectives of the school library. (p. 170)

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 closes the gap between equitable access and opportunities for all learners. (p. 54)

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 rubric will determine which 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.
- <

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 informational 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.

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 to all users.
- ◁ Maintains a collection of sufficient breadth and currency to be pertinent to the
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- ◁ 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, 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 otheeducators and learners to embrace a growth mindset through lifelong learning.
- < 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

Environment

- < with evidence

- ◁ Shares with the learning community policies concerning copyright, privacy, and responsible use of technology and social media.