A PLANNING GUIDE FOR

EMPOWERING LEARNERS

With School Library Program Assessment Rubric
A Planning Guide for Empowering Learners is designed to guide you through the planning process that is essential to the development and implementation of your library program. The “Building the Learning Environment” section of Empowering Learners: Guidelines for School Library Programs provides the school librarian with a list of actions related to program planning and evaluation.

Use this workbook and the School Library Program Assessment Rubric included in this document to focus your thinking on implementing a planning process that will make the best use of your resources and the support of your school community within a reasonable time frame. The end result of the planning process is a plan of action to improve your school library program—for students and staff—that will improve student achievement.

A Planning Guide for Empowering Learners is supported by the Learning4Life (L4L) brand, an implementation plan created to support states, school systems, and individual schools preparing to implement the American Association of School Librarians (AASL) learning standards and program guidelines.
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PREFACE

Following the publication of *Empowering Learners: Guidelines for School Library Programs* in 2009, the American Association of School Librarians (AASL) continued with the development of a guide supporting assessment, planning, and implementation of the new guidelines, while providing school librarians with a useful tool to advocate for their programs.

*A Planning Guide for Empowering Learners*, in conjunction with the accompanying *School Library Program Assessment Rubric*, will ensure that school library program planners go beyond the basics to provide goals, priorities, criteria, and general principles for establishing effective library programs.

Evident within *Empowering Learners* is a school library program that builds on the constructivist learning theory deeply rooted in the AASL’s *Standards for the 21st-Century Learner* (2007) and supported by the *Standards for the 21st-Century Learner in Action* (2009b). The guidelines are supported by the belief that the school librarian “empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information” (2009a, 8).

While the focus has shifted from the library as a confined place to a flexible learning environment with fluid boundaries layered by diverse needs and influenced by an interactive global community, the need for careful planning to implement the guidelines remains.

The sequential steps outlined in *A Planning Guide* will direct your efforts to involve stakeholders in the program-planning process, to align your library program mission with that of the school or district, to develop action plans with measurable goals and objectives, and to chart your progress with data you can share in advocating for your school library program.

The *School Library Program Assessment Rubric* is aligned with the national guidelines presented in *Empowering Learners* and reflects the current principles guiding school library programs, including information literacy standards, evidence-based learning, and the role of school librarians as influenced by changes in society, education, and technology. This rubric is an essential tool for evaluating your program and, ultimately, informing your program-planning development.

As you develop your plan to implement the guidelines, spend time working through the steps presented in this manual. Together, *Empowering Learners* and *A Planning Guide* will help you direct your implementation strategies, develop ambitious but achievable goals, and demonstrate how your program contributes to both school-based learning and learning throughout a lifetime.

Nancy Everhart
wAASL President, 2010–2011
INTRODUCTION

A Planning Guide is designed to assist you in achieving the outstanding, comprehensive library program outlined in *Empowering Learners: Guidelines for School Library Programs*. The program described in that book, published by the American Association of School Librarians, is quite different from programs described in previous national standards.

In *Empowering Learners* school librarians are challenged to assume new responsibilities as they guide students and provide them with the opportunity to master core subjects and “learning and innovation skills; information, media, and technology skills; and life and career skills” (2009a, 9).

Before beginning the planning process it is necessary to examine the major emphasis in *Empowering Learners* to gain an overview of the difference between this document and previous guidelines. You also need to examine the two companion publications to *Empowering Learners: Guidelines for School Library Programs*:

- Standards for the 21st-Century Learner
- Standards for the 21st-Century Learner in Action

*Standards for the 21st-Century Learner* expands the definition of information literacy to include multiple literacies. The four major skill sets covered in the *Standards* are (1) inquire, think critically, and gain knowledge; (2) draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge; (3) share knowledge and participate ethically and productively as members of our democratic society; and (4) pursue personal and aesthetic growth (2007, 3).

*Standards for the 21st-Century Learner in Action* provides action examples and grade-level benchmarks for each of the four strands found in each skill set: skills, dispositions in action, responsibilities, and self-assessment strategies.

Educators in each school or district must use the *Standards for the 21st-Century Learner* and *Standards for the 21st-Century Learner in Action*, and maintain a climate that allows students to become skillful consumers and producers of information. Educators must acknowledge that, as a means of meeting their personal and instructional information needs, students are active and engaged users of information resources of all kinds. Teaching library skills in isolation is inappropriate and ineffective. School librarians play five roles: information specialist, teacher, instructional partner, program administrator, and leader. The mission of the library program can be accomplished only through the performance of these five roles, sometimes separately, often in concert with others. The ability to function effectively in these roles depends upon the ability to plan and manage the library program.

The library program can no longer contain all the resources needed by students and staff. The library collection must include points of access to information resources located outside the school. Providing convenient and timely access to resources found beyond the school’s collection is a major responsibility of the school librarian.

The planning process will determine the goals and objectives of the program, strategies for reaching these goals, and the resources—both human and material—that are needed to implement the program. Means of evaluating progress toward attaining the goals will be identified. The planning process cannot be undertaken by school librarians working alone. To integrate the library program completely into the instructional program of the school, the principal, teachers, and others must participate with the school librarian in the planning process. As this group begins the planning process they will find the *School Library Program Assessment Rubric* included in this publication a valuable tool.

As you can see, *Empowering Learners: Guidelines for School Library Programs* establishes a new direction for library programs. It also recognizes that each library program will be different because each must be developed to anticipate and meet the needs of the local school.

School librarians must provide the leadership to initiate the planning process in their schools. The planning sequence in this manual can assist as you function as an agent of change, developing a process for improving the learning environment for all students. Only through such a process can you ensure that the library program meets the needs of the school. Only school librarians can provide the leadership in their schools to accomplish the mission of *Empowering Learners: Guidelines for School Library Programs*. 
You are the leader...

So here you are, a copy of *Empowering Learners: Guidelines for School Library Programs* in your hand, wondering, "Can I really use these guidelines to help students become proficient users of information today? Can I help them become information literate for the twenty-first century, which—unlike the industrial age—is an information age that requires students to have problem-solving skills and be innovative thinkers? Can a supportive team be created to initiate and implement the planning process?"

The answer to all these questions is, "Yes!" However, with all the daily demands from students and staff, it is easy to put off initiating a detailed planning process that systematically examines all aspects of the schools’ library program. Sound planning, though, is the key to creating a quality library program that meets and anticipates the needs of its 21st-century users.

In their publication, *Behavioral Requirements Analysis Checklist*, Robert Case and Anna Mary Lowrey listed "Planning and Evaluation" as one of the seven "Competency-Based Job Functions" of a school librarian. Case and Lowrey’s *Behavioral Requirements Analysis Checklist* grew from their work as directors of Phase II of the Knapp Manpower Project. Their definition of planning "is the design and methods for achieving the goals of the school library program involving the identification, interpretation, development, implementation and evaluation of all the inherent components of the program. It incorporates assessment, analysis, synthesis, evaluation and recommendations for program development based upon unique educational goals and objectives of the district and school" (1973, 10).

As you read this definition you can see that systematic planning will take time, perseverance, and resources. Don’t underestimate the qualities of experience, determination, and commitment that you possess. You will also have the assistance of your school library supporters—your staff, parent groups, students, and members of the faculty and administration with whom you have worked. These individuals will be invaluable in your planning efforts.

Now it is time to begin.
Preparing for the Planning Process

Vision—where all planning begins...

What is your personal vision of the ideal school library program? You may not think that you have a vision or philosophy, but you do. As you work each day in your school library you are, consciously or unconsciously, carrying out your vision or philosophy. Think about your vision and consider how it relates to the mission statement in chapter 1 of *Empowering Learners: Guidelines for School Library Programs*.

“The mission of the school library program is to ensure that students and staff are effective users of ideas and information. The school librarian empowers students to be critical thinkers, enthusiastic readers, skilled researchers, and ethical users of information…” (2009a, 8).

This statement may present a different mission than you have considered in the past. No longer do library programs merely support the curriculum and provide materials to meet students’ instructional and personal information needs. These functions are still part of the library program, but the program described in *Empowering Learners* has moved beyond such a limited scope. School librarians must now accept a larger responsibility, one that focuses on helping students and staff effectively use information and ideas.

While the overarching mission of the school library program is changing in its perspective, in many ways it builds on the traditional focus. We have always been concerned with providing information to students and teachers. The emphasis is shifting from merely locating information to using it effectively. School librarians are now concerned with a much broader and more comprehensive program, one that considers information use in its totality.

It is incumbent upon us to be concerned that:

– our students appreciate the value of information in meeting their personal and educational needs
– students develop positive attitudes toward the types of learning that will enable them to continue the learning process beyond their years of formal education
– they do become lifelong learners

Most of all we must be concerned with how effectively our students locate, evaluate, and use information. We must recognize that information is a means to an end. We must address the thought processes that enable students to:

– identify their information needs;
– develop strategies for locating that information;
– comprehend and evaluate the information they find;
– synthesize that new information;
– integrate that new information with background knowledge; and
– use the combination effectively to meet a current need.

Thus, the major difference between *Empowering Learners* and former national standards and guidelines is the recognition that the focus has moved from the school library as a confined place to one with fluid boundaries, and school library programs “must focus on building a flexible learning environment with the goal of producing successful learners skilled in multiple literacies” (2009a, 5).

AASL’s *Standards for the 21st-Century Learner* (presented in a separate publication) are based on the constructionist theory of learning and contain nine underlying common beliefs.

– “Reading is a window to the world.
– Inquiry provides a framework for learning.
– Ethical behavior in the use of information must be taught.
– Technology skills are crucial for future employment needs.
– Equitable access is a key component for education.
– The definition of information literacy has become more complex as resources and technologies have changed.
– The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
– Learning has a social context.
– School libraries are essential to the development of learning skills” (2007, 2–3).

The information curriculum cannot be isolated or separated from ongoing classroom curricula. Learning how to find and use information effectively is an integral part of every subject taught.
As your school’s library specialist, you must provide the leadership for addressing this responsibility. Conveying the broader view of the library program as defined by Empowering Learners must be communicated throughout the planning process so that this broader view can be clearly reflected in the mission, goals, and objectives of the school’s library program.

Teachers and administrators must become aware of the importance of information literacies as the means to students’ success in the future, understand the value and necessity of teaching students the critical and creative thinking skills that enable them to use information, and acknowledge that the information curriculum is an integral part of the basic instructional program from earliest elementary grades through senior high.

Your leadership in communicating these concepts cannot be overemphasized. You must collaborate closely and continually with teachers and administrators in identifying where information curriculum proficiencies are already included in the curriculum, which proficiencies have not been included, and where and how the information curriculum can be most effectively introduced.

DEVELOPING YOUR PLAN

What do you see as the emerging priorities in education in your school?

What role does your library program play in supporting these priorities?

What is the program’s most important function?

Spend some time thinking about these questions. To gain their support, you must be able to articulate to others your vision of the changing role of the library program. Write down some key words or phrases below. These key words or phrases will help you focus on important aspects of your program and will influence your early decisions about the planning process. Your ideas will form the basis of a draft mission statement that you can share with others.

Determining your mission is the first step in the planning process. Later we will provide further guidance to help you develop a draft mission statement, but it is important to capture your initial thoughts now.

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You have taken the first step in the planning process. Several more steps are necessary before you are ready to begin working with others in the process, but you must not omit these initial steps. Time spent now putting your own thoughts on paper will enable you to work effectively with others, and to rally the support and assistance you need. The following questions will serve as your guide through this first phase.

What are your purposes for planning? What do you want to change? To add? To support or maintain? Write down your ideas.

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What products do you expect from your planning effort? How will the results be communicated? To which groups?

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Who should be involved in the planning process? Who are the key persons in your school community whose support is essential if your planning is to bring about successful results—principal, teacher, parent, student, custodian? Write down their names and the reasons that they must be involved.

Name ____________________________
Reason __________________________________________________________________

Name ____________________________
Reason __________________________________________________________________

Name ____________________________
Reason __________________________________________________________________

Name ____________________________
Reason __________________________________________________________________

If a planning process is to be successful in your school building, support from your principal is vital. If your principal’s name is not on the list above, add it! You cannot successfully initiate this planning process without the principal’s support. If your program has a major critic, add this person’s name. The planning process offers an excellent opportunity to involve this person in a positive experience, and to increase his or her understanding of your program. Consider other important persons, such as key department chairs, grade-level chairs, resource teachers, special-subject teachers, informal instructional leaders, influential parents, and district library and curriculum staff members. If the planning process is for a school district, support from central office administration is vital. If you do not have the name of a central office administrator on the list above, add the name of the appropriate administrator.

Do you have a cross section of teachers, administrators, and community representatives? Will these individuals be influential in effecting changes that will result from the planning process? Now, look at your list of names and decide which individuals should be actively involved on your planning committee. Check their names.

Consider these questions.

How can you help these people understand how the planning process for the school library program will contribute to the overall improvement of the school’s educational program?

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What strategies must you develop to communicate to each individual your vision of the library program?

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Developing Your Plan

How will you convince these people of the importance and value of planning?

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Who can help you persuade these essential people to become involved in this planning process?

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What do you expect from the planning committee members?

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What will be their specific responsibilities in the planning process?

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What criteria will be used to assess the effectiveness of the current library program?

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What resources are required to support the planning effort?

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How much time will be required for the planning process? From the library staff? From the planning committee members? From other members of the school community?

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When will each phase of the planning process be completed?

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Planning the First Committee Meeting

What do you want to accomplish during the first meeting of the planning committee? What can you logically expect to accomplish? How long will the meeting last? Your agenda for the first meeting of the Library Program Planning Committee might include a preliminary discussion of the items listed below. However, in-depth discussion of these issues will probably require one or more meetings later in the planning cycle.

1. **Vision of the Library Program** — The first meeting offers a good opportunity to share your vision and encourage discussion.

2. **Outline of the Planning Process** — Why plan? Who’s involved? How do we do it? How do we evaluate the results? You considered these questions in your preparations for the planning process. Now is the time to share your thoughts and ideas.

3. **Timeline for Planning Process** — What are priorities? What are our tasks and deadlines? Are they reasonable?

The first meeting is a good time for committee members to share their ideas, concerns, and expectations about the planning process. It is also the time to establish the sense of teamwork that will be important throughout the upcoming months.

The last item on the agenda should be the schedule and plan for the next meeting, during which the committee will begin the group process of developing the mission statement for the library program.

You have a responsibility as the leader of the planning committee to provide appropriate background materials. Consider giving each member a copy of *Empowering Learners: Guidelines for School Library Programs*. If you don’t want to provide the entire book, plan to provide at least an abstract, an executive summary, the principles that are included in most chapters, or a copy of *Standards for the 21st-Century Learner*. A written statement of your library program philosophy, as well as a copy of the school’s philosophy, will be helpful to the planning committee. These two documents should be examined by the committee members to identify similar concerns and to correlate the documents’ content in those areas of similarity.
Be sure to distribute the agenda and appropriate documents well before the first meeting. Your committee members will appreciate the opportunity to prepare for the meeting. It is important to get your first meeting off to a good start and to convey to the group that you are interested in making the best use of their time and ideas.

At subsequent meetings, you may want to raise with the entire group additional questions you considered on your own during your preparation for the planning process. Discussion by the group may result in solutions to difficult situations, such as budgeting for non-professional staff, coverage for mandated classroom-teacher release time, or the lockstep scheduling of library instruction in elementary schools.

The planning process is now well underway. The next step is for you to complete the preparation necessary to work with the planning committee to develop the mission for the library program. You, as the library specialist, are responsible for articulating a vision of the program and leading the planning committee through a brainstorming process that will ultimately transform that vision into a statement of purpose. In preparing for the process, think about the philosophy of your school district and determine the influence this philosophy will have on the direction of the library program. Write down the major concepts in the school district’s philosophy that apply to your program.

Answering the following questions about the library program in your district may help you prepare to work with the planning committee to shape your mission statement.

Why does the library program exist?
How does it contribute to student learning?

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How can it better contribute to student learning?

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What are its unique responsibilities?

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What are the roles of the school librarian and how must they change?

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What is the role of the classroom teacher and how must it change?

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What is the role of the building principal and how must it change?

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Record keywords and phrases that arise from your answers to these questions.

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Now that you have done some preliminary thinking about the mission of the program, you are ready to being working with the planning committee to draft the mission statement. The mission statement should be brief—no more than two to five sentences.

In working with the committee, the first step is to reach consensus about the purpose of the library program in your school. Use the above questions and answers about the mission of the library program to guide the planning committee’s discussion. During the discussion you need to make certain that key ideas are recorded.

Brainstorming is an effective technique for generating ideas in a group. Here are a few brainstorming guidelines, which you may find helpful.

– Identify a recorder. You need someone to keep track of ideas for future reference. You will be busy leading the process and keeping everyone involved.

– Record the ideas on newsprint or overhead transparency film. Consider having someone enter the notes into a computer to record greater detail for later use. Everyone must be able to read and respond to the ideas during the session.

– Remember that all ideas are acceptable during the brainstorming process. The intent is to generate ideas; evaluating them will come later.
Developing Your Mission Statement

Draft Mission Statement: ________________________________________________
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After a preliminary mission statement is written, the committee may want to share
the draft with the faculty, student body, school administration, board of education,
and parent groups. Sharing the draft of the mission statement with other members
of the school community serves as an awareness-building activity. Revisions may be
made to the mission statement after a review of comments made by these groups.

Revised Mission Statement: ____________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
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When consensus has been reached on the mission of the school library program, it
is appropriate to begin developing goals and objectives.

DEVELOPING GOALS
AND OBJECTIVES

Now that you have defined your mission, you are ready to construct goals and
objectives for the library program. Although the task will be the responsibility of
the planning committee, it may be wise for you to work with one or two members
of the committee to prepare draft goals and objectives for presentation to the
committee. This draft will provide a starting point for the discussion.

To create appropriate and realistic goals and objectives that will serve as a guide for
achieving the vision articulated in your mission statement, you must understand
your school community. Several types of information (most of which are readily
available in district reports) may be needed to gain this understanding; useful
data includes:

– demographic data, such as age and sex distribution in your school and
  the community;
– socioeconomic factors: ethnic backgrounds, primary languages spoken in
  the homes, family structures, educational level and expectations of parents
  and other community members, and characteristics of the at-risk student
  population; and
– curricular information: ability levels, subjects taught, types of class
  assignments, textbook adoptions, learning and teaching styles, curriculum
  guides, and plans for new courses or changing courses.

To collect some of these data needed by the planning committee, working with
school administrators, curriculum directors, and others will be necessary.
Other data may be collected informally through a “walkabout”—looking at your
environment, as if for the first time, in an effort to gather impressions about its
social milieu.

After you (and the members of the planning committee working on this task
with you) have gathered and analyzed this information, you will be ready to
begin working with the entire committee in developing goals and objectives. The
following quote from the Public Library Development Project’s Planning and Role
Setting for Public Libraries, published by the American Library Association, puts
the task of constructing goals and objectives into perspective.
“The planning process is like a funnel. The beginning of the process is like the wide end of the funnel, open to all kinds of possibilities. As planning decisions are made, the funnel narrows” (McClure et al. 1987, 43).

Goals and objectives serve to narrow the funnel as they identify areas of activity most important for the school library program and as they establish performance targets within those areas.

In the planning process, goals and objectives serve to:

– guide your actions and the actions of other decision makers;
– provide the rationale for developing program activities;
– inform students, teachers, and administrators about the elements of the school’s library program that the planning committee specifically wants to emphasize; and
– assist you and future planning committees in assessing the effectiveness of the program, as well as demonstrating accountability.

**GOALS**

Goals are broad statements describing a desired condition. They may be stated as ideals toward which you will work over the next three to five years. Goals most effectively communicate the mission of the library program when they are stated from the perspective of the student learner, although they may also be expressed in terms of the library program.

Example (goal expressed in learner outcomes): “All students are effective users of ideas and information.”

Example (goal expressed in program outcomes): “The library program provides materials and services necessary for all students to become effective users of ideas and information.”

Using key terms from your mission statement, prepare two or three goals that express desired outcomes of the mission.

**Goal 1:**

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

**Goal 2:**

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______________________________________________________________________

**Goal 3:**

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**OBJECTIVES**

Objectives are short-term statements that describe the results of specific actions. Objectives translate the goal into achievable steps in the quarter-, semester-, or year-long planning cycle. Objectives begin with an action verb and must be measurable so that it is possible to determine how well they have been met.

**Examples of action verbs include:**

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<th>Formulate</th>
<th>Write</th>
<th>Discuss</th>
<th>Compare</th>
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<td>Contrast</td>
<td>Identify</td>
<td>Solve</td>
<td>Design</td>
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<td>Select</td>
<td>Differentiate</td>
<td>Evaluate</td>
<td>Define</td>
</tr>
<tr>
<td>Prepare</td>
<td>Classify</td>
<td>Manipulate</td>
<td>Explain</td>
</tr>
<tr>
<td>Create</td>
<td>Analyze</td>
<td>Predict</td>
<td>Produce</td>
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Objectives may be expressed in terms of student and faculty outcomes. For example, if the goal is “All students are effective users of ideas and information,” related objectives might include the following:

– Students will analyze a search question to determine key words.
– Students will use a variety of indexes to locate citations for potentially useful information.
– Teachers will design assignments that require students to use multiple sources.
– The school librarian will instruct fifth-grade students in the use of a variety of indexes.
Obviously, complete coverage of the goal stated above would require a wide range of objectives dealing with all facets of the research process, as well as the organization and preparation of a finished product suitable for the assignment. The examples provided are limited to skills related to the use of indexes.

Select one of your goal statements and break it into two or three achievable steps that will move you toward the goal. These steps are objectives.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Think about a reasonable timeline within the organization of your school calendar. Are these objectives achievable in a quarter, semester, or school year?
______________________________________________________________________
______________________________________________________________________

How would an observer know when an objective is completed? Did you describe observable or measurable actions so that this objective can be evaluated?
______________________________________________________________________
______________________________________________________________________

Revise these objectives as necessary and then prepare additional objectives for your remaining goal statements.

ADDITIONAL TIPS
The long-range planning cycle typically lasts from three to five years. Your goal statements should remain essentially the same over that period of time. Your objectives, however, may change during each quarter, semester, or year, depending on your timeline and how the completion of each of the objectives—achievable steps—moves the library program closer to goals agreed upon by the planning committee and adopted by the school.

If this is the first systematic planning process you have undertaken in your school, you will probably want to identify only three to five goals, and two or three objectives for each goal. Engaging in a systematic planning process is in itself a learning process for all participants. Limiting the number of goals and objectives will help to ensure that both your plan and your planning committee will be successful.

COLLECTING NEEDED INFORMATION

Data gathering takes place throughout the planning process. It is an essential component because it provides documentation that either validates or invalidates the assumptions made about the library program. Data gathering and the resulting analysis serve several purposes by helping to:
- describe a program as it is (providing baseline data);
- document or provide support for an idea;
- describe changes that occur during the implementation of an idea;
- identify strengths and weaknesses;
- evaluate progress; and
- raise awareness levels concerning a problem, condition, or solutions, (for example, a tool used in public relations).

It is easy to make two incorrect assumptions about data gathering:
1. Objective data are the only acceptable data.
2. Data must be collected over a long period of time.

Subjective or intuitive data from staff and users may be just as useful as objective data because they provide a broader picture of the library program. Analysis of research methods has shown that samples of an activity can reflect an accurate picture of the activity over time. For example, circulation statistics need not be collected every day of the year, but selected samples throughout the year can reflect the total year.

As the planning committee begins to define the types and amount of baseline data needed to assess the current program, and data that will be needed for future evaluation purposes, consider a number of options. The committee will want to make use of the School Library Program Assessment Rubric included in this publication. In addition, a number of simple data-gathering techniques can be used in a variety of ways for several purposes; these techniques include:
- tallies and counts (circulation statistics, patron use of databases and indexes, number of planning sessions with teachers, interlibrary loans);
- ratios (materials used compared to the total collection, reference successes as compared to failures, teacher conferences per number of teachers);
- schedules and calendars (class visits, special programs);
Collecting Needed Information

– logs and anecdotal records (formal and informal planning sessions with teachers, curriculum meetings attended, classes taught in conjunction with content area specialists, reader’s guidance and individual instruction);
– observations (number of students using the school library during a specific period, purposes for use, availability of collection); and
– products (curriculum guides, instructional materials, working papers, workshops directed).

As the planning committee develops plans for collecting relevant data, remember that the purpose of the collection is to gauge how well your program meets the needs of students and staff. Data gathering is merely a means to an end, and it should not become the primary focus of the planning effort.

After you identify the types of data you need to collect, you must construct a plan for data gathering. A major consideration must be the time and difficulty of the activity. You and the planning committee must determine:

– who will be responsible for and oversee the data collection;
– who will construct the time line;
– how the data will be tabulated and analyzed;
– who will perform the data analysis; and
– how the results will be used.

The plan must indicate the resources necessary to accomplish the task. If external resources such as money or supplies are required for data collection, the planning committee must enlist administrative support. Of course, since you have already involved your principal and other key administrators in the planning process, such support should be readily available.

In addition to the data-collecting techniques listed above, the use of interviews and properly prepared questionnaires may be helpful. Both of those data-collection methods call for careful planning and construction. Neither method provides the information being sought when untested questions—worded without giving sufficient thought to possible ramifications or interpretations—are used.

Basic rules for construction of interviews and questionnaires include the following:

– determine the precise information that is needed;
– decide whether answers will be supplied by the respondent or selected from options provided;
– make certain that the people being queried are the right ones to ask—that they have the interest and information;
– phrase questions so that truthful answers may be given freely; avoid questions that may embarrass respondents, or lead or guide them to socially acceptable responses;
– avoid asking for personal opinion unless that is what is being sought; and
– provide a final open-ended response opportunity.

After the questions are formulated, try them out on a few people who are representative of those being queried. Ask respondents to identify questions that cause difficulty for them, are fuzzy in meaning, or may be interpreted in more than one way. Modify those questions and retest, if necessary, before using them to gather data.

When conducting fact-finding interviews, a friendly atmosphere must be established. The questions to be asked should be written down and used consistently. Recording responses, either by writing notes, or by using a tape or digital recorder, can intimidate the person being interviewed. Try to make the note-taking process as unobtrusive as possible. When responses are recorded following an interview, errors of omission are frequent. If this after-the-fact technique of recording is used, plan to complete the report as soon as possible after the interview.

Both interviews and questionnaires should be as brief as possible, consistent with the intended level of coverage. Omit trivial or unnecessary queries.

Sometimes the categories planned for data analysis must be modified in light of the responses.

Two final reminders—Be sure to ensure the anonymity of respondents and be sure to report to them the results of the survey.
DEVELOPING ACTION PLANS

The data you have collected present a snapshot of the library program as it now exists. As you look at the picture of the program, notice the areas that are bold and clear—the areas where your program seems to mirror your mission statement. Note also the areas that are fuzzy, those where there seems to be no clear evidence that the goals and objectives you have identified are being met.

The next task for you and your planning committee is to clarify the picture—to identify the activities or steps necessary to develop the picture and move from what is to what should be—that is, to realize your goals or implement your objectives. To identify possible activities, the planning committee again will probably want to use a brainstorming approach.

Remember that in brainstorming, all suggestions—whether practical or irrational—are accepted without evaluation on the first round. When all the creative solutions have been offered, you may want to look at the list you have made and then identify several actions in each area that have real potential for implementation.

Star those ideas that could be possible steps in your action plan. Some changes will fall within the jurisdiction of the school librarian; some will require a directive from a school administrator or a change in board of education policy; some will require funding and have budgetary implications that will take time and the action of others to implement. As you examine possibilities, check to be sure that the suggested activities will move your program toward a specific objective or goal. (A good way to do this is to try to predict the outcome of the activity—and to identify a way to measure the outcome.)

As new activities or plans of action are examined in terms of their impact on existing resources and programs, sometimes difficult decisions must be made. For each activity your planning committee will want to consider carefully the following questions:

- Does the activity relate to the statements of goals and objectives?
- What physical and human resources will be required to carry out the activity?
- Are the necessary resources available or must existing resources be reallocated or reorganized?
- What will be the positive or negative impact on the current activities and services? Must something be reduced or dropped? Is this reduction or elimination wise?
- Do the library staff members have the competencies necessary to carry out the activity? If not, how can these be acquired? Within what time frame?
- Must staff time be reallocated to implement the new activity? Is this feasible?

When you have considered these questions and selected the best activities or steps, transfer your ideas to the Action Plan Worksheet (p. 41), which ties the activities to the appropriate objectives and goals.

Note that as you place your action steps in sequence, you must:

- identify the resources that will be necessary to implement each step;
- list the individual or group primarily responsible for taking the action;
- note when the step is to be started;
- anticipate completion of the activity; and
- decide what data collection will be necessary to document progress toward your goal or objective.

Repeat this clarification process for each planned action. As you plan each action, reconsider the time and resource allocations necessary. When you have completed each action’s plan, consider the following questions:

- Do the action steps mesh together?
- Are the expectations of staff, teachers, and/or students reasonable?

Now take one more look at your mission statement. Is the mission reflected in each part of your action plan? Does your vision of the school library program shine through? Are you and your planning committee members excited about taking the action steps?

If the answers to these questions are “Yes,” then you are ready to celebrate! If the answers are “No,” modifications must be made. (You may need to reorganize or reword a bit to be sure the mission statement, goals, objectives, and action steps or strategies are clearly and concisely stated.)

The next step is to share your entire plan with the school community—the school board, administrators, teachers, students, and parents. Your planning committee members may even want to help you plan a celebration to share your vision of the future!

It is essential that the plan be shared, understood, and accepted by key leaders in your school. Working together, the total school community can ensure that the vision for the library program can become a reality.
EVALUATING THE LIBRARY PROGRAM

The committee’s work is never done…

An integral part of the planning process is regular evaluation. Unfortunately, this phase is often neglected or ignored. Have you ever wondered why carefully made plans are sometimes unsuccessful? One reason may be that implementation of the plans is not carefully monitored. Your leadership is crucial during this phase of the process. The committee members have worked long and hard on the plan. They may be tired and ready to end the process quickly, but you must make certain this final phase is not forgotten.

The planning committee must develop a process to ensure the systematic and regular evaluation of the progress of implementation of the plan. Figure 1 (p. 48) in the introduction to the School Library Program Assessment Rubric, which is a part of this publication, provides a model for the continuous evaluation of the progress of program improvement. The members of the committee may decide to serve as the monitoring group in the evaluation process, or another group may be established. If a different committee is desired, some members of the original planning committee (in addition to you) should be encouraged to participate during the first year of implementation and evaluation to provide consistency and continuity.

As you read this definition you can see that systematic planning will take time, perseverance, and resources. Don’t underestimate the qualities of experience, determination, and commitment that you possess. You will also have the assistance of your school library supporters—your staff, parent groups, students, and members of the faculty and administration with whom you have worked. These individuals will be invaluable in your planning efforts.

The selection of evaluative criteria to measure and monitor the progress toward achieving goals and objectives will be based upon your plan. You may want to begin the planning committee’s discussion of the evaluation process by raising these questions:

– With what frequency and effectiveness does the school librarian participate in instructional planning with teachers?
– How effectively can students use information resources to meet specific learning objectives?
– How well are the library program’s objectives being met?

Guideline 1 in Chapter III of Empowering Learners: Guidelines for School Library Programs states, “The school library program is built on a long-term strategic plan that reflects the mission, goals, and objectives of the school” (2009a, 9). The discussion of long-range planning and assessment in Chapter III of Empowering Learners may assist you in developing your plans.

In addition, you may want to recommend to the committee other published sources on evaluation. The evaluation process grows out of your plan, and the criteria by which you will judge your success must be established prior to implementation of the plan. You must clearly identify how you will know if your plan is a success—otherwise the whole process may be a failure.

Remember—this evaluation process becomes the first step in reviewing your mission, goals, and objectives for the planning cycle. Planning is an ongoing process, but from now on it will be a much easier one because you have developed the techniques.

Your leadership in guiding the planning committee through the process is critical. You have a number of responsibilities. You must:

– carry the vision;
– organize a clearly defined planning and implementation timeline;
– provide ways to collect needed information;
– prepare implementation strategies for committee recommendations;
– set up a regular evaluation process; and
– be a cheerleader when other members appear hesitant or overwhelmed.
We hope this guide to planning has been helpful. Planning the direction of your school’s library program in a systematic manner, implementing that plan, and then evaluating its progress is a challenging but rewarding experience. Use *Empowering Learners: Guidelines for School Library Programs*, this guide, and the Action Plan Worksheet and Planning Chart that follow to develop a library program that will enable your students to become effective and efficient users of information throughout their lives. Empower them!

If you need additional help in the planning process or implementing the recommendations in the new guidelines, contact the American Association of School Librarians. We are planning publications, pre-conferences, conference sessions, and workshops on the new guidelines.

So here you are standing in the school library with *Empowering Learners* in one hand and your completed plan in the other. What a sense of pride you feel as you think about the participation of the planning committee, and of the enthusiasm of your teachers and administrators as they adopted your plan. Your vision has become a shared vision, changed here and there throughout the planning and implementation process, but resulting in a library program that will help students and faculty become effective users of ideas and information.

Throughout the planning process, it is also vital that you continue to provide a high level of library service to your school community. Planning is critical, but it must not be done at the expense of your current program.

**ONE FINAL WORD**

### SAMPLE ACTION PLAN WORKSHEET

#### GOAL:

All students are effective users of information.

#### OBJECTIVE:

The school librarian, with collaboration with teachers, will design assignments that require students to use multiple resources.

#### TARGET GROUPS:

- Students
- Classroom Teachers
- Building Principals

#### STRATEGIES

<table>
<thead>
<tr>
<th>WHAT?</th>
<th>WHY?</th>
<th>WHEN?</th>
<th>WHO?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate how to plan assignments that require use of multiple resources.</td>
<td>To increase use of multiple resources.</td>
<td>Throughout the planning process.</td>
<td>Library Coordinator, Classroom Teachers, Building Principals, and Students.</td>
</tr>
</tbody>
</table>

#### COMMUNICATION TOOLS

- Curriculum maps
- Collection maps
- Tally of student use of resources
- Logs of collaboratively planned units/sessions

#### EVALUATION

Describe the program as it is, including obstacles and baseline data. Identify strengths and weaknesses of the existing program.

The school library program provides the materials and services necessary for all students to become effective users of ideas and information. However, most students and some teachers want to use the Internet as the first and sometimes only resource to answer questions or assignments. Increasing the number of teacher and librarian collaboratively planned assignments would increase the use of the multiple resources provided by the school library program.

Provide rationale for developing program activities. Inform students, teachers, and administrators about the school library program and what the planning committee wants to emphasize.

The school library program is an integral part of the school’s curriculum and provides students with the skills to locate, evaluate, and use information as a lifelong skill.

Give dates when each phase of plan is to be completed.

One collaboratively developed assignment to be developed and completed per unit per quarter.

Be specific. Give names, titles, and specific responsibilities to individuals.

- School or district library coordinator
- School or district curriculum coordinator
- Building-level school librarians
- Classroom teacher
- Building principal

Raise awareness levels concerning a problem, condition, or solution. To bring about change, what is the specific message that the target group(s) should receive?

The school library coordinator and school librarian will develop a public awareness plan to inform the target groups of the resources the school library program has to offer in meeting their instructional goals.

Given all of the above, what communication tools will be most appropriate for the target groups?

- Curriculum maps
- Collection maps
- Tally of student use of resources
- Logs of collaboratively planned units/sessions

Use of measurable objectives requires planning of evaluation activities to ensure measurements are taken. If you can’t measure it, you probably shouldn’t be doing it.

Librarian and teacher will review completed assignments and notes to determine whether students (1) chose appropriate sources and information to fit their needs, (2) adapted as necessary, (3) named sources they used correctly, and (4) put information in their own words.
ACTION PLAN WORKSHEET

GOAL:

OBJECTIVE:

TARGET GROUPS:

STRATEGIES

WHAT?

WHY?

WHEN?

WHO?

HOW?

COMMUNICATION TOOLS

EVALUATION

Describe the program as it is, including obstacles and baseline data. Identify strengths and weaknesses of the existing program. Document or provide support for an idea. Provide rationale for developing program activities. Inform students, teachers, and administrators about the school library program and what the planning committee wants to emphasize. Give due credit each phase of plans to be completed. Be specific. Give names, titles, and specific responsibilities to individuals. Raise awareness levels concerning a problem, condition, or solution. To bring about change, what is the specific message that the target group(s) should receive? Given all of the above, what communication tools will be most appropriate for the target group(s)? Use of measurable objectives requires planning of evaluation activities to ensure measurements are taken. If you can't measure it, you probably shouldn't be doing it.

SAMPLE PLANNING CHART

With Progress Notes and Completion Dates

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>TARGET GROUPS</th>
<th>RESPONSIBILITY</th>
<th>MEASUREMENTS</th>
<th>PROGRESS NOTES</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL #1 – ALL STUDENTS ARE EFFECTIVE USERS OF INFORMATION.</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Objective #1</td>
<td>students, classroom teachers, building principals</td>
<td>district library coordinator</td>
<td>Librarian and teacher will review completed assignments and notes to determine whether students (1) chose appropriate sources and information to fit their needs, (2) adapted as necessary (3) named sources they used correctly, and (4) put information in their own words.</td>
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<tr>
<td>Objective #2</td>
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<tr>
<td>Objective #3</td>
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<tr>
<td>GOAL #2</td>
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<tr>
<td>Objective #1</td>
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<tr>
<td>Objective #2</td>
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<tr>
<td>GOAL #1</td>
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<tr>
<td>GOAL #2</td>
<td></td>
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INTRODUCTION TO THE RUBRIC

RUBRIC DEVELOPMENT

In January 2010 AASL President Cassandra Barnett appointed a task force—Jean Donham (chair), Donna Shannon, and Jody Howard—to develop a rubric aligned with the national guidelines presented in Empowering Learners: Guidelines for School Library Programs.

Fifteen guidelines were organized under four major school library program aspects:

- developing visions for learning
- teaching for learning
- building the learning environment
- empowering learning through leadership.

The task force analyzed the fifteen guidelines and developed descriptions of implementation at three levels for dimensions of the guidelines.

As a significant source, the task force relied upon the program rubric developed for Information Power: Building Partnerships for Learning; that rubric was published in A Planning Guide for Information Power: Building Partnerships for Learning (AASL 1999). Revision and expansion of that rubric aligned the new instrument with the new guidelines. The 2010 Task Force acknowledges the work of its predecessor, the Assessment Rubric Committee of 1999:

AASL TEACHING AND LEARNING TASK FORCE
Chair: Barbara Stripling

ASSESSMENT RUBRIC SUBCOMMITTEE
Chair: Carol Kroll
Vi Harada
Dorna Parsson
Sheila Salmon
RUBRIC IMPLEMENTATION

The following rubric will serve as a guide for formative assessment of school library programs. As such, it will provide input for goals identification and clarification to support continuous program improvement. The evaluation cycle illustrated in figure 1 suggests that program improvement is a continuous and ongoing process.

Assessing, planning, and improving the library program is a collaborative process that should include major stakeholders in the program such as library professionals and support staff, school administrators, teachers, parents, and students. By reviewing the program rubric together, these key people can celebrate strengths and identify growth opportunities. By identifying priority areas, and by setting one or two immediate goals and one or two long-range goals, stakeholders can design an action plan that will help the library program progress in its continuous improvement.

DISTRICT POLICY

Quality of library programs is affected by policies and practices in school districts—materials selection policies, staffing patterns, budget, technology infrastructure, facility design, support for collaboration between classroom teachers and librarians, schedules, support for staff development, and curriculum priorities. For the library program to realize its potential positive impact on learning, district policies must be considered and strengthened to support the library program’s continuous improvement practices.

ASSESSMENT RUBRIC


I. DEVELOPING VISIONS FOR LEARNING

MISSION

The mission of the school library program is to ensure that students and staff are effective users of ideas and information; students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.

STATEMENT

- COMPREHENSIVE: The mission of the program is to ensure that students and staff are effective and ethical users of ideas and information; students are empowered to be critical thinkers, enthusiastic readers, and skillful researchers.
- BASIC: The mission of the program is to develop in students the skills necessary to be effective users of information.
- UNDER DEVELOPMENT: The mission statement is not yet developed.

ALIGNMENT

- INTEGRAL: The mission of the program is aligned with the mission of the school and/or district.
- ENDORSED: The mission of the program is endorsed by the school administration.
- INDEPENDENT: The mission of the program is formalized and independent in the context of the school.

PUBLICATION

- PUBLICLY RECOGNIZED: The mission of the program is given public notice in school publications, the school website, and other venues in the school community.
- POSTED: The mission of the program is given public notice within the domain of the library and its website.
- UNDER DEVELOPMENT: The mission statement is not yet available to constituents.

COMMENTS:
## II. TEACHING FOR LEARNING

### COLLABORATION

The school library program promotes collaboration among members of the learning community, and encourages learners to be independent lifelong users and producers of ideas and information.

<table>
<thead>
<tr>
<th>TEAM ROLES</th>
<th>DEFINED</th>
<th>INFORMAL</th>
<th>UNASSIGNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The school schedule ensures time for teachers and the school librarian</td>
<td>Some teachers choose to work collaboratively with the school librarian,</td>
<td>The school librarian and teachers converse regarding lessons and</td>
</tr>
<tr>
<td></td>
<td>to plan, implement, and evaluate instructional units, learning strategies, and activities. The school librarian helps build a coordinated instructional program.</td>
<td>planning and teaching units.</td>
<td>curriculum.</td>
</tr>
</tbody>
</table>

### PARTICIPATION

<table>
<thead>
<tr>
<th>INTEGRAL</th>
<th>INFORMAL</th>
<th>IN-PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school librarian initiates formal and informal opportunities for stakeholders, including students, to offer input on the learning experiences available in the library.</td>
<td>The school librarian receives informal suggestions from stakeholders, including students, regarding the learning experiences available in the library.</td>
<td>The school librarian is developing opportunities for students and other stakeholders to advise library program development.</td>
</tr>
</tbody>
</table>

### COMMENTS

### READING

The school library program promotes reading as a foundational skill for learning, personal growth, and enjoyment.

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>STRATEGIC</th>
<th>ARTICULATED</th>
<th>BASIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The school librarian collaborates with teachers to support reading comprehension in the context of literacy and literary instruction.</td>
<td>The school librarian has developed an articulated program that uses direct instruction in the library to introduce students to a range of authors and texts.</td>
<td>The school librarian introduces students to a range of authors and texts through book talks, story reading, and literacy activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROMOTION</th>
<th>INITIATING</th>
<th>RESPONSIVE</th>
<th>PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The school librarian promotes reading by initiating book talks and individualized reading guidance.</td>
<td>The school librarian supports students' interest in reading when asked.</td>
<td>The school librarian sets up displays and provides book lists to support existing interest in reading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTINUOUS</th>
<th>PERIODIC</th>
<th>INTERMITTENT</th>
<th>EXTRINSIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading promotion and materials acquisition are ongoing.</td>
<td>Special short-term reading promotion activities occur.</td>
<td>Reading promotion primarily occurs as special events.</td>
<td>Special reading promotions feature extrinsic rewards for students who read.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTRINSIC</th>
<th>NEUTRAL</th>
<th>BEYOND SCHOOL</th>
<th>SCHOOL-FOCUSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities to promote reading are grounded in intrinsic motivation, that is, reading for the sake of enjoyment or information.</td>
<td>Effort focuses on students continuing to read beyond what is assigned.</td>
<td>Student-directed reading promotions encourage reading beyond the school day.</td>
<td>Reading promotion is aimed primarily or exclusively at school-time reading.</td>
</tr>
</tbody>
</table>

### INTO THE SCHOOL COMMUNITY

Promotion of reading extends to parents and caregivers through recommended reading, suggestions for reading activities, and programs that reach out to extend reading beyond the school.

### COMMENTS
## MULTIPLE LITERACIES

The school library program provides instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy.

### LEARNING PROCESS

- **COMPREHENSIVE**
  - The school librarian has current knowledge of technology tools supporting multiple literacies (information literacy, media literacy, visual literacy, and technology literacy) and guides students in applying them to the learning process.
- **IN-PROGRESS**
  - The school librarian understands many of the new technology tools and shares this knowledge with the students.
- **BASIC**
  - The school librarian encourages the use of technology in the learning process.

### LEGAL, ETHICAL, AND SOCIAL RESPONSIBILITY

- **ARTICULATED**
  - The school librarian implements a comprehensive plan to embed legal, ethical, and social responsibility concepts into the information-seeking process.
- **INFORMAL**
  - The school librarian provides information on legal, ethical, and social responsibilities in the information-seeking process.
- **INCIDENTAL**
  - During instruction, the school librarian integrates the legal, ethical, and social responsibilities in the information-seeking process.

### COMMENTS

## INQUIRY

The school library program models an inquiry-based approach to learning and the information-search process.

### EDUCATIONAL STANDARDS

- **ONGOING**
  - The school librarian understands and supports district, local, and national standards in alignment with Standards for the 21st-Century Learner.
- **INTERMITTENT**
  - The school librarian supports district, local, and national standards and works to gradually implement these standards in collaborative lessons.
- **ISOLATED**
  - The school librarian supports district, local, and national standards and addresses these occasionally in some lessons.

### DIFFERENTIATION

- **CONSISTENT**
  - The school librarian consistently works to engage learners in inquiry using resources and strategies appropriate to gender, reading ability, prior knowledge, and interest.
- **LEVELLED**
  - The school librarian acknowledges the need for differentiation based on reading level and background knowledge.
- **IN DEVELOPMENT**
  - The school librarian appreciates the need to consider differentiation of resources and strategies based on students’ reading abilities and prior knowledge.

### INFORMATION-SEARCH PROCESS

- **INTEGRAL**
  - Students learn an information-search process model, and use it to scaffold and complete inquiry-based projects across grade levels.
- **FORMAL**
  - All students are introduced to an information-search process model.
- **INCIDENTAL**
  - As the need arises, an information-search process model is shared with students.

### EVALUATION

- **COMPREHENSIVE**
  - Using a variety of diagnostic tools, the school librarian intervenes tactically to support inquiry.
- **DEVELOPING**
  - The school librarian works with students and provides assistance when asked; the school librarian supports students in their individual research.
- **LIMITED**
  - The school librarian is available to help students determine how to conduct research and to assist them when needed.

### ROLE OF TECHNOLOGY

- **INTEGRAL**
  - The school librarian models use of state-of-the-art and emerging technologies by applying learning theory to identify applications that enhance the learning process.
- **ONGOING**
  - The school librarian supports students in their research.
- **UNDER DEVELOPMENT**
  - The school librarian is aware of new and emerging technologies.

### COMMENTS
**ASSESSMENT FOR LEARNING**

To ensure the program is meeting its goals, the school library program is guided by regular assessment of student learning.

**FORMATIVE ASSESSMENTS**

- **INTEGRATED**
  - The school librarian and the teacher use performance-based assessments, rubrics, checklists, portfolios, and other tools to encourage continual evaluation and revision of student work.

- **PARALLEL**
  - The school librarian and teacher each use assessments to evaluate student work; they compare findings to inform program revisions.

- **INDEPENDENT**
  - The school librarian and teacher work independently with the students to assist them in assessing their work.

**SUMMATIVE ASSESSMENTS**

- **COMPREHENSIVE**
  - The school librarian, in collaboration with the teacher, evaluates the strategies used in the lesson; students provide input and analysis about the effectiveness of inquiry-based lessons.

- **ONGOING**
  - The school librarian, in collaboration with the teacher, analyzes the process of the inquiry-based lessons.

- **DEVELOPING**
  - The school librarian gathers data to measure the success of the strategies used in the inquiry-based lessons.

**COMMENTS**

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**III. BUILDING THE LEARNING ENVIRONMENT**

**PLANNING AND EVALUATING**

The school library program is built on a long-term strategic plan that reflects the mission, goals, and objectives of the school.

**PLANNING PROCESS**

- **COMPREHENSIVE**
  - A continuous and systematic planning process is in place; this process includes a needs assessment based on environmental scans, evidence-based practice, and action research.

- **IN-PROGRESS**
  - The planning process includes collection of data about the school program and the library program. Some action research activities are carried out on an intermittent basis.

- **LIMITED**
  - The planning process includes collection of data related to student demographics and the library program.

**STRATEGIC PLAN**

- **COMPREHENSIVE**
  - A long-term strategic plan supports the school’s mission, goals, and objectives, and identifies library program goals and objectives, as well as steps to meet them.

- **IN-PROGRESS**
  - A long-term strategic plan has been articulated, but it is not directly tied to the school’s mission, goals, and objectives.

- **SHORT-RANGE**
  - Planning for the library program is on a year-to-year basis, often focusing primarily on budget and resources.

**STAKEHOLDER PARTICIPATION**

- **INCLUSIVE**
  - Representatives of all school community stakeholder groups are involved in developing the library program’s strategic plan.

- **COLLABORATIVE**
  - Representatives of some school community stakeholder groups are involved in developing the library program’s strategic plan.

- **UNILATERAL**
  - The library staff develops the program’s strategic plan.

**EVALUATION**

- **DATA-DRIVEN**
  - A formal assessment process includes collection of quantitative and qualitative data on a continuous and ongoing basis to set priorities and improve the library program; results are reported to stakeholders.

- **PERIODIC**
  - The program periodically collects data related to collection use and library services, and reports results to school administrators.

- **INFORMAL**
  - The program uses informal feedback for evaluating the program.

**COMMENTS**
STAFFING
The school library program has a minimum of one full-time certified/licensed school librarian supported by qualified support staff sufficient for the school’s instructional programs, services, facilities, size, and numbers of teachers and students.

QUANTITY
☐ EXEMPLARY Staffing is determined by usage so that high usage results in additional professional and support staff.

POSITION DESCRIPTIONS
☐ EXEMPLARY Each position—professional, support, and volunteer—has an accurate and up-to-date position description that outlines roles, responsibilities, competencies, and qualifications; this description has been endorsed by the school administration.

IN-PROGRESS Paid positions have fully developed and up-to-date position descriptions.

TO BE DEVELOPED Positions descriptions are yet to be written.

TRAINING
☐ ARTICULATED A plan for training staff is in place and provides ongoing development for support staff and volunteers.

☐ INFORMAL As need arises, training is provided for support staff and volunteers.

☐ INCIDENTAL On occasion, the school librarian provides opportunities for staff training, either in-house or externally.

COMMENTS

THE LEARNING SPACE
The school library program includes flexible and equitable access to physical and virtual collections of resources that support the school curriculum and meet the diverse needs of all learners.

ACCESS
☐ FLEXIBLE & OPEN ACCESS Both library and school-wide policies allow students needs-based access to the library. Library hours afford optimum access.

☐ CONTROLLED Students have regularly scheduled opportunities to access the library. Hours of access include limited time before and after school.

☐ LIMITED Students can access the library when their class is scheduled there. The library’s hours match the school-day hours.

FUNCTION
☐ MULTI-PURPOSE Space accommodates a range of teaching methods, and learning tasks and outcomes, and encourages technology use, leisure reading, and browsing.

☐ STRUCTURED While inflexible, space is available for large group, small group, and technology-driven activities.

☐ LIMITED Space accommodates some activities, but cannot accommodate multiple simultaneous purposes.

STORAGE
☐ EXEMPLARY Shelving and storage meet the current needs of the collection and resources; growth and change opportunities are available. Shelving is appropriate sized for the age of students.

☐ ACCOMODATING Shelving and storage meet today’s needs within the library facility.

☐ LIMITED Resources cannot be stored conveniently in the current accommodations within the library.

WEBSITE
☐ A VIRTUAL LIBRARY The library website provides 24–7 access to information resources, instructional interventions, reference services, links to other sites, information for parents, and exhibits of exemplary student work.

☐ IN-PROGRESS The library website provides access to its online catalog and basic information about the library.

☐ LIMITED The library website provides basic information about the library, including contact information for staff.

TECHNOLOGY INFRASTRUCTURE
☐ HIGH SPEED & RELIABLE The library offers high-speed reliable Internet access with adequate access points to accommodate the needs of students and teachers.

☐ IN-PROGRESS The library has an ongoing plan for improvement of technology to improve Internet access points, speed, and/or reliability.

☐ LIMITED Internet access is available in the library.

COMMENTS

(continued from page 57)
**Assessment Rubric: Building the Learning Environment**

### BUDGET
The school library program has sufficient funding to support priorities and make steady progress to support the program’s mission, and to attain its goals and objectives.

<table>
<thead>
<tr>
<th>PLANNED AND DATA-DRIVEN</th>
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<tbody>
<tr>
<td>☐ COMPREHENSIVE</td>
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<tr>
<td>☐ BASIC</td>
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<td>☐ AD HOC</td>
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### FUNDING LEVEL
<table>
<thead>
<tr>
<th>SUFFICIENT</th>
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<tbody>
<tr>
<td>The library program is adequately funded to ensure achievement of all goals and objectives.</td>
</tr>
<tr>
<td>BASİC</td>
</tr>
<tr>
<td>The library program receives a level of funding sufficient to support many program goals and objectives.</td>
</tr>
<tr>
<td>MARGINAL</td>
</tr>
<tr>
<td>Level of library program funding is adequate to support minimal program goals and objectives.</td>
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</table>

### ACCOUNTABILITY
<table>
<thead>
<tr>
<th>FULLY ACCOUNTABLE</th>
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<tbody>
<tr>
<td>The school librarian provides a rationale for budgeting decisions and allocation of funds; accurate and complete records of expenditures are maintained.</td>
</tr>
<tr>
<td>PARTIALLY ACCOUNTABLE</td>
</tr>
<tr>
<td>Accurate and complete records of expenditures are maintained.</td>
</tr>
<tr>
<td>MINIMAL</td>
</tr>
<tr>
<td>The school librarian relies on administrative office records for accounting.</td>
</tr>
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### OUTCOMES-ORIENTED
<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>The school librarian provides evidence of library program outcomes that impact student learning and communicates these outcomes to members of the school community, including the principal.</td>
</tr>
<tr>
<td>OUTPUTS</td>
</tr>
<tr>
<td>The school librarian articulates impact of funding through description of program outputs.</td>
</tr>
<tr>
<td>INPUTS</td>
</tr>
<tr>
<td>The school librarian relies on program inputs to demonstrate how budgeted funds are spent.</td>
</tr>
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</table>

### PROACTIVE
<table>
<thead>
<tr>
<th>ACTIVE</th>
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</thead>
<tbody>
<tr>
<td>The school librarian proactively seeks additional funding to support the program through grant proposals, business partnerships, fundraisers, and community outreach.</td>
</tr>
<tr>
<td>IN-PROGRESS</td>
</tr>
<tr>
<td>The school librarian seeks additional funding through fundraisers and some grant proposals.</td>
</tr>
<tr>
<td>LIMITED</td>
</tr>
<tr>
<td>Additional funding is limited to projects such as book fair profits and birthday book club selections.</td>
</tr>
</tbody>
</table>

### COMMENTS

### POLICIES
The school library program includes policies, procedures, and guidelines that support equitable access to ideas and information throughout the school community.

<table>
<thead>
<tr>
<th>STAKEHOLDER INVOLVEMENT</th>
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</thead>
<tbody>
<tr>
<td>☐ INCLUSIVE</td>
</tr>
<tr>
<td>☐ COLLABORATIVE</td>
</tr>
<tr>
<td>☐ UNILATERAL</td>
</tr>
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</table>

### COLLECTION DEVELOPMENT
<table>
<thead>
<tr>
<th>FORMAL</th>
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<tbody>
<tr>
<td>A school-board-approved selection policy guides collection development activities.</td>
</tr>
<tr>
<td>IN-PROGRESS</td>
</tr>
<tr>
<td>A school-board-approved selection policy guides collection development activities.</td>
</tr>
<tr>
<td>INFORMAL</td>
</tr>
<tr>
<td>Collection development activities follow acceptable practices but are not documented in policy statements.</td>
</tr>
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</table>

### ETHICAL USE OF INFORMATION
<table>
<thead>
<tr>
<th>INCLUSIVE</th>
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<tbody>
<tr>
<td>The school librarian works with all members of the school community to develop clearly stated policies to guide ethical use of information; these policies include an acceptable-use policy approved by the school and district. Administering technology department staff play a critical role in developing policy for ethical use of information.</td>
</tr>
<tr>
<td>COLLABORATIVE</td>
</tr>
<tr>
<td>Some members of the school community are consulted in developing policies that guide ethical use of information.</td>
</tr>
<tr>
<td>INFORMAL</td>
</tr>
<tr>
<td>Issues related to the ethical use of information and acceptable use are discussed but not formalized in policy statements.</td>
</tr>
</tbody>
</table>

(continues on page 58)
COLLECTION AND INFORMATION ACCESS

The school library program includes a well-developed collection of books, periodicals, and non-print material in a variety of formats that support curricular topics, and that are suited to inquiry learning and users’ needs and interests.

- **DIVERSITY**
  - **MULTICULTURAL**: Cultural diversity is considered in collection development; this consideration includes, but is not limited to, cultural groups represented in the local population.

- **LEVELS OF DIFFICULTY**
  - **CLIENT-BASED**: Level of difficulty responds to assessment of the local student clientele.

- **INTELLECTUAL FREEDOM**
  - **FULLY SUPPORTED**: Through school-board-approved district- and school-level policies, the entire school community supports intellectual freedom for all students. Policies include a written selection policy that explicitly states procedures for review of challenged materials.

- **CURRICULUM SUPPORT**
  - **CURRICULUM-BASED**: As a result of collaboration with teachers, the collection is mapped to the curriculum to ensure curriculum support.

- **ADEQUACY**
  - **AMPLE**: The collection has ample materials to meet the needs of its clientele.

- **RESOURCE ACCESS**
  - **COMPREHENSIVE**: Working with representatives of all school community groups, the school librarian establishes and publishes clear policies and procedures for circulation of library resources and use of library spaces to ensure students have maximum equitable access to ideas and information, including flexible access during the school day and beyond; remote access to electronic resources is also provided.

- **RECONSIDERATION POLICY**
  - **IN-PROGRESS**: A reconsideration policy exists and includes procedures for handling challenged materials.

- **COMMENTS**
  - **FORMAL**: All procedures for acquiring, processing, and cataloging materials are clearly articulated in writing.
  - **IN-PRESS**: Some procedures related to acquiring, processing, and cataloging materials are articulated.
  - **INFORMAL**: Procedures for acquiring, processing, and cataloging materials are informal and undocumented.
  - **LIMITING**: Policies for circulation of library resources and use of the library facility (such as fines, narrow limits on quantity or duration of loans) constrain access.
  - **BASIC**: Policies and procedures for circulation of library resources and use of library spaces are outlined in written statements and furnished to school community groups. Flexible access is available before and after school hours and for part of the school day.
  - **IN-PROGRESS**: The school-board-approved selection policy contains a reconsideration policy and clear procedures for handling challenged materials. School community members are aware of and follow the policy.

- **INFORMAL**: The library program is committed to the concept of intellectual freedom, but a policy statement has not been developed.

(continues on page 62)
QUALITY

- CRITERIA-BASED
  Selection of materials is based on explicit criteria relating to quality and learning goals.

- QUALITY-BASED
  Selection is based on standards of quality defined by reviewing media.

- DEMAND-BASED
  Selection is based exclusively on what teachers and/or students request.

ALTERNATE FORMATS

- AMPLE
  The collection includes a wide range of print, non-print, and digital resources in multiple genres. These resources appeal to different ages, genders, ethnicities, reading abilities, learning styles, and information needs, and best suit curricular purposes.

- ADEQUATE
  As the budget permits, the collection includes a variety of formats in multiple genres. Curricular purposes and student needs are given consideration.

- INADEQUATE
  Alternate formats are acquired but without specific planning.

CURRENCY

- CURRENT
  The collection is kept current by additions and weeding according to a regular schedule for review of the total collection.

- MIXED
  Some parts of the collection, particularly time-sensitive topics, are maintained by additions and weeding.

- OUTDATED
  The collection shows little or no evidence of weeding.

RESPONSIVE TO STUDENT INPUT

- EFFECTIVE
  A formal and systematic process is in place to solicit information from students on reading motivation and interests; this information is used to inform collection development and program activities.

- IN-PROGRESS
  Student input is gathered intermittently through a suggestion box and an occasional survey.

- LIMITED
  Student input is solicited through informal conversations.

COMMENTS

OUTREACH

The school library program is guided by an advocacy plan that builds support from decision makers who affect the quality of the school library.

ADVOCACY PLAN

- PROACTIVE
  The school librarian connects the vision and plan for the library program to the agenda of stakeholders, and builds promotional efforts around the plan. The school librarian is proactive in advocating for the role the school library program plays in teaching and learning.

- BASIC
  The school librarian has articulated a vision and a plan for the library program that is tied to the principal’s agenda. The school librarian seeks opportunities to promote the library program.

- LIMITED
  The school librarian has published vision and mission statements but has not specifically tied them to the agendas of school community stakeholders. When opportunities arise, the school librarian speaks up in support of the school program.

PARTNERSHIPS

- INCLUSIVE
  The school librarian builds relationships with local, state, and national decision makers, and forms partnerships with the local and global community to promote student learning.

- COLLABORATIVE
  The school librarian builds relationships with local and state decision makers and forms partnerships with the local community.

- BEGINNING
  The school librarian builds relationships with local decision makers and local community groups.

COMMUNICATION

- EFFECTIVE
  The school librarian communicates with all members of the school community through the library website, school library newsletters, and regular reports to appropriate stakeholders; these reports articulate the impact of the library program on student learning in the twenty-first century.

- IN-PROGRESS
  The school librarian communicates through the library website and school library newsletters. Occasionally reports on activities of the library are shared with the principal.

- LIMITED
  The library website offers basic information. School library newsletters are published at irregular intervals.
Assessment Rubric: Building the Learning Environment

IV. EMPOWERING LEARNING THROUGH LEADERSHIP

LEADERSHIP

The school library program is built by professionals who model leadership and best practice for the school community.

INVESTIGATION

The school librarian volunteers for roles and involvement on committees and decision-making teams in the school community.

RESPONSIVE

The school librarian accepts assigned roles in committees and decision-making teams in the school community.

PASSIVE

The school librarian responds to requests for information from committees and decision-making teams in the school community.

INNOVATION

CHANGE AGENT

The school librarian introduces and models research-based innovations in technology and teaching practice in professional learning communities.

CHANGE ADVOCATE

The school librarian supports adoption of research-based innovation.

RESOURCE

The school librarian provides information regarding research-based innovations.

PROFESSIONAL ACTIVITY

PROFESSIONAL ENGAGEMENT

The school librarian participates in professional associations by publishing, presenting, and leading.

PROFESSIONAL PARTICIPATION

The school librarian follows professional literature and participates in professional development opportunities.

PROFESSIONAL AWARENESS

The school librarian reads professional literature and maintains awareness of research to support continuous improvement.

COMMENTS

64

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### RELATIONSHIPS

<table>
<thead>
<tr>
<th>PRINCIPAL</th>
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<tbody>
<tr>
<td><strong>SHARED VISION</strong></td>
<td>The principal envisions the library program as an integral part of the school.</td>
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<tr>
<td><strong>SUPPORTIVE</strong></td>
<td>The principal supports the library program with resources and communications to constituencies.</td>
<td></td>
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<tr>
<td><strong>PASSIVE</strong></td>
<td>The principal takes no action to support the library program.</td>
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<table>
<thead>
<tr>
<th>PARENTS</th>
<th></th>
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<tbody>
<tr>
<td><strong>INVOLVED</strong></td>
<td>Parents participate in the program by volunteering, serving on committees, and attending programs.</td>
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<tr>
<td><strong>ONE-WAY</strong></td>
<td>Parents receive information from the library program through school library newsletters and other communication media.</td>
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</tr>
<tr>
<td><strong>INDIRECT</strong></td>
<td>Parents learn about the library program through their children or the classroom teachers.</td>
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<thead>
<tr>
<th>COMMUNITY ORGANIZATIONS</th>
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<tbody>
<tr>
<td><strong>INVOLVED</strong></td>
<td>The program has active partnerships with area organizations and businesses.</td>
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</tr>
<tr>
<td><strong>INFORMATIVE</strong></td>
<td>The program targets relevant information to local organizations and businesses such as bookstores or electronics dealers.</td>
<td></td>
</tr>
<tr>
<td><strong>INDIRECT</strong></td>
<td>Businesses and organizations know about the program only from general school district communication.</td>
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<thead>
<tr>
<th>LIBRARIES IN THE GREATER COMMUNITY</th>
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<tbody>
<tr>
<td><strong>COLLABORATIVE</strong></td>
<td>The school librarian and area librarians communicate regularly and frequently about programs and resources.</td>
<td></td>
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<tr>
<td><strong>INFORMATIVE</strong></td>
<td>The school library notifies area libraries about specific programs or activities on an ad hoc basis.</td>
<td></td>
</tr>
<tr>
<td><strong>INDIRECT</strong></td>
<td>Libraries know about each other’s programs and resources only through publicly disseminated communication.</td>
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<tr>
<th>COMMENTS</th>
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### APPENDICES

- **APPENDIX A:** Learning@Life: A National Plan for Implementation
- **APPENDIX B:** Policies That Determine the Quality of Library Programs
- **APPENDIX C:** Glossary of Terms
- **APPENDIX D:** Bibliography: Planning and Implementation Resources
APPENDIX A:  
A National Plan for Implementation of the AASL Standards for the 21st-Century Learner and Empowering Learners: Guidelines for School Library Programs

This implementation plan was created to support states, school systems, and individual schools preparing to implement the Standards for the 21st-Century Learner and Empowering Learners: Guidelines for School Library Programs. The plan will also increase awareness and understanding of the learning standards and guidelines and create a committed group of stakeholders with a shared voice.

While the learning standards and guidelines define what “should be” in terms of information literacy, research through guided inquiry, and the integration of technology in the traditional school context, they also acknowledge varied and new forms of teaching and learning in a social and global context. Foundational to this plan is the fundamental value of reading, core content, and mastery of skills that produce deep knowledge and understanding, as well as the portable skills that serve individuals for a lifetime, making them critical thinkers, problem solvers, and continually evolving learners.

To this end, the implementation plan addresses the practical realization of these important skills and values as it:
- identifies guiding principles and an overarching position and branding statement;
- identifies target audiences (internal and external);
- identifies training opportunities and resources;
- provides a communication plan;
- provides a plan for continuous feedback, evaluation, and sustainability;
- provides a plan for endorsements and support;
- provides supporting documents.

The plan is available online at www.ala.org/aasl/learning4life

APPENDIX B:  
Policies That Determine the Quality of Library Programs

Empowering Learners: Guidelines for School Library Programs contains several national policies including the ALA Library Bill of Rights, ALA Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights. Additional policy documents on the ALA Web site include the ALA Policy on Confidentiality of Library Records and the ALA Freedom to Read Statement.

District policies influence the effectiveness of school library programs. Below are listed policies and practices that district leaders and school librarians should review to enhance the quality of the library program:
- Collaboration opportunities among staff
- Inquiry-based learning
- Student assessment process
- Student use of the school library—Scheduling considerations
- Access to resources—Technology allocations
- School library facility and design
- Library program budget allocation
- Intellectual freedom policy
- Selection policy
- Internet use policy
- Professional and support staffing
- Administrative support
- Assessment of the library program
- Volunteer policy
- Local and national staff development and training
- Participation in local library and education consortia

APPENDIX C:  
Glossary of Terms

aesthetic growth: Process in which individuals develop the ability to think about and respond to artistic/aesthetic stimuli (Housen 1983).


Diagnostic assessment is the use of formal or informal measurement tools to assess an individual’s area of strengths and needs for purposes of identifying appropriate learning modifications or adaptations. Two examples of diagnostic assessment tools include running records (informal) and Weschler Intelligence Scale for Children (formal).

Formative assessment is ongoing and provides information about what students are learning and how that learning is taking place. It gives students feedback on their progress and provides teachers with feedback on the effectiveness of their instruction (Donham 2008, 266; Harada and Yoshina 2005, 1).

Summative assessment occurs at the end of the learning process and is intended to evaluate student performance. It also provides feedback that can be used to redesign learning experiences (Donham 2008, 266; Harada and Yoshina 2005, 1).

authentic assessment: Assessment techniques that require students to originate a response to a task or question, using knowledge in real-world ways, with genuine purposes, audiences, and situational variables; may include demonstrations, exhibits, portfolios, oral presentations, or essays (Donham 2008, 267; Wiggins
Statement that provides a description of activity of thinking about thinking.

Use of basic dispositions: Ongoing beliefs and attitudes that guide thinking and intellectual behavior. Often referred to as habits of mind or tendencies to respond to situations in a certain way (Katz 1988).

divergent thinking: Creative production or elaboration of ideas; associated with elements of creative problem solving.

equivalent thinking: Thinking that brings together different assumptions (Thomas 2004, 119).

direct instruction: General term for the explicit teaching of a skill set. The most commonly identified steps of direct instruction include introduction/preview, presenting new material, guided practice, independent practice, weekly/monthly review, and feedback/corrections (Collins and O’Brien 2003, 107).

dispositions: Ongoing beliefs and attitudes that guide thinking and intellectual behavior. Often referred to as habits of mind or tendencies to respond to situations in a certain way (Katz 1988).

Glossary

Bloom’s Taxonomy identifies a hierarchy of six levels of thinking; the top three (analysis, evaluation and synthesis) classified as higher-order thinking skills (Bloom et al. 1956). The taxonomy has been revised so that synthesis and evaluation exchange places. (Anderson and Krathwohl 2001).

information literacy: Skill set needed to find, retrieve, analyze, and use information (ACRL 2003).

independent practice: Instructional strategy that enables students to “practice newly learned content, skills, or strategies on their own with no direct teacher assistance” (Collins and O’Brien 2003, 175).

inquiry: Stance toward learning in which the learner is engaged in asking questions and finding answers, not simply accumulating facts that have no relation to previous learning or new understanding, presented by someone else. Inquiry follows a continuum of learning experiences, from simply discovering a new idea or an answer to a question to following a complete inquiry process (Kuhlthau, Maniotes, and Caspari 2007).

lower-level thinking/questioning: Use of basic skills (such as recall, rote memorization, and simple comprehension) to think and question. Bloom’s Taxonomy identifies a hierarchy of six levels of thinking; the lowest three are knowledge, comprehension, and application (Bloom et al. 1956).

Media literacy: Ability to “access, analyze, evaluate and create messages in a variety of forms—from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy” (Center for Media Literacy n.d.).

higher-level thinking/questioning: Ability to think and question in a manner that requires consideration and application of complex concepts, problem solving skills, and reflection. Bloom’s Taxonomy identifies a hierarchy of six levels of thinking, with the top three (analysis, evaluation and synthesis) classified as higher-order thinking skills (Bloom et al. 1956). The taxonomy has been revised so that synthesis and evaluation exchange places. (Anderson and Krathwohl 2001).

modeling: Instructional strategy in which the teacher demonstrates to the student the behaviors, skills, or competencies that students are to learn, with the expectation that the students will copy the model. Modeling often involves thinking aloud or talking about how to work through a task (Collins and O’Brien 2003, NCREL 2002).

multiple intelligences: Cognitive theory developed by Howard Gardner that proposes that intelligence is not a unitary or fixed trait, but a collection of different abilities with neurological foundations (Collins and O’Brien 2003, 230). Gardner proposed nine intelligences: linguistic, musical, logical-mathematical, visual-spatial, bodily-kinesthetic, intrapersonal, interpersonal, naturalist, and existential (Gardner 1999).

responsibilities: Common behaviors used by independent learners in researching, investigating, and problem solving.

scaffolding: Instructional strategy “in which a more skilled teaching partner adjusts the assistance he or she provides to fit the child’s current level of performance. More support is offered when the task is new; less is provided as the child’s competence increases, fostering the child’s autonomy and independent mastery” (Callison 2006, 523). The gradual withdrawal of support is generated through instruction, questioning, modeling, feedback, etc. (Collins and O’Brien 2003, 312).
visual literacy: Ability to "understand and use images, including the ability to think, learn, and express oneself in terms of images" (Bradent and Hortin 1982, 41).

Web 2.0: Trend in Web design and development that has transformed the way individuals use the Internet, fostering creativity, interaction, and collaboration through Web applications such as blogs, wikis, RSS feeds, and social networks.

writing process: Pedagogical term referring to a set of steps an individual takes while writing. They include: prewriting, writing, revising, editing, and publishing.

self-assessment: Assessment technique in which learners develop internal standards, compare their performance, behaviors, or thoughts to those standards, and then use their observations to improve learning. Self-assessment requires students to engage in reflection of their own learning and to focus not just on the task or the product, but also on the process. Self-assessment tools include journaling, rating scales, check lists, questionnaires, and rubrics (Donham 2008).

social networking: Ability to “connect, collaborate and form virtual communities via the computer and/or Internet. Social networking websites are those that provide this opportunity to interact via interactive websites. Sites that allow visitors to send emails, post comments, build web content and/or take part in live chats are all considered to be social networking sites. These kinds of sites have come to be collectively referred to as “Web 2.0” and are considered the next generation of the Internet because they allow users to interact and participate in a way that we couldn’t before” (YALSA 2008).

summative assessment: Assessment technique in which students’ performance, behaviors, or thoughts are compared to a standard, external, or norm-referenced criterion. This technique is used as educational goals. ERIC Digest. ERIC Identifier: ED488784 (www.ed.gov/ERICDocs/data/edciplp/cgi-bin/ERICDoc?RecordId=100000001880/13/20fa.pdf) (accessed December 14, 2006).

textual literacy: Ability to read, write, analyze, and evaluate textual works of literature and personal and professional documents.

APPENDIX D: Bibliography and Implementation Resources


Cameron, Guy. 2007. Expanding young people’s capacity to learn. British Journal of Educational Studies 55, no. 2: 115–34.


