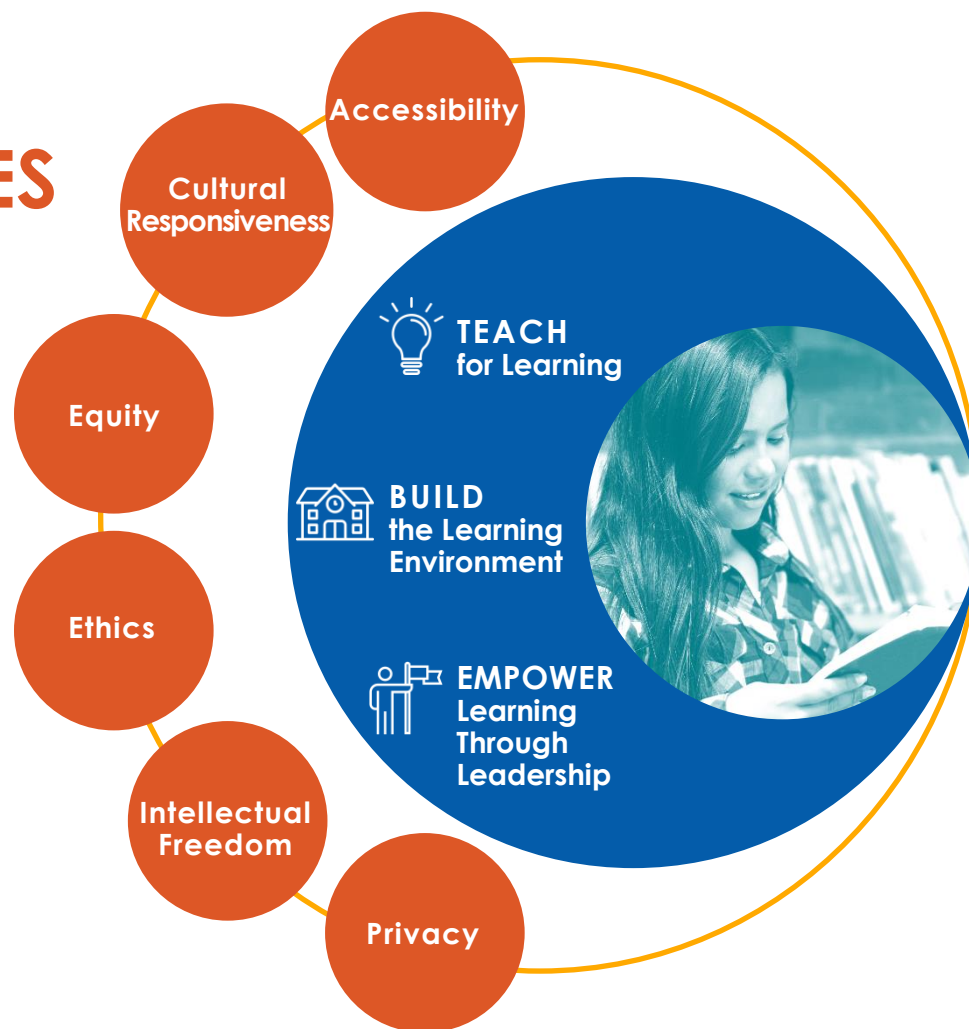


# New York State Education Department SCHOOL LIBRARY PROGRAM RUBRIC

**6** VALUES



frame the rubric's

**3** DOMAINS

centered on each

**unique learner**

# CONTENTS



<b>Acknowledgements.....</b>	<b>3</b>
<b>Acknowledgements (continued).....</b>	<b>4</b>
<b>Preface .....</b>	<b>5</b>
<b>Diverse Learners .....</b>	<b>5</b>
<b>How to Use This Rubric .....</b>	<b>6</b>
<b>Organizational Framework.....</b>	<b>8</b>
<b>Teach for Learning.....</b>	<b>9</b>
Instructional Design .....	10
Collaborative Planning and Teaching .....	11
Assessment for Learning .....	12
Multiple Literacies.....	13
Reading.....	14
Inquiry Learning .....	15
Digital Citizenship and Social Responsibility.....	16
Intellectual Freedom.....	17
Social Learning .....	18
Teaching Diverse Learners .....	19
Student Agency .....	20
<b>Build the Learning Environment .....</b>	<b>22</b>
Staffing .....	23
Professional Development .....	24
Budget.....	25
Resources and Materials .....	26
Instructional Technology .....	27
Climate Conducive to Learning.....	28
Facility .....	29
Equitable Access.....	30
Resource Sharing .....	31
<b>Empower Learning Through Leadership.....</b>	<b>33</b>
Instructional Leadership.....	34
Administrative Support .....	35
Program Policies and Planning.....	36
Evaluation and Evidence-Based Practice .....	37
Reporting.....	38
Communication .....	39
Program Advocacy .....	40
<b>Glossary of Terms.....</b>	<b>42</b>
<b>Supplemental Resources.....</b>	<b>Error! Bookmark not defined.</b>

# ACKNOWLEDGEMENTS

---



**The New York State Education Department (NYSED) revised its School Library Program Rubric to reflect developments in the field since its original publication.**

NYSED initiated the revision process in fall 2017 with the support of the Northeast Comprehensive Center (NCC), a federally funded technical assistance center. NCC conducted a review of research published since the release of NYSED's School Library Media Program Evaluation Rubric in 2010 and convened a volunteer workgroup of leading content experts across New York State.

The updated School Library Program Rubric is aligned to the American Association of School Librarians (AASL) 2018 National School Library Standards for Learners, School Librarians, and School Libraries, as well as to NYSED's Culturally Responsive-Sustaining (CR-S) Education Framework.

A 16-member work group of experts undertook a research and evaluation approach for revising the rubric. A 45-day review of the draft rubric content was conducted to involve and engage stakeholders in assessing the practical application of the revised rubric to current needs and future trends for school libraries and the school librarian profession.

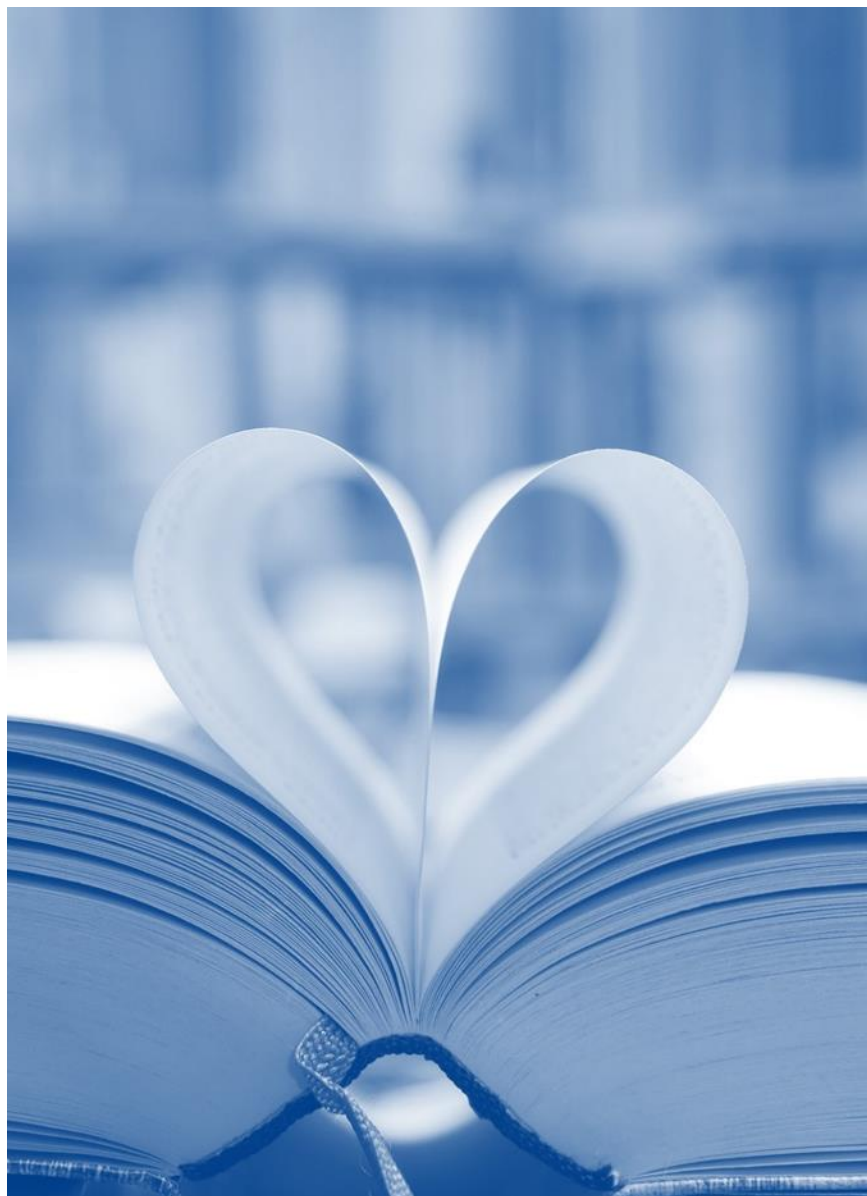
The revised NYSED School Library Program Rubric has the support and endorsement of the New York Librarian Association (NYLA) and School Library Systems Association of New York State (SLSA).

For further information about the NYSED School Library Program Rubric or its use, contact NYSED at [EdTech@nysed.gov](mailto:EdTech@nysed.gov) | 518.474.5461

*New York State Education Department, Fall 2020*



## ACKNOWLEDGEMENTS (CONTINUED)



### The New York State Education Department (NYSED) School Library Program Rubric Workgroup

- Barbara Stripling, (retired) Senior Associate Dean and Associate Professor of Practice, School of Information Studies, Syracuse University
- Carl Vitevitch, Administrative Coordinator, Eastern Suffolk BOCES School Library System
- Cecelia Fuoco, School Library Systems Director - Staff Specialist, CA BOCES
- Cindy Buerkle, Director, Delaware-Chenango-Madison-Otsego BOCES
- Doreen Bergman, Coordinator, OCM BOCES School Library System
- J'aimé Pfeiffer, Coordinator, WSWHE BOCES School Library System
- Jen Cannell, Director, Library Media Specialist Program, St. John Fisher College
- Jim Belair, Coordinator- School Library Services, Monroe 2-Orleans BOCES
- Kerrie Burch, School Library System Director, Questar III BOCES
- Mary Beth Farr, Library Development Specialist, Outreach and Public Library Systems Services, New York State Library / Division of Library Development, NYSED
- Melissa Jacobs, Director of Library Services, New York City School Library System / New York City Department of Education
- Michelle Miller, Library Media Specialist, Marcus Whitman Central School District
- Penny Sweeney, School Library Media Specialist, Liverpool Central School District
- Sara Kelly Johns, Adjunct Professor, Syracuse University iSchool
- Susan Polos, School Librarian, Fox Lane High School, Bedford Central School District
- John Brock, Associate in School Library Services, NYSED

## PREFACE

---

### **School libraries foster learning, empowerment, and achievement for all students and nurture a culture of shared foundational values.**

Research shows that one of the chief characteristics of a high-performing school is a quality library program. Based upon this research, NYSED supports the efforts by school districts, administrators, classroom teachers, and librarians to design and implement high-quality learner-centered library programs.

To support the development of high-quality programs, NYSED has developed the School Library Program Rubric, a reflective self-assessment instrument that can be used to assess school library programs across 27 essential elements based on 6 foundational values. The rubric is designed to be aspirational and to provide a vision for reaching the Distinguished level aligned with areas of priority for the school or district. The School Library Program rubric is not required for use in schools, but is provided as a resource for schools, districts, or School Library Systems to use in developing, improving, and running strong school library programs. The rubric may be used to facilitate analysis of and reflect upon current programs, and aid in the creation of an action plan for developing library programs that enable students to grow and succeed as readers and learners. The School Library Program Rubric is intended for evaluation of the school library program, and not for evaluation of the school librarian.

The rubric can serve multiple stakeholders for diverse purposes. A comprehensive school library program entails many elements that work together for the benefit of the school and students. Librarians may wish to use the rubric to inform efforts such as:

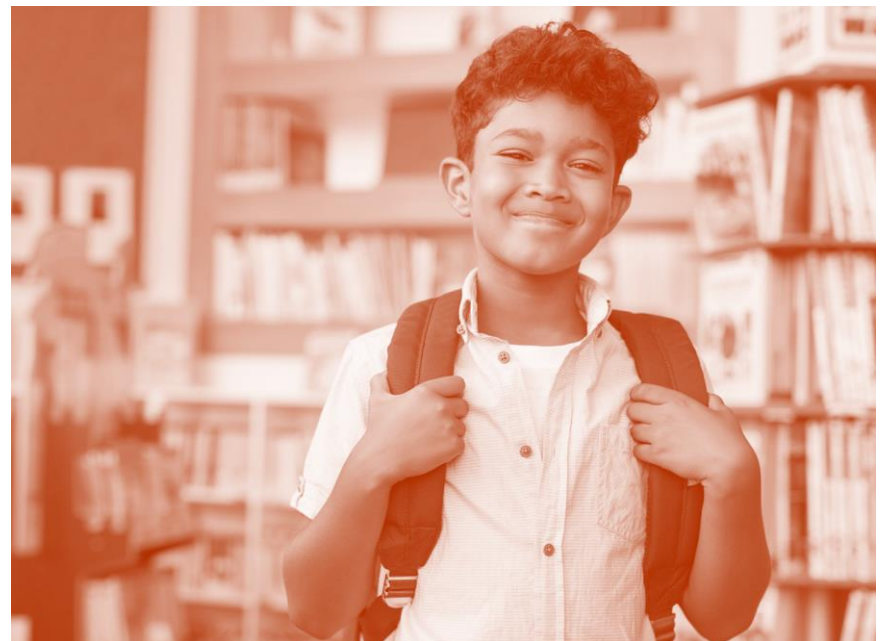
- Anchoring collaborative planning sessions with colleagues.
- Guiding conversations with administrators using the rubric.
- Focusing on a few prioritized elements of the rubric to better understand them.
- Participating in professional learning on elements of the rubric.

Through such experiences, librarians across New York State have been able to create positive change in their programs that improves student outcomes.

## DIVERSE LEARNERS

---

**English Language Learners (ELLs)** enter the school system at all grade levels, with a wide range of proficiency in English and varying degrees of academic competencies in their home language. While building English proficiency ELLs in Bilingual Education and English as a New Language programs demonstrate abilities bilingually and transfer linguistic skills and content knowledge across languages. **Students with Disabilities** and their typically-developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially-designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with typically-developing peers. With the appropriate services and supports, ELLs, students with disabilities, and other diverse learners can participate in educational experiences to promote student growth. Within the rubric, the term “all students” is used to remind educators of the diversity of student experiences and instructional needs.



# HOW TO USE THIS RUBRIC

The rubric contains several layers:

- **Domains.** At the broadest level, the rubric is made up of 3 domains. Domains reflect a wide array of features that are further broken down into 2 additional layers (subdomains and essential elements).
- **Subdomains.** Each subdomain corresponds to a particular domain and frames the common theme for each of the underlying essential elements contained within.
- **Essential Elements.** Essential elements illustrate a continuum of expectations. The rubric contains 27 essential elements that are most vital to an effective school library program.
- **Indicators.** Within most essential elements, there are multiple rows that indicate equally important and unique aspects within the essential elements.
- **Student Snapshot.** For each essential element, the student snapshot provides a statement of how this element manifests itself in the work of students.
- **Performance Categories.** The rubric articulates 4 performance categories: **Distinguished**, **Proficient**, **Basic**, and **Below Basic**. The **bold text** in the Distinguished column sets apart the unique features of this level from the Proficient level.
- **Values Alignment.** For each essential element, the values that most directly align to that element are identified.
- **Examples of Evidence.** The examples in this section are illustrative—not exhaustive—to help users of the rubric better envision types of evidence that could be useful in determining the current performance level of a given essential element.
- **Evidence, Notes, Comments.** This section is where reviewers of the school library program input evidence or descriptive statements that assist in making a determination as to the performance level for an essential element.

TEACH FOR LEARNING   Instruction					Examples of Evidence
●●● Distinguished	●● Proficient	● Basic	○ Below Basic		
<b>Collaborative Planning and Teaching</b> Learners are encouraged to actively engage in deep learning through collaborative planning and teaching of the school librarian with other educators. <b>Values</b> <ul style="list-style-type: none"><li>• Accessibility</li><li>• Cultural Responsiveness</li><li>• Equity</li></ul>					
The school librarian is <b>integrally involved in schoolwide curriculum development and collaborative implementation of an integrated continuum of critical information skills.</b>	The school librarian participates in curriculum development with other educators and collaborative implementation that includes integration of some critical information skills.	The school librarian participates in curriculum development with individual educators and occasional collaborative implementation with integration of some critical information skills.	The school librarian is rarely involved in curriculum development with other educators and critical information skills are taught occasionally by the school librarian in an isolated manner.	<ul style="list-style-type: none"><li>• School curriculum map</li><li>• Library curriculum plan</li><li>• Curriculum plan aligned with AASL Standards, State and national content standards, integrated in content areas</li><li>• Lesson plans for teaching information fluency skills</li><li>• Collaboration templates and logs</li><li>• School librarian teaching collaboratively</li><li>• Collaboratively planned units of instruction</li><li>• School librarian on curriculum committees</li><li>• Library provides and/or engages in professional development</li></ul> <a href="#">Click here to enter Evidence, Notes, Comments</a>	
The school librarian collaborates with other educators to design instruction to enable learners to follow an inquiry process that allow for active engagement, critical thinking, and construction of new understandings. Instruction is differentiated to meet the needs of all learners.	The school librarian collaborates with other educators to design instruction to enable learners to engage in inquiry and use inquiry skills but not follow an entire inquiry process. Some instruction is differentiated to meet the needs of some learners.	The school librarian rarely collaborates with other educators to design instruction; integration of the process of inquiry and teaching inquiry skills is in development. There is little differentiation of instruction.	The school librarian needs support to collaborate with other educators to design instruction; integrating the process of inquiry and teaching inquiry skills needs to be developed. There is little to no differentiation of instruction.		
The school librarian uses a variety of instructional methods and technology to teach and co-teach critical thinking skills to individuals and groups, enabling learners to create and share authentic learning creations and ideas.	The school librarian uses a variety of instructional methods and technology to teach, and sometimes co-teach, critical thinking skills to individuals and groups, and to teach learners how to create a variety of academic learning products.	The school librarian uses limited instructional methods and technology to teach skills to individuals and groups and to show learners how to create a few academic learning products.	The school librarian has few opportunities to provide instruction on critical inquiry skills; learners are not shown how to create learning products.		
The school librarian partners with other educators, learners, and an extended team of community partners, in the selection and use of instructional resources, including connections to museums, colleges, businesses, and civic groups.	The school librarian partners with other educators and learners in the selection and use of instructional resources and provides some links to external resources.	The school librarian partners with other educators in the selection and use of curriculum-related resources.	The school librarian makes selection of resources which may be limited and unconnected to the school community.		
BUILD THE LEARNING ENVIRONMENT   Personnel					Examples of Evidence
●●● Distinguished	●● Proficient	● Basic	○ Below Basic		
<b>Professional Development</b> Learner achievement is increased through improvements in school librarian knowledge and skill. <b>Foundational Values</b> <ul style="list-style-type: none"><li>• Cultural Responsiveness</li><li>• Equity</li><li>• Ethics</li></ul>					
The school librarian <b>works with administrators to assist in the creation of district's professional development plan for all staff about current educational research, new technologies, technology use, production of a variety of media resources, professional practice, and laws and policies regarding information; school librarian is an integral part of the implementation of that plan.</b>	The school librarian offers suggestions for the district's professional development plan and regularly provides professional development for other educators in current educational research, new technologies, technology use, production of a variety of media resources, and professional practice.	The school librarian occasionally has opportunities to provide professional development for teachers.	The school librarian has limited opportunities to provide professional development for teachers.	<ul style="list-style-type: none"><li>• Website/library links</li><li>• Professional development plan for school and/or district</li><li>• School librarian presentation of professional development presentations at conferences</li><li>• Professional development in use of emerging technology</li><li>• Participation in school library system professional development</li><li>• Professional association memberships</li><li>• CEUs</li><li>• Journal publications</li></ul> <a href="#">Click here to enter Evidence, Notes, Comments</a>	
The school librarian <b>strategically</b> seeks out and participates in professional development to improve skill set and knowledge of most recent developments in professional practice, information technologies, and educational research to support student learning through the library program.	The school librarian actively seeks out and participates in professional development to improve skill set and knowledge of most recent developments in professional practice, information technologies, and educational research to support student learning through the library program.	The school librarian attends professional development to improve skill set and knowledge of most recent developments in professional practice, information technologies, and educational research.	The school librarian is disengaged in professional development, or has limited opportunities to participate in professional development.		
The school librarian <b>actively seeks opportunities to present at conferences and strategically attends sessions to build new knowledge and remain current in field.</b>	The school librarian attends conferences and seeks sessions to build new knowledge and remain current in field.	The school librarian attends conferences.	The school librarian does not have the opportunity to attend conferences.		
The school librarian <b>takes a leadership role</b> in the school library system and/or professional association.	The school librarian actively participates in the school library system and is a member of professional association.	The school librarian has limited opportunities to participate in the school library system and/or be a member of professional association.	The school librarian chooses not to participate, or lacks opportunities to participate in the school library system and/or be a member of professional association.		



The performance categories (Distinguished, Proficient, Basic, Below Basic) indicate the level at which a library program is currently operating under each domain or essential element. It is not intended that a program be at the highest level for a given point in time. Rather, the rubric portrays a wide range of performance indicators that programs of any quality level can continually improve toward. Ratings are intended to be fluid as a program grows over time.

In addition to librarians, the rubric can support site, local, and regional administrators. **Following are examples of how various stakeholders may use the rubric:**

- Beginning librarians can use the rubric to gain a clear and full picture for what a successful school library program entails.
- Seasoned librarians can use the rubric to identify particular aspects of their practice or program they wish to advance.
- Administrators can use the rubric with their librarian to assess the current strengths, needs, and opportunities for growth of the school library program.
- BOCES leaders of librarians can use the rubric to take stock of trends and patterns at work in their local school library programs.

Some users may wish to have the rubric serve as the catalyst of an action plan for a given librarian, school administrator, or local region.

**One potential pathway for using the rubric to develop an action plan could proceed in the following sequence:**

- Look at each essential element and determine the current performance category of the program.
- Consider the strengths and priorities that exist in the local context.
- Identify 2 to 3 essential elements that should advance within the school program.
- Think about how to build on the strengths of the program to reach the next performance category.
- Develop an action plan to move to the next performance category in the identified areas.

Regardless of the many ways the rubric may be used, its foremost goal is to help identify and advance school library programs on behalf of students.



# 6 FOUNDATIONAL VALUES

Accessibility | Cultural Responsiveness | Equity | Ethics | Intellectual Freedom | Privacy

## 3 DOMAINS



### Teach for Learning

#### Instruction

Instructional Design  
Collaborative Planning and Teaching  
Assessment for Learning

#### Literacy and Inquiry

Multiple Literacies  
Reading  
Inquiry Learning

#### Social Responsibility

Digital Citizenship and Social Responsibility  
Intellectual Freedom  
Social Learning

#### Students

Teaching Diverse Learners  
Student Agency



### Build the Learning Environment

#### Personnel

Staffing  
Professional Development

#### Resources

Budget  
Resources and Materials  
Instructional Technology

#### Environment

Climate Conducive to Learning  
Facility

#### Access

Equitable Access  
Resource Sharing



### Empower Learning Through Leadership

#### Leadership

Instructional Leadership  
Administrative Support

#### Management

Program Policies and Planning

#### Evidence

Evaluation and Evidence-Based Practice  
Reporting

#### Outreach

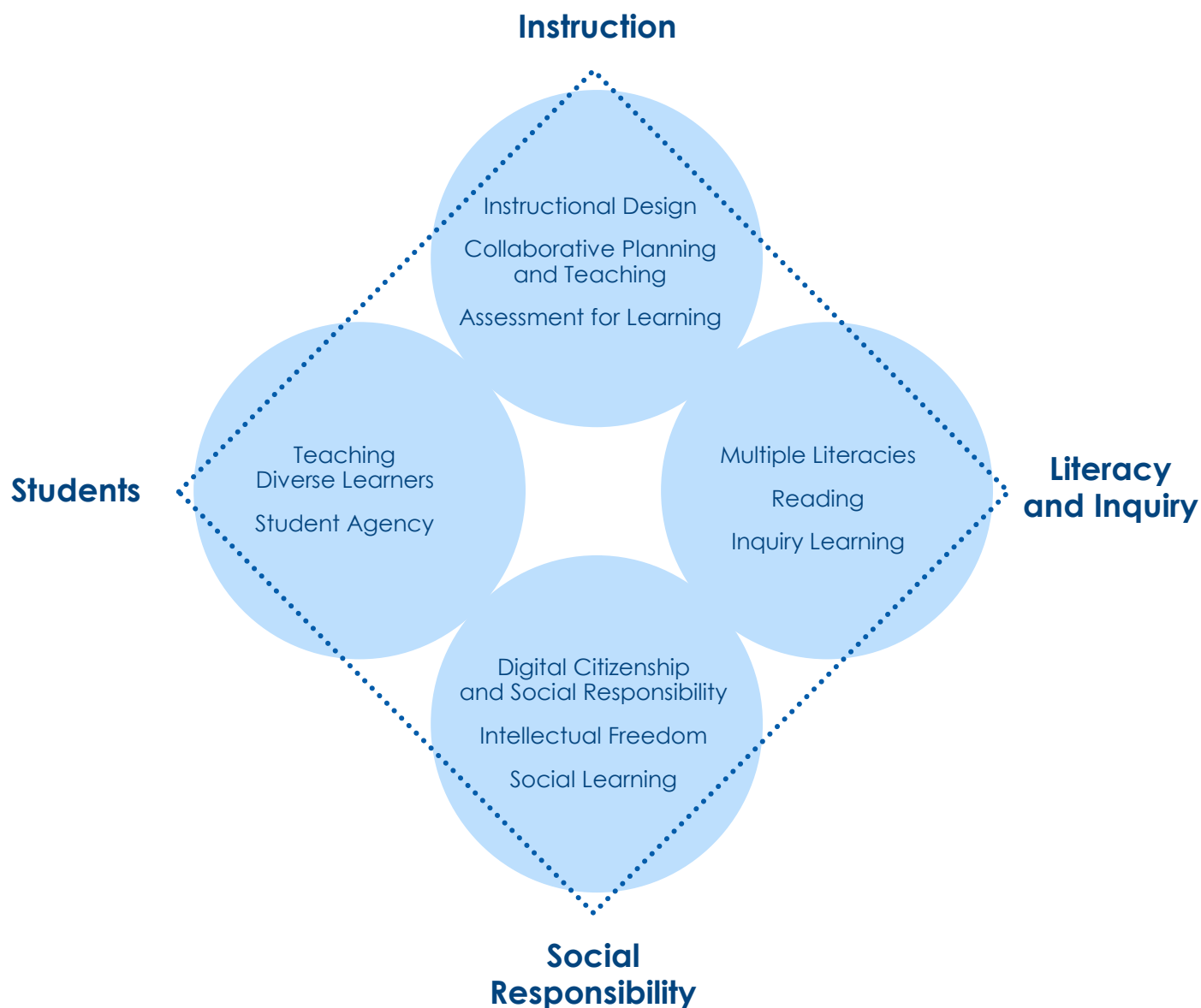
Communication  
Program Advocacy





# TEACH FOR LEARNING

In a school library program promoting teaching for learning, students follow an inquiry process, engage in deep learning, understand when information is needed, have high levels of reading literacy, and become lifelong learners.





## TEACH FOR LEARNING | Instruction

### Instructional Design

Learners follow the inquiry process to define problems; frame questions; and analyze, synthesize, and reflect on information effectively through instruction designed to ensure their continued development.

### Foundational Values

- Cultural Responsiveness
- Intellectual Freedom

#### ●●● Distinguished

Instructional design through library program is **planned with teachers** and follows design process that includes analysis of learners, clear outcomes, alignment with standards, flexible teaching and coteaching strategies, integration of diverse resources and **emerging technology**, and assessment.



#### ●● Proficient

Instructional design through library program follows design process that includes analysis of learners, clear outcomes, alignment with standards, flexible teaching strategies, integration of diverse resources, and assessment.



#### ● Basic

Instructional design through library program includes some elements of design process, clear outcomes, flexible teaching strategies, integration of resources, and assessment.



#### ○ Below Basic

Instructional design through library program is based upon immediate needs rather than design process, focusing on activities and resources rather than clear learning outcomes and assessment.



### Examples of Evidence

- Authentic investigations
- Learner analysis
- Differentiation
- Scaffolding of skills
- Modeling and guided practice
- Independent practice
- Reflection and sharing
- Reflection logs
- Reflective note taking
- Peer questioning
- Rubrics
- Lesson plans
- Unit plans
- Process portfolios
- Diagnostic assessments
- Formative and summative assessments

Instruction is designed to **personalize learning** and empower all learners to **inquire deeply**, include diverse perspectives, collaborate, explore new ideas, curate resources, and **engage fully** in the community of learners.



Instruction is designed to teach learners to inquire, include diverse perspectives, collaborate, explore new ideas, curate resources, and engage in the community of learners.



Instruction is designed to teach learners to inquire, collaborate, explore new ideas, and curate resources.



Instruction is focused on teaching students to complete activities rather than learn the underlying skills of inquiry, collaboration, exploration, or curation.



Evidence, notes, comments



## TEACH FOR LEARNING | Instruction

### Collaborative Planning and Teaching

Learners are encouraged to actively engage in deep learning through collaborative planning and teaching of the school librarian with other educators.

#### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity

#### ●●● Distinguished

The school librarian is **integrally involved in schoolwide curriculum development and collaborative implementation of an integrated continuum of critical information skills.**



The school librarian collaborates with other educators to design instruction to enable **learners to follow an inquiry process that allows for active engagement, critical thinking, and construction of new understandings.** Instruction is differentiated to meet the needs of all learners.



The school librarian uses a variety of instructional methods and technology to **teach and coteach critical thinking skills** to individuals and groups, **enabling learners to create and share authentic learning creations and ideas.**



The school librarian partners with other educators, learners, and an **extended team of community partners** in the selection and use of instructional resources, including **connections to museums, colleges, businesses, and civic groups.**



#### ●● Proficient

The school librarian participates in curriculum development with other educators and collaborative implementation that includes integration of some critical information skills.



The school librarian collaborates with other educators to design instruction to enable learners to engage in inquiry and use inquiry skills but not follow an entire inquiry process. Some instruction is differentiated to meet the needs of learners.



The school librarian uses a variety of instructional methods and technology to teach, and sometimes coteach, critical thinking skills to individuals and groups, and to teach learners how to create a variety of academic learning products.



The school librarian partners with other educators and learners in the selection and use of instructional resources and provides some links to external resources.



#### ● Basic

The school librarian participates in curriculum development with individual educators and occasional collaborative implementation with integration of some critical information skills.



The school librarian rarely has opportunities to collaborate with other educators to design instruction; integration of the process of inquiry and teaching inquiry skills is in development. There is little differentiation of instruction.



The school librarian uses limited instructional methods and technology to teach skills to individuals and groups and to show learners how to create a few academic learning products.



The school librarian partners with other educators in the selection and use of curriculum-related resources.



#### ○ Below Basic

The school librarian is rarely involved in curriculum development with other educators and critical information skills are taught occasionally by the school librarian in an isolated manner.



The school librarian needs support to collaborate with other educators to design instruction; integrating the process of inquiry and teaching inquiry skills needs to be developed. There is little to no differentiation of instruction.



The school librarian has few opportunities to provide instruction on critical inquiry skills; learners are not shown how to create learning products.



The school librarian makes selection of resources which may be limited and unconnected to the school community.



#### Examples of Evidence

- School curriculum map
- Library curriculum plan
- Curriculum plan aligned with AASL Standards, state and national content standards, integrated in content areas
- Lesson plans for teaching information fluency skills
- Collaboration templates and logs
- School librarian teaching collaboratively
- Collaboratively planned units of instruction
- School librarian on curriculum committees
- Library provides and/or engages in professional development

#### Evidence, notes, comments





## TEACH FOR LEARNING | Instruction

### Assessment for Learning

Learning is regularly assessed in multiple ways to guide instructional decision-making and practice.

#### Foundational Values

- Cultural Responsiveness
- Equity
- Ethics

#### ●●● Distinguished

Benchmarks for a **comprehensive curriculum of skills** for all grades, as appropriate, and **alignment with most curriculum learning objectives** guide a **full assessment program—diagnostic, formative, and summative**—in the library.



Classroom teachers collaborate with the school librarian to assess information, digital literacy, and technology skills as part of **many instructional units**, and determine individual and schoolwide student progress in learning.



All learners, as appropriate, regularly assess their own development of skills and **use self-assessments** as appropriate, **to determine future academic and personal learning goals**.



Schoolwide analysis of evidence-based assessment of learning, including information, digital literacy, and technology skills, is a **regular part of instruction** and drives future practice **throughout the school**.



#### ●● Proficient

Coherent grade level benchmarks for information literacy and technology skills guide formative and summative assessment in the library.



Classroom teachers collaborate with the school librarian to assess information, digital literacy, and technology skills as part of some instructional units, and determine individual and schoolwide student progress in learning.



All learners, as appropriate, assess their own development of skills when prompted by the school librarian or classroom teacher.



Evidence-based assessment of information, digital literacy, and technology skills is a part of instruction and drives future practice in some classrooms.



#### ● Basic

Some information literacy and technology benchmarks are identified for different grade levels and used for summative assessment of learners' final products.



Classroom teachers seldom collaborate with the school librarian on assessment of information, digital literacy, and technology benchmarks. Learners are assessed solely on content knowledge in library activities.



Learners occasionally assess their content knowledge, but not their development of skills.



Evidence-based assessment of content learning is used as part of instruction in some classrooms, but systematic assessment of skills learning is not conducted.



#### ○ Below Basic

Grade level information literacy and technology skills benchmarks in the library are unclear, assessment is erratic.



Learner progress in information, digital literacy, and technology skills is assessed only through periodic testing.



Learners do not assess their own learning.



Support is needed to implement evidence-based assessment of content and skills learning as part of instruction to drive future practice.



### Examples of Evidence

- Use of Empire State Information Fluency Continuum benchmarks
- Checklists of research activity
- Learner self-assessments, as grade-level appropriate
- Self-assessment examples
- Journaling and portfolio assessments
- Diagnostic, formative and summative assessments
- Library program and classroom teacher collaboration on assessment
- Library student-teacher conferences
- Rubric scores of learner work
- Analysis of assessment evidence

Evidence, notes, comments



## TEACH FOR LEARNING | Literacy and Inquiry

### Multiple Literacies

Learners know when information is needed; use multiple literacies including information, reading, digital, visual, and media to locate, interpret, and evaluate information in multiple formats; and use information effectively.

### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Ethics

#### ●●● Distinguished

The school librarian teaches skills of multiple literacies to enable learners to locate, comprehend, interpret, evaluate, and construct meaning from information presented in multiple formats and to **use those literacies to create and share their own ideas.**



#### ●● Proficient

The school librarian teaches skills of multiple literacies to enable learners to locate, comprehend, interpret, evaluate, and construct meaning from information presented in multiple formats.



#### ● Basic

The school librarian teaches skills of one or 2 literacies to enable learners to locate, access, select, comprehend, and interpret information.



#### ○ Below Basic

The school librarian has limited opportunities to teach multiple literacy skills, and learners rarely go beyond basic location and comprehension of information.



### Examples of Evidence

- Multiple-literacy skills curriculum
- Learner checklists of multiple literacy skills and attitudes
- Learner rubric scores on multiple literacy projects
- Projects display use of multiple valid formats
- Learner reflections on work
- Portfolios of learner

Evidence, notes, comments



## TEACH FOR LEARNING | Literacy and Inquiry

### Reading

Learners have high levels of reading literacy and become independent, lifelong readers.

#### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Intellectual Freedom
- Privacy

#### ●●● Distinguished

The school librarian collaborates to connect reading to classroom activities, curates and provides access to **global and diverse resources** and reading materials in multiple formats, provides reading guidance, motivates learners to read on their own for academic and personal pursuits, **empowers learners to become reading ambassadors, and collaborates with the broader community involving parents, community members, and public libraries to develop a reading culture in and beyond the school** where learners read independently for academic and personal pursuits.



#### ●● Proficient

The school librarian collaborates to connect reading to classroom activities, curates and provides access to diverse reading materials in multiple formats, provides reading guidance, motivates learners to read on their own for academic and personal pursuits, and collaborates with classroom teachers to develop a reading culture in the school where learners read independently for academic and personal pursuits.



#### ● Basic

The school librarian supports reading for academic pursuits by collaborating to integrate reading with some classroom activities, curating and providing access to reading materials, and providing reading guidance to individuals who exhibit interest in independent reading.



#### ○ Below Basic

The school librarian provides access to reading materials and occasional reading guidance to individuals but does not collaborate to connect to classroom activities or foster independent reading or has few opportunities to do so.



#### Examples of Evidence

- Measures of reading progress
- Attitudinal measures of reading
- Circulation/collection data
- Curated reading lists and displays with current global and diverse titles for different purposes/audiences
- Communication about reading with parents and community members
- Reading logs
- Writing assessments
- Advocacy for New York Statewide Summer Reading Program
- Three Apples Book events
- Reading Ambassador program
- Home language resources

Evidence, notes, comments





## TEACH FOR LEARNING | Literacy and Inquiry

### Inquiry Learning

Independent learners follow their curiosity to ask questions, interpret and evaluate information, construct their own understandings, share their learning with others, and develop social responsibility and strategies for reflection and self-assessment.

#### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Ethics
- Intellectual Freedom

#### ●●● Distinguished

The school librarian **collaborates with other educators across the school** to plan and implement inquiry-based learning guided by an inquiry process, AASL and subject area standards, and a skills continuum embedded **throughout** the curriculum.



Learners **use an inquiry process and skills to initiate** and implement their own academic and **independent learning** pursuits.



Inquiry skills are taught **at each stage of the learning process**, reinforced, and integrated throughout the curriculum to encourage creativity, innovation, critical thinking, problem-solving, **independent** and personal creativity, innovation, critical thinking, problem-solving, **social action**, and the acquisition of deep knowledge.



#### ●● Proficient

The school librarian collaborates with some educators to plan and implement inquiry-based learning guided by an inquiry process, AASL and subject area standards, and a skills continuum embedded in some areas of the curriculum.



Learners implement their own inquiry-based learning for academic learning pursuits.



Inquiry skills are taught, reinforced, and integrated throughout the curriculum to encourage personal creativity, innovation, critical thinking, problem-solving, and the acquisition of deep knowledge.



#### ● Basic

The school librarian collaborates with individual educators to teach inquiry learning skills during occasional opportunities to integrate inquiry into academic learning.



Learners occasionally direct their own investigations in the library and find information to answer their inquiry questions.



Inquiry skills are taught to encourage personal creativity, innovation, critical thinking, problem-solving, and the acquisition of knowledge.



#### ○ Below Basic

The school librarian teaches some inquiry skills in isolation, or is lacking opportunities to collaborate.



Learners rarely have an opportunity to pursue inquiry learning on their own in the library and seldom go beyond the gathering of facts for teacher-directed activities.



Inquiry skills are taught for the acquisition of knowledge and some problem-solving.



#### Examples of Evidence

- Unit plans
- Lesson plans
- Learner products
- Authentic investigations
- Learner-developed research questions
- Learner use of primary documents
- Use of Empire State Information Fluency Continuum
- Student evaluation and assessment
- Learner evaluations of their own research
- Alternative and performance-based assessments in library

Evidence, notes, comments



## TEACH FOR LEARNING | Social Responsibility

### Digital Citizenship and Social Responsibility

Learners seek multiple perspectives and use information and ideas expressed in a variety of formats in a safe, responsible, and ethical manner.

#### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Ethics
- Intellectual Freedom
- Privacy

#### ●●● Distinguished

The school librarian teaches learners to use multiple formats and platforms to research ethically and seek multiple and culturally responsive perspectives **in order to develop an understanding of cultural relevancy and their own place within the global learning community.**



#### ●● Proficient

The school librarian teaches learners to use multiple formats and platforms to research ethically and seek multiple and culturally responsive perspectives.



#### ● Basic

The school librarian teaches learners to research ethically and seek multiple perspectives.



#### ○ Below Basic

The school librarian teaches learners to research, but seeking multiple perspectives is not emphasized, or opportunities to do so are lacking.



#### Examples of Evidence

- Inquiry and problem-based research projects
- Feedback on student notes and selection of resources
- Information literacy curriculum
- Curated lists of culturally responsive resources
- Plagiarism pathfinders in library
- Schoolwide style sheet (MLA, APA) and/or subscription to citation generator service
- Schoolwide code of ethics
- Honor policy
- Social media policies and procedures
- Use of Empire State Information Fluency Continuum and its social and civic responsibility skills
- Scaffolded practices
- Library program ethics committee

**The school librarian engages learners to explore their role as socially responsible digital citizens** and to demonstrate understanding of protecting personal information and privacy, interacting respectfully online with others, appropriateness in online interaction, and respect of ethical standards of copyright, fair use, licensing, intellectual property, and intellectual freedom.



The school librarian teaches learners to demonstrate an understanding of protecting personal information and privacy, interacting respectfully online with others, appropriateness in online interaction, and respect of ethical standards of copyright, fair use, licensing, intellectual property, and intellectual freedom.



The school librarian has occasional opportunities to teach learners to demonstrate an understanding of the need to protect personal information and privacy, interact respectfully online with others, maintain an appropriate online presence, and respect the ethical standards of copyright, fair use, licensing, intellectual property, and intellectual freedom.



The school librarian guides learners as they begin to develop an understanding of the need to protect personal information and privacy, interact respectfully online with others, maintain an appropriate online presence, and respect the ethical standards of copyright, fair use, licensing, intellectual property, and intellectual freedom.



Evidence, notes, comments



## TEACH FOR LEARNING | Social Responsibility

### Intellectual Freedom

Learners seek multiple perspectives and use information and ideas expressed in a variety of formats in a safe, responsible, and ethical manner.

#### Foundational Values

- Equity
- Intellectual Freedom
- Privacy

#### ●●● Distinguished

The school community supports **intellectual freedom for all learners; all district, school and school library policies and practices** reflect a **commitment** to intellectual freedom.



All resources that can be accessed through the school library are available equitably to **all members** of the learning community as appropriate for grade and developmental level.



#### ●● Proficient

The school library supports the concept of intellectual freedom for learners; many school library policies and practices include support of intellectual freedom.



All resources that can be accessed through the school library are available to most members of the learning community as appropriate for grade and developmental level.



#### ● Basic

The school library supports the concept of intellectual freedom; the district library collection development policy includes language on intellectual freedom.



Only curated resources are available to be accessed by members of the learning community as appropriate for grade and developmental level.



#### ○ Below Basic

The concept of intellectual freedom is not addressed in the school library program; no library policy addresses intellectual freedom, or opportunities to do so are lacking.



Limited resources are available for access by members of the learning community.



#### Examples of Evidence

- School policy on freedom of information
- Absence of barriers to access
- Process for relaxation of filters for learning needs
- Collection development policy
- Challenged materials policy
- Patron confidentiality/privacy policy
- Written Accessibility Use Policy including parental consent

Evidence, notes, comments





## TEACH FOR LEARNING | Social Responsibility

### Social Learning

Learners develop skills in sharing knowledge and learning with others both in face-to-face situations and through technology.

#### Foundational Values

- Cultural Responsiveness
- Ethics
- Intellectual Freedom
- Privacy

#### ●●● Distinguished

Learners **independently seek opportunities** to use, create, and share information in a variety of formats that **maintain standards of personal privacy** and **include diverse perspectives** gained through collaboration with other students and educators.



#### ●● Proficient

Learners use, create, and share information and post projects from library activities in a variety of formats, and are proficient collaborators with other learners and educators.



#### ● Basic

Learners use information and post projects from library-directed activities online, and occasionally collaborate with other learners and educators.



#### ○ Below Basic

Learners use information and occasionally share projects from library-directed activities, but there is little collaboration with other learners and educators.



#### Examples of Evidence

- Collaborative learning environments
- Social media policy
- Library and student websites
- Collaborative learning tools
- Collaborative student products
- Student-created digital content
- Peer reviews
- Connections to peers, mentors library

Evidence, notes, comments



## TEACH FOR LEARNING | Students

### Teaching Diverse Learners

All learners value themselves and others and are empowered to develop to their full potential through access to diverse resources, a variety of learning strategies, and culturally responsive learning experiences.

#### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Ethics

#### ●●● Distinguished

The school librarian demonstrates **cultural proficiency** by collaboratively planning instruction that is culturally responsive and addresses individual learner needs while **celebrating individuals' unique contributions** through a variety of learning strategies.



Instruction, activities, and the collection are **developed in collaboration** to be inclusive and responsive to the broader learning community and provide a window to our global society.



Diverse learning resources and experiences promote a culture of equitable and **barrier-free access** and inclusiveness **that extends beyond the school community**.



#### ●● Proficient

The school librarian demonstrates a basic understanding of cultural proficiency by collaboratively planning instruction that is culturally responsive and addresses individual learner needs through a variety of learning strategies.



Instruction, activities, and the collection are inclusive and responsive to the broader learning community and provide a window to our global society.



Diverse learning resources and experiences promote a culture of equitable access and inclusiveness.



#### ● Basic

The school librarian plans instruction that is culturally responsive and addresses individual learner needs.



Instruction, activities, and the collection reflect many aspects of the learning community and our global society.



Diverse learning resources and experiences are provided to encourage a culture of equitable access.



#### ○ Below Basic

Instruction needs support to become culturally responsive and address individual learner needs.



Instruction, activities, and the collection reflect some segments of the learning community, limiting access to diverse points of view.



Some diverse learning resources are provided.



#### Examples of Evidence

- High interest and culturally responsive learner projects
- Resources that are culturally responsive
- Resources at different learner levels
- Video, audio and digital resources in different formats
- Assistive technologies
- Manipulatives, graphic organizers, technology games
- Interlibrary loan use to extend library collections
- Makerspaces
- Extended library hours
- Student work in varied formats
- Student art and musical work
- Home language resources

Evidence, notes, comments



## TEACH FOR LEARNING | Students

### Student Agency

Learners develop personal identity and exert control, autonomy, and power over their own learning experiences through choice and discovery; students are empowered to express their voice

### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Intellectual Freedom

#### ●●● Distinguished

Learners are **empowered to pursue** individual areas of interest, **making choices** regarding programming, instruction, and resources of the library.



Library offers learners the freedom to develop their identities through the discovery of their **values, passions**, interests, and strengths.



Library program builds a **schoolwide culture of agency** that enables learners to invent, solve problems, create, and express their own voice; library fosters the dispositions of agency: persistence, resilience, risk taking, innovation, and learning from failure.



#### ●● Proficient

Learners are encouraged to pursue individual areas of interest within the programming, instruction, and resources of the library.



Library offers learners the freedom to develop their identities through the discovery of their interests and strengths.



Library offers opportunities and resources that enable individual learners to invent, solve problems, create, and express their own voice; library fosters the dispositions of agency: persistence, resilience, risk taking, innovation, and learning from failure.



#### ● Basic

Learners have limited opportunities to make choices about or pursue individual areas of interest in the library.



Library offers learners opportunities to discover their interests and strengths.



Library offers limited opportunities and resources that enable learners to solve problems and create; library fosters some of the dispositions of agency.



#### ○ Below Basic

Learners do not make individual choices during library experiences nor pursue individual areas of interest.



Library offers learners limited experiences to discover their interests.



Library offers few opportunities and resources that enable learners to create; library does not attend to the dispositions of agency.



### Examples of Evidence

- Digital and media resources
- Makerspaces
- School librarian professional development in emerging technologies
- Learner self-reflections
- Learner interest surveys
- Learner attitude surveys
- Learner products of self-expression

Evidence, notes, comments





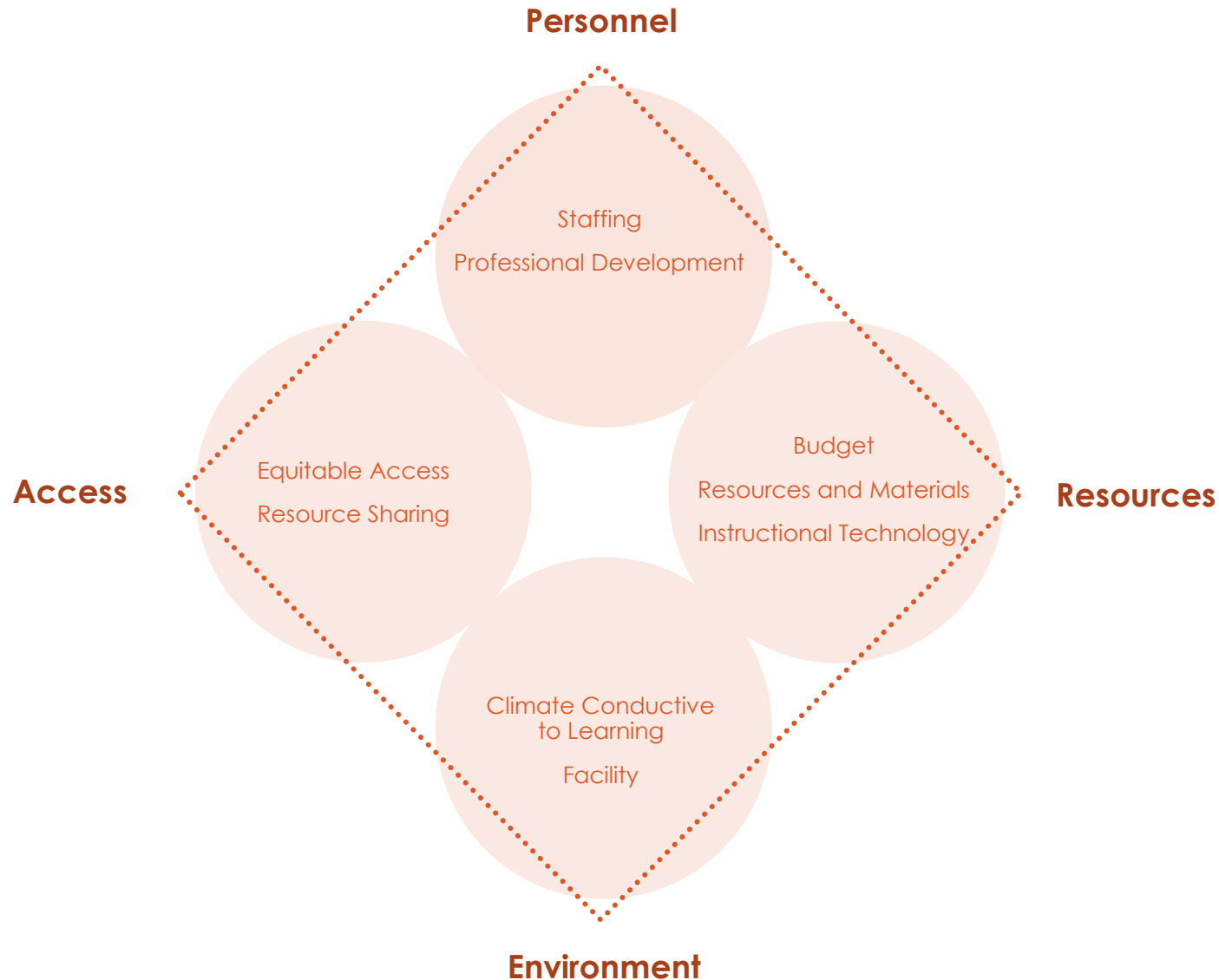
## TEACH FOR LEARNING | Evidence, Notes, Comments

Additional evidence, notes, comments



# BUILD THE LEARNING ENVIRONMENT

In school library program focused on building a learning environment to meet learner needs, students have access to a certified school librarian, their achievement increases as the librarian knowledge and skills increase, students achieve learning standards due to adequate, sustained funding and support for the program, and students have access to a variety of resources in multiple formats.





## BUILD THE LEARNING ENVIRONMENT | Personnel

### Staffing

Learning is increased through access to certified school librarian and well-qualified support staff

#### Foundational Values

- Accessibility
- Equity

#### ●●● Distinguished

Learners have access to a **fully integrated**, standards-aligned library program that is developed by one or more full-time certified school librarians **exceeding** staffing requirements as defined by Regulations of the Commissioner of Education.



**Well-qualified** support staff assists school librarian in meeting library program needs.



#### ●● Proficient

Learners have access to a standards-aligned library program that is developed by a certified school librarian in compliance with staffing requirements as defined by Regulations of the Commissioner of Education.



Support staff assists school librarian in meeting library program needs.



#### ● Basic

Learners have access to a library program that is developed by a certified school librarian in compliance with staffing requirements as defined by the Regulations of the Commissioner of Education.



Support staff is available only irregularly to assist school librarian in meeting library program needs.



#### ○ Below Basic

Learners have access to a library program that does not include a certified school librarian or is not in compliance with staffing requirements as defined by Regulations of the Commissioner of Education.



Support staff is needed to assist school librarian in meeting library program needs.



#### Examples of Evidence

- Written job descriptions
- Acceptable certified school librarian to pupil ratio
- Staff evaluations
- Qualified support staff for clerical and technical work
- Technology support
- Various levels of library staff responsibility
- Bilingual Staffing

Evidence, notes, comments



## BUILD THE LEARNING ENVIRONMENT | Personnel

### Professional Development

Learner achievement is increased through improvements in school librarian knowledge and skill.

#### Foundational Values

- Cultural Responsiveness
- Equity
- Ethics

#### ●●● Distinguished

The school librarian **works with administrators to assist in the creation** of district's professional development plan for all staff on current **educational** research, **new** technologies, **technology use, production of a variety of media**, resources, professional practice, and **laws and policies regarding information**; school librarian **is an integral part of the implementation of that plan.**



The school librarian **strategically** seeks out and participates in professional development to improve skill set and knowledge of most recent developments in professional practices, information technologies, and educational research to support **district and building initiatives.**



The school librarian **actively seeks opportunities to present** at conferences and **strategically attends sessions to build new knowledge** and remain current in field.



The school librarian **takes a leadership role** in the school library system and/or professional association.



#### ●● Proficient

The school librarian offers suggestions for the district's professional development plan and regularly provides professional development for other educators in current educational research, new technologies, technology use, production of a variety of media, resources, and professional practice.



The school librarian actively seeks out and participates in professional development to improve skill set and knowledge of most recent developments in professional practices, information technologies, and educational research to support student learning through the library program.



The school librarian attends conferences and seeks sessions to build new knowledge and remain current in field.



The school librarian actively participates in the school library system and is a member of professional association.



#### ● Basic

The school librarian occasionally has opportunities to provide professional development for teachers.



The school librarian attends professional development to improve skill set and knowledge of most recent developments in professional practices, information technologies, and educational research.



The school librarian attends conferences.



The school librarian has limited opportunities to participate in the school library system and/or be a member of professional association.



#### ○ Below Basic

The school librarian has limited opportunities to provide professional development for teachers.



The school librarian is disengaged in professional development or has limited opportunities to participate in professional development.



The school librarian does not have the opportunity to attend conferences.



The school librarian chooses not to participate, or lacks opportunities to participate, in the school library system and/or be a member of professional association.



#### Examples of Evidence

- Webpage library links
- Professional development plan for school and/or district
- School librarian presentation of professional development at conferences
- Professional development in use of emerging technology
- Participation in school library system professional development
- Professional association memberships
- CEUs
- Journal publications
- PD re ELLs and ELL subgroups

Evidence, notes, comments



## BUILD THE LEARNING ENVIRONMENT | Resources

### Budget

Library program has adequate, sustained funding to support student needs to achieve learning standards and align to school mission, goals, and objectives and skill.

#### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity

#### ●●● Distinguished

The school librarian works with administrators to cooperatively develop an **annual and long-range** budget that meets the instructional and independent learning needs of the educational community while ensuring alignment with the foundational values of the NYSED School Library Program Rubric.



#### ●● Proficient

The school librarian works with administrators to cooperatively develop a budget that meets the instructional and independent learning needs of the educational community while ensuring alignment with the foundational values of the NYSED School Library Program Rubric.



#### ● Basic

The school librarian independently develops a budget in an effort to meet the instructional and independent learning needs of the educational community.



#### ○ Below Basic

The school librarian lacks the opportunity to work with administrators to cooperatively develop an annual and long-range budget that meets the instructional and independent learning needs of the educational community.



#### Examples of Evidence

- Current, relevant information communications technology and equipment
- Funding for new resources in multiple formats
- Funding for diverse resources in all formats, including new and emerging technology
- Funding for promotion of library program
- Funding for innovative programming
- Funding for resources for teachers, administrators, parents
- Budget for software licensing
- Foreign language and Bilingual books

Evidence, notes, comments





## BUILD THE LEARNING ENVIRONMENT | Resources

### Resources and Materials

Learners have access to resources in a variety of formats that are culturally responsive, offer diverse points of view, provide in-depth curriculum-related information, and support personal exploration

### Foundational Values

- Accessibility
- Equity
- Ethics
- Privacy

#### ●●● Distinguished

Library policies for collection development, reconsideration of library materials, online access, and copyright are developed with input from a library advisory committee of school community members and approved by the school board, and translate the values of intellectual freedom, privacy, cultural responsiveness, equity, accessibility, and ethics; Current resources in **all** formats **provide equitable access** and **provoke discovery** of diverse points of view, culturally responsive materials, in-depth curriculum-related information, and **actively support** opportunities for personal exploration.



#### ●● Proficient

Current resources in a variety of formats and aligned to library policies for collection development, reconsideration of library materials, online access, and copyright are strategically curated to provide equitable access to diverse points of view, culturally responsive materials, in-depth curriculum-related information, and opportunities for personal exploration.



#### ● Basic

Resources in a variety of formats are curated to provide access to information to meet the needs of learners.



#### ○ Below Basic

Resources lack currency and variety in format, limiting the ability to meet the differentiated needs of learners.



### Examples of Evidence

- Publicized policies governing selection and deselection
- Learner and teacher evaluations of collections
- Published collection analyses
- Cooperative purchasing
- Resource sharing
- Automated circulation system
- Library catalog online
- Curated lists of resources to support curriculum, learner interests
- Foreign language and Bilingual books
- Home language resources

Evidence, notes, comments

Resources are **curated by the school librarian, other educators, and students** to meet differentiated needs of learners in special populations, individual needs and interests of all students across the district, and teaching styles and instructional strategies used throughout the community; **school librarian collaborates with other educators to integrate learning resources into classroom platforms**; an online, collaborative platform is utilized to provide 24/7 access to resources for all students.



The school librarian uses and regularly updates an online, collaborative platform to provide 24/7 access to resources for all students.



The school librarian provides online 24/7 access to library resources.



The school librarian provides limited online access, or access is to limited library resources, or library program lacks required support for online access.



Collection analysis is completed annually allowing for **intentional curation of resources** to maintain an up-to-date collection; collection development and weeding policies are followed.



The collection is up-to-date and offers resources in multiple formats; outdated materials are removed regularly; collection development and weeding policies are followed.



The collection offers resources in multiple formats; outdated materials are removed regularly.



The collection requires attention through collection development and weeding to bring it up-to-date.





## BUILD THE LEARNING ENVIRONMENT | Resources

### Instructional Technology

Learners use technology that is integrated into teaching and learning through the library program to improve achievement

#### Foundational Values

- Accessibility
- Equity
- Ethics
- Privacy

#### ●●● Distinguished

School culture provides opportunities for the school librarian and other educators to collaborate to provide leadership in evaluation, implementation, and instruction of technology that allows for instructional goals to be met.



The school librarian regularly uses current and **emerging technology as a learning and literacy tool** across content areas; library program actively participates in **districtwide, seamless** integration and facilitation of equitable access.



Library automation system is **seamlessly integrated** and utilized as an instructional tool **by educators and learners**, providing access to multiple types of resources beyond the physical library space.



**All** websites and other electronic resources meet minimum web content accessibility and compliance requirements.



#### ●● Proficient

Library program provides leadership in evaluation, implementation, and instruction of technology that allows for instructional goals to be met.



The school librarian regularly uses technology across content areas with library program; library program participates in the integration of instructional technology and facilitation of equitable access.



Library automation system is utilized as an instructional tool providing access to multiple types of resources beyond the physical library space.



Some websites and other electronic resources meet minimum web content accessibility and compliance requirements.



#### ● Basic

Library program provides instruction on the use of technology.



The school librarian participates in the integration of instructional technology.



Library automation system is utilized to provide access to physical resources.



Few websites and other electronic resources meet minimum web content accessibility and compliance requirements.



#### ○ Below Basic

Library program provides access to technology with little instruction or connection to instructional goals, or is lacking opportunities for such instruction and connection.



The school librarian has limited opportunities to participate in the integration of instructional technology.



Library is not automated, or library automation system is used only as a method of record management.



Support is needed for websites and other electronic resources to meet minimum web content accessibility and compliance requirements.



#### Examples of Evidence

- Rubric scores for use of technology and ethical use of information on projects
- Incorporation of emerging technologies into instruction
- Student use of technology
- Student use of digital resources for personal and academic reasons
- Student content knowledge and production enhanced through technology
- 24/7 access to curated resources
- Electronic databases available
- Adequate broadband connected to library computers and technology devices
- High-traffic library webpages
- Translation/language learning software

Evidence, notes, comments



## BUILD THE LEARNING ENVIRONMENT | Environment

### Climate Conducive to Learning

Learners seek opportunities to visit the library; library atmosphere invites all to explore, read, and learn; provisions for diverse learner needs are met

### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Ethics
- Intellectual Freedom
- Privacy

### ●●● Distinguished

Library is an inviting, safe, and respectful environment where participatory learning, collaboration, innovation, and creative problem solving thrive for all learners; a **culture of participation in the school community is created**.



**The learning community actively participates in creation** of a climate that welcomes users and encourages active learning tied to academic and personal research, reading, and other independent or collaborative pursuits.



**The differentiated contributions and needs of learners** are valued and celebrated as important to the learning community.



### ●● Proficient

Library is an inviting, safe, and respectful environment where participatory learning, collaboration, innovation, and creative problem solving thrive for all users.



Library has a climate that welcomes users and encourages active learning tied to academic and personal research, reading, and other independent or collaborative pursuits.



Learners are valued and celebrated as important to the learning community.



### ● Basic

Library is an inviting, safe, and respectful environment.



Library has a climate for learning tied to academic and personal research, reading, and other independent pursuits.



Learners are valued as important to the learning community.



### ○ Below Basic

Library needs support to be an inviting, safe, and respectful environment.



Library has a climate for learning tied to academic pursuits.



Learners are valued as part of the learning community.



### Examples of Evidence

- Adequate instructional materials
- Orderly learning environment
- School pride in evidence
- Displays of learner achievement (e.g., reading goals, academic products, creative expressions)
- Displays of new resources
- Public library homework help
- Informational posters/flyers
- Learner attitude survey
- Teacher attitude survey
- Learner and teacher satisfaction surveys on library resources and services
- Home language resources

Evidence, notes, comments



## BUILD THE LEARNING ENVIRONMENT | Environment

### Facility

Library facility is conducive to learning and flexible to meet the varied needs of learners and educators

#### Foundational Values

- Accessibility
- Equity
- Privacy

#### ●●● Distinguished

Library facility is barrier-free, safe, and **flexibly** accessible to all.



**Flexible** arrangements of furniture, shelving, displays, lighting, and technology allow for use by varied simultaneous groups and individuals.



Facility is dedicated to uninterrupted library program use during the school day and at **designated times before and after; library is available for alternative purposes at other times.**



Space is organized, **invites discovery**, and accommodates different learning styles.



#### ●● Proficient

Library facility is barrier-free, safe, and accessible to all.



Arrangements of furniture, shelving, displays, lighting, and technology allow for use by varied simultaneous groups and individuals.



Facility is dedicated to uninterrupted library program use during the school day.



Space is organized and accommodates different learning styles.



#### ● Basic

Library facility is barrier-free and safe.



Arrangements of furniture, shelving, displays, lighting, and technology limit use by varied simultaneous groups and individuals.



Facility is used for library program during the school day with occasional alternative use that interferes with library instruction and/or learner access.



Space is organized.



#### ○ Below Basic

Changes are needed for the library facility to become barrier-free, safe, and accessible to all.



Arrangements of furniture, shelving, displays, lighting, and technology prohibit use by varied simultaneous groups and individuals.



Facility is used for purposes beyond the library program, interfering with library instruction and/or learner access.



Space is disorganized.



#### Examples of Evidence

- Flexible space for variety of learners and learning activities
- Has appropriate technology for students with visual or physical disabilities
- Public access catalogs adjusted to different levels and languages
- Space for processing library media materials
- Log of library use
- Space for circulation desk
- Office area
- Storage for technology, audiovisual, supplies
- Space for makerspace and media production

Evidence, notes, comments



## BUILD THE LEARNING ENVIRONMENT | Access

### Equitable Access

Learners have flexible and equitable access to the library's space, resources, certified school librarian, and learning community in order to support their academic and personal learning needs

#### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Intellectual Freedom

#### ●●● Distinguished

Library is ADA compliant, providing equitable physical and intellectual access through a barrier-free, universally designed environment.



Library has an **open and flexible schedule that is accessible before, during, and after school hours** meeting the information and learning needs of the learning community.



#### ●● Proficient

Library provides equitable physical and intellectual access through a barrier-free environment.



Library has an open and flexible schedule meeting the information and learning needs of the learning community.



#### ● Basic

Library space provides barrier-free access.



Library has a partially flexible and partially fixed schedule restricting learner access throughout the day.



#### ○ Below Basic

Improvements are needed to provide a library space with barrier-free access.



The library has a fixed schedule restricting learner access throughout the day.



#### Examples of Evidence

- Scheduling options
- Library scheduling calendar
- remote resource access
- Free and open access policy
- English for New Learners materials
- Adaptive/assistive technologies
- Inventory tracking
- Participation in school library system, regional and statewide networks

Evidence, notes, comments





## BUILD THE LEARNING ENVIRONMENT | Access

### Resource Sharing

Learners have expanded access to information, knowledge, and learning resources through library cooperative relationships

#### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Ethics
- Intellectual Freedom
- Privacy

#### ●●● Distinguished

School culture reinforces **that** resources and technology are made accessible in a manner that ensures confidentiality, equity, and freedom from barriers **in multiple settings**.



Engagement **beyond** regional networks and the school library system is ongoing to support interlibrary loan needs of the entire learning community.



Faculty and learners **regularly use and depend upon the availability of resource sharing**.



#### ●● Proficient

Resources and technology are made accessible in a manner that ensures confidentiality, equity, and freedom from barriers.



Participation in regional networks and the school library system is ongoing to support interlibrary loan needs of the entire learning community.



Faculty and learners are aware of availability of resource sharing.



#### ● Basic

Resources and technology are accessible; however, student confidentiality, equity, and freedom from barriers are not guaranteed.



Participation in regional networks and the school library system is intermittent in supporting interlibrary loan needs of students and educators.



Faculty and learners are not aware of availability of resource sharing.



#### ○ Below Basic

Resources and technology are not consistently accessible and student confidentiality, equity, and freedom from barriers are not valued.



Support is needed for participation in regional networks and the school library system to support interlibrary loan.



Resource sharing is not available.



#### Examples of Evidence

- Resource sharing networks
- Cooperative collections
- Links to community resources
- Interlibrary loan transaction log analyses
- Online union catalog
- Online interlibrary loan search tools

Evidence, notes, comments



## BUILD THE LEARNING ENVIRONMENT | Evidence, Notes, Comments

Additional evidence, notes, comments



# EMPOWER LEARNING THROUGH LEADERSHIP

In a school library program empowering learning through leadership, learners benefit from the inclusion of the library program in key decisions affecting the community, achievement is enhanced through district goals and mission that support the library program, learners have access to a program guided by fundamental values of accessibility, cultural responsiveness, equity, ethics, intellectual freedom, and privacy.





## EMPOWER LEARNING THROUGH LEADERSHIP | Leadership

### Instructional Leadership

All learners benefit from school community decisions that are made with the inclusion of the expertise of a certified school librarian and a strong library program

#### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Ethics
- Intellectual Freedom
- Privacy

#### ●●● Distinguished

Certified school librarian **actively leads** curriculum development and implementation and **districtwide** instructional planning and decision-making.



The school librarian serves as a **key** member of the leadership team and other school committees.



Library program aligns to national and state standards with a focus on instructional priorities, learning, and **assessment**.



The school librarian **provides professional development for teachers and school leaders**.



The school librarian **provides leadership** in the use of evidence and data for continuous **districtwide** planning for improvement.



The school librarian participates in school library system and is an **active** member of professional associations, attending and **presenting** at meetings and conferences.



#### ●● Proficient

Certified school librarian participates in curriculum development and implementation and schoolwide instructional planning and decision-making.



The school librarian serves as a member of the leadership team and other school committees.



Library program aligns to national and state standards with a focus on instructional priorities and learning.



The school librarian participates in professional learning opportunities and collaborates in planning and presenting professional development for teachers.



The school librarian facilitates the use of evidence and data for continuous schoolwide planning for improvement.



The school librarian participates in school library system and is a member of professional associations, attending meetings and conferences.



#### ● Basic

The school librarian is aware of curriculum development and implementation and schoolwide instructional planning and decision-making.



The school librarian serves on curriculum teams and school committees.



Library program aligns to national and state standards.



The school librarian participates in professional learning opportunities and collaborates in planning professional development for teachers.



The school librarian participates in the use of evidence for school planning for improvement.



The school librarian participates in school library system.



#### ○ Below Basic

The school librarian has limited awareness of and/or opportunities for curriculum development or instructional planning beyond the library program.



The school librarian does not serve on school committees, or lacks opportunities to do so.



Library program demonstrates little connection to national and state standards, or lacks the opportunity to do so.



The school librarian seldom participates in professional development and does not lead professional development, or lacks opportunities to participate.



The school librarian does not use evidence-based practices, or lacks opportunities to do so.



The school librarian is not well connected with the school library system or lacks opportunities for such connections.



### Examples of Evidence

- Use of evidence for development of improvement plans
- Analysis of assessments/evidence of learning
- Schoolwide/districtwide process of curriculum development with school librarian leadership
- Library instruction benchmarked to state and national standards
- School librarian on school improvement teams
- School librarian on standards and curriculum committees
- Professional development provided by school librarian
- Communication to students, parents and community via newsletters (print or electronic), email, social media
- School librarian publications in journals or blogs, podcasts

Evidence, notes, comments



## EMPOWER LEARNING THROUGH LEADERSHIP | Leadership

### Administrative Support

Learning achievement is enhanced through district goals and mission that reflect administrative and community support of the library program

### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity

#### ●●● Distinguished

Building, district, and regional administration fiscally support, **provide sufficient staff**, allocate resources and technology, provide an adequate facility, and **advocate for library**.



The school librarian and administration meet **monthly** to review library goals, activities and priorities.



Administration supports and regularly **promotes the library in the broader school community and fosters collaboration between school librarian and classroom content area teachers** in teaching multiliteracy and inquiry skills across the curriculum.



#### ●● Proficient

Building and district administration fiscally support, provide staff, allocate resources and technology, and provide an adequate facility.



The school librarian and administration meet periodically to establish or review library goals and priorities.



Administration supports and actively promotes the school librarian's role in teaching multiliteracy and inquiry skills across the curriculum.



#### ● Basic

Building and district administration fiscally support and allocate resources and technology for library.



The school librarian and administration meet infrequently to establish or review library goals and priorities.



Administration supports the school librarian's role in teaching information literacy across the curriculum.



#### ○ Below Basic

School administration fiscal support or allocation of resources for library program is highly limited.



The school librarian and administration do not meet or establish or review library goals and priorities.



Administration support for teaching information literacy in the library program is highly limited or lacking.



### Examples of Evidence

- Administration/ school librarian meetings
- Annual report from library for administration and public
- Board meetings in library
- Library program inclusion in school development plans
- Library program inclusion in reading promotion initiatives

### Evidence, notes, comments





## EMPOWER LEARNING THROUGH LEADERSHIP | Management

### Program Policies and Planning

Learners are provided equitable access to a library program guided by professional standards and the fundamental values of accessibility, cultural responsiveness, equity, ethics, intellectual freedom, and privacy

#### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Ethics
- Intellectual Freedom
- Privacy

#### ●●● Distinguished

Library policies, **developed with a library advisory committee of school community members, approved by the school board, and shared with the school community**, translate the values of accessibility, cultural responsiveness, equity, ethics, intellectual freedom, and privacy into the library practice concerning collection development, reconsideration of challenged library materials, online access, copyright, responsible use of technology and social media, and confidentiality of library records.



#### ●● Proficient

Library policies, developed with input from a library advisory committee of school community members, effectively translate the values of accessibility, cultural responsiveness, equity, ethics, intellectual freedom, and privacy into library practice concerning collection development, reconsideration of challenged library materials, online access, copyright, responsible use of technology and social media, and confidentiality of library records.



#### ● Basic

Library policies are informal or being developed to translate some of the values of accessibility, cultural responsiveness, equity, ethics, intellectual freedom, and privacy into library practice concerning collection development, reconsideration of library materials, online access, copyright, responsible use of technology and social media, and confidentiality of library records.



#### ○ Below Basic

Library policies do not exist, precluding the translation of the values of intellectual freedom, privacy, cultural responsiveness, equity, accessibility, and ethics into library practice concerning collection development, reconsideration of challenged library materials, online access, copyright, responsible use of technology and social media, and confidentiality of library records.



#### Examples of Evidence

- Library Advisory Committee
- Library policy statements
- Written goals and objectives, with timelines
- Prioritized program budget
- Evidence of learning outcomes
- Surveys, observations
- Statistics, data, and analyses for evidence-based practice

Evidence, notes, comments

Library policies include a multiyear plan that is **revisited yearly by the advisory committee**.



Library policies include a multiyear plan that is revisited by the school librarian and administration regularly.



Library policies are informal, and an annual plan is in development by the school librarian.



Library program lacks an annual plan.





## EMPOWER LEARNING THROUGH LEADERSHIP | Evidence

### Evaluation and Evidence-Based Practice

Learning achievement in the library program is monitored, assessed, and analyzed to inform decisions with the school and district mission, initiatives and goals

#### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Ethics

#### ●●● Distinguished

Assessment of school needs and data and how the library meets those needs, embodies national standards, and impacts learning is a **frequent and intentional process** that provides **significant** evidence to inform and **evaluate** library practice and **design of an evidence-based annual plan** for the library. ☐

The school librarian and library advisory committee **collaborate annually** to develop plans for the library that take into consideration evidence of learning and **alignment** with the school and district mission, initiatives, and goals. ☐

A **multiyear plan** focuses on instruction, inquiry, assessment, multiple literacies, programming, reading, critical thinking, resources, collaboration, **cultural responsiveness, and ethics**. ☐

#### ●● Proficient

Assessment of school needs and how the library meets those needs, embodies national standards, and impacts student learning is an ongoing process that provides evidence to inform library practice and the development of an annual plan for the library. ☐

The school librarian uses input from library advisory committee to develop plans for the library that take into consideration evidence of learning and school and district mission, initiatives and goals. ☐

An annual plan focuses on instruction, inquiry, assessment, multiple literacies, programming, reading, critical thinking, resources, and collaboration. ☐

#### ● Basic

Limited assessment of school needs and how the library meets those needs and impacts student learning provides some evidence to inform library practice and the development of a plan for the library. ☐

The school librarian develops plans for the library that take into consideration evidence of learning and some connection to school and district mission, initiatives and goals. ☐

A plan focuses somewhat on instruction, inquiry, assessment, multiple literacies, programming, reading, critical thinking, resources, and collaboration. ☐

#### ○ Below Basic

No assessment of school needs and library program occurs or little or no evidence informs library practice and the development of a plan for the library. ☐

Any plans for the library are not evidence based and not aligned with the school and district mission, initiatives and goals, or support for development of plans is lacking. ☐

A plan, or support for development of a plan, is limited in scope with minimal focus on instruction, inquiry, multiple literacies, reading, critical thinking, resources, and collaboration, or there is no plan. ☐

#### Examples of Evidence

- Library improvement plan based on evidence
- Use of data and evidence in planning and practice
- Analysis of assessments/evidence of learning

Evidence, notes, comments



## EMPOWER LEARNING THROUGH LEADERSHIP | Evidence

### Reporting

Learner needs are met through library policies, resource use and collaborative practices and are reported within and beyond the school community.

#### Foundational Values

- Cultural Responsiveness
- Equity

#### ●●● Distinguished

Information about the library, including data and evidence to feature effective library practices, **including collaborative endeavors**, is reported **monthly and with an annual summary in a culturally proficient and equitable manner to the school community** through personal interactions, social media and **publications**.



#### ●● Proficient

Information about the library, including data and evidence to support effective library practices, is reported periodically, and with an annual summary to students, faculty, administration, parents, school library system, and other partners through personal interactions and social media.



#### ● Basic

Information about the library is reported at least annually to students, faculty, and administration through personal interactions and social media.



#### ○ Below Basic

Information about the library is seldom reported, or there is limited opportunity to report.



#### Examples of Evidence

- Annual report to school board and administration
- Library web-based reporting
- Output data on library program
- School library system member plan
- School Library Program Rubric data sharing
- Articles for professional journals

Evidence, notes, comments



## EMPOWER LEARNING THROUGH LEADERSHIP | Outreach

### Communication

Learning that is impacted by the library program policies and services is communicated within and beyond the school community

#### Foundational Values

- Cultural Responsiveness
- Equity
- Ethics

#### ●●● Distinguished

The instructional impact of library resources, collaborations, and policies on learning is **deliberately, spontaneously, and efficiently** communicated using a variety of communication tools in **culturally proficient, equitable, and ethical manner**, including social media, **publications, and presentations**, to make the impact of library abundantly evident to the **school community**.



#### ●● Proficient

The instructional impact of library resources, collaborations, and policies on learning is regularly and efficiently communicated using a variety of communication tools, including social media, to make the impact of library evident to teachers, school library system, and school administration.



#### ● Basic

The instructional impact of library resources, collaborations, and policies on learning is regularly communicated using some communication tools to make the impact of library evident to teachers, school library system, and school administration



#### ○ Below Basic

The instructional impact of library resources, collaborations, and policies on learning is minimally communicated.



#### Examples of Evidence

- Library web page, newsletter
- Phone, email, internet communication
- Faculty, staff meetings communication and presentations
- Presentation to Board of Education
- Exhibits, posters, bookmarks
- School library system Council minutes
- Monthly, annual reports
- In-service workshops
- Library open house

Evidence, notes, comments



## EMPOWER LEARNING THROUGH LEADERSHIP | Outreach

### Program Advocacy

Learning achievement guides an advocacy plan that builds support of decision makers who affect the quality of the library program

#### Foundational Values

- Accessibility
- Cultural Responsiveness
- Equity
- Ethics
- Intellectual Freedom
- Privacy

#### ●●● Distinguished

The school community, including learners, faculty, administration, parents, school library system, and other partners, receives **regular updates** on library resources, services, and **advocacy efforts**.



A library advocacy plan includes steps to **empower a core group of allies to conduct advocacy**, mechanisms for promotion such as a website, newsletter, electronic or digital communication, and a calendar of activities.



**The school librarian advocates with local and state legislators** and participates in advocacy efforts **arranged through the New York Library Association and other library associations**.



#### ●● Proficient

The school community, including learners, faculty, administration, parents, school library system, and other partners, receives updates on library resources and services.



A library advocacy plan includes steps to assemble a group of allies, mechanisms for promotion such as a website, newsletter, electronic or digital communication, and a calendar of activities.



The school librarian participates in advocacy efforts arranged through the New York Library Association and other library associations.



#### ● Basic

The school community, including students, faculty, and administration, receives occasional updates on library resources and services.



A library advocacy plan offers mechanisms for promotion such as a website, newsletter, electronic or digital communication, and a calendar of activities.



The school librarian is aware of advocacy efforts promoted by New York Library Association and other library associations but seldom participates.



#### ○ Below Basic

The school community does not receive updates on library resources and services, or there are limited opportunities to provide updates.



There is no library advocacy plan, or the plan is highly limited, or no opportunities for program advocacy exist.



The school librarian does not participate in advocacy efforts promoted by New York Library Association and other library associations or lacks opportunities to participate.



#### Examples of Evidence

- Written library program marketing plan
- Organized displays, exhibits
- Website promoting services
- Distribution of resource lists linked to standards and curriculum
- Friends of Library group
- Library Advisory Committee activities

Evidence, notes, comments



## EMPOWER LEARNING THROUGH LEADERSHIP | Evidence, Notes, Comments

Additional evidence, notes, comments



# GLOSSARY OF TERMS

---

## a

**accessibility** // The extent to which an information resource is retrievable and understandable by all users, especially those with special needs and disabilities.

SOURCE: ↗ <http://www.ala.org/support/style/accessibility>

**ADA** // The Americans with Disabilities Act (ADA) became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life including jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else.

SOURCE: ↗ <https://adata.org/learn-about-ada>

**agency** // Agency is learners' power to act. Agency occurs when learners move from being passive recipients to being active in the learning process, involved in the decisions about the learning.

SOURCE: American Association of School Librarians. (2018). *National school library standards for learners, school librarians, and school libraries*. Chicago, IL: ALA Editions.

## b

**benchmark** // A description of learner knowledge expected at specific grades, ages, or developmental levels. Benchmarks are often used in conjunction with standards and provide concrete indicators of learner understanding.

SOURCE: American Association of School Librarians. (2018). *National school library standards for learners, school librarians, and school libraries*. Chicago, IL: ALA Editions.

**Bilingual Education Programs** // These include Transitional Bilingual Education (TBE), Dual Language (DL), one-way Dual Language, and two-way Dual Language.

SOURCE: <http://www.nysed.gov/bilingual-ed/program-options-english-language-learnersmultilingual-learners>.

## c

**cultural responsiveness** // Effective educational leaders (a) strive for equity of educational opportunity and culturally proficient practices to promote each student's academic success and well-being, (b) ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context, (c) promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society, (d) intentionally demonstrate cultural competence and responsiveness in their interactions, decision-making, development of systems and structures, and practice, and (e) model cultural proficiency and promote and develop cultural proficiency in others and their practices, advocating for and empowering others to strive for equity of educational opportunities.

SOURCE: ↗ <http://www.nysed.gov/common/nysed/files/principal-project-phase-2-mceap-definition-and-guiding-principles-for-cultural-responsiveness-and-cultural-competency.pdf>

**curate** // Curation is the act of identifying, selecting, and sharing the best and most relevant content and resources on a specific subject to match the needs of a specific audience.

SOURCE: American Association of School Librarians. (2018). *National school library standards for learners, school librarians, and school libraries*. Chicago, IL: ALA Editions.

## d

**digital citizenship** // Students spend significant time in the online environment for both personal and academic reasons, and schools are responsible for ensuring that students are prepared to participate effectively and ethically. Students must navigate safely and skillfully in the digital world to prepare for job opportunities and success in the global economy. School librarians are most attuned to the need for students to receive formal instruction in the ethical and responsible use of information and social networking tools.

SOURCE: ↗ <http://nycdoe.libguides.com/digitalcitizenship>

**diverse perspectives** // Diversity can be defined as the sum of the ways that people are both alike and different. Visible diversity is generally those attributes or characteristics that are external. However, diversity goes beyond the external to internal characteristics that we choose to define as 'invisible' diversity. Invisible diversity includes those characteristics and attributes that are not readily seen. When we recognize, value, and embrace diversity, we are recognizing, valuing, and embracing the uniqueness of each individual.

SOURCE: ↗ <http://www.ala.org/aboutala/odlos-glossary-terms>

## e

**English as a New Language** // Formerly known as English as a Second Language (ESL), ENL emphasizes English language acquisition. In an ENL program, language arts and content area instruction are taught in English using ENL instructional strategies. Students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate instructional supports to enrich comprehension.

SOURCE: ↗ <http://www.nysed.gov/bilingual-ed>

**English Language Learner** // ELLs are learners with home or primary languages other than English who need support in reaching English language proficiency.

SOURCE: ↗ <http://www.nysed.gov/bilingual-ed>

**ethics** // Librarians significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, librarians are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. Librarians have a special obligation to ensure the free flow of information and ideas to present and future generations. The principles of the American Library Association's Code of Ethics are expressed in broad statements to guide ethical decision-making.

SOURCE: ↗ <http://www.ala.org/tools/ethics>

**equity** // Equity takes difference into account to ensure a fair process and, ultimately, a fair outcome. Equity recognizes that some groups were (and are) disadvantaged in accessing educational and employment opportunities and are underrepresented or marginalized in many organizations and institutions. Equity therefore means increasing diversity by ameliorating conditions of disadvantaged groups.

SOURCE: ↗ <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/EDI>

## f

**foundational values** // The 6 foundational values that frame the rubric's 3 domains, which center on each unique learner, are accessibility, cultural responsiveness, equity, ethics, intellectual freedom, and privacy.

## g

**global community** // The people or nations of the world, considered as being closely connected by modern telecommunications and as being economically, socially, and politically interdependent.

SOURCE: ↗ <https://www.collinsdictionary.com/us/dictionary/english/global-community>

**global resources //** Libraries and information services are vibrant institutions that connect people with global resources and the ideas and creative works they seek. Libraries and information services make available the richness of human expression and cultural diversity in all media. The internet enables individuals and communities throughout the world... to have equality of access to information for personal development, education, stimulation, cultural enrichment, economic activity and informed participation in democracy.

SOURCE: ↗ <https://www.ifla.org/files/assets/wsis/Documents/wsis-lugano.pdf> (p. 18)

## h

**Home Language //** A language or variety of language that is most commonly spoken by the members of the family for everyday interaction at home.

SOURCE: ↗ <http://www.nysed.gov/bilingual-ed>

## i

**independent learning //** Students engaged in independent learning successfully employ information literacy, technology, and critical thinking skills in subject area learning experiences.

SOURCE: ↗ <https://www.engageny.org/resource/empire-state-information-fluency-continuum> (see downloadable Empire State Information Fluency Continuum by New York City Department of Education p. 4)

**information fluency //** The ability to access, make sense of, and use information to build new understandings. The term *information fluency* is now accepted in the field of library science as a replacement for the terms *information literacy* and *information competency* because students must know the skills and be able to apply them fluently in any personal or academic learning situation.

SOURCE: Stripling, B. (2007). Assessing information fluency: Gathering evidence of student learning. *School Library Media Activities Monthly*, 23(8), 25–29. Available at ↗ <https://eric.ed.gov/?id=EJ784669>

**information literacy //** (see also **information fluency**) A set of abilities that allow an individual to recognize when information is needed and apply those abilities to locate, evaluate, and effectively use the needed information. The Committee on Information Technology Literacy has distinguished *information fluency* as a term connoting a higher-level skill set and ability than *information competency* or *information literacy*.

SOURCE: ↗ <http://eduscapes.com/instruction/articles/fluency.pdf>

**intellectual freedom //** The rights of library users to read, seek information, and speak freely as guaranteed by the First Amendment to the Constitution of the United States. Intellectual freedom is a core value of the library profession, and a basic right in our democratic society. A publicly supported library provides free, equitable, and confidential access to information for all people of its community.

SOURCE: ↗ <http://www.ala.org/advocacy/intfreedom>

**inquiry and inquiry learning //** Inquiry is a fundamental building block of teaching and learning that empowers students to follow their sense of wonder to new discoveries and insights about the way the world works. The empowered learner calls upon inquiry skills to connect with what he or she knows, ask intriguing questions about what is not known, investigate the answers, construct new understandings, and communicate to share those understandings with others.

SOURCE: ↗ <https://www.engageny.org/resource/empire-state-information-fluency-continuum> (see downloadable Empire State Information Fluency Continuum by New York City Department of Education p. 107)

## l

**learning community //** Learners, educators, and other stakeholders who share common academic goals and attitudes and who meet regularly to share expertise and work collaboratively to improve instruction and the academic performance of learners.

SOURCE: American Association of School Librarians. (2018). *National school library standards for learners, school librarians, and school libraries*. Chicago, IL: ALA Editions.

## m

**makerspace** // A collaborative learning environments where people come together to share materials and learn new skills. Makerspaces are not necessarily born out of a specific set of materials or spaces, but a mindset of community partnership, collaboration, and creation. People can create content and consume it in these incubators for ideas and ventures.

SOURCE: ↗ <http://www.libraryincubatorproject.org/?p=4594>  
↗ <http://www.libraryincubatorproject.org/?p=5237>

**multiple literacies** // Literacy in the 21<sup>st</sup> century takes multiple forms, including but not limited to (a) **financial literacy**: an understanding of basic financial principles to be an informed consumer and manage one's finances, (b) **health literacy**: skills for managing one's health and well-being, including making effective decisions and partnering with healthcare providers to live a full, productive life, (c) **cultural literacy**: an understanding and appreciation of the similarities and differences between one's own system of behaviors and beliefs and those of others, and (d) **media literacy**: an informed, critical understanding of mass media, including the ability to evaluate sources and synthesize information

SOURCE: ↗ <https://literacy.ala.org/multiple-literacies/>

## p

**personalized learning** // Instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) may all vary based on learner needs. In addition, learning activities are made available that are meaningful and relevant to learners, driven by their interests and often self-initiated.

SOURCE: ↗ <https://knowledgequest.aasl.org/personalized-learning-essa-definition-role-school-libraries-librarians/>

**privacy** // Privacy is essential to the exercise of free speech, free thought, and free association. The possibility of surveillance, whether direct or through access to records of speech, research and exploration, undermines a democratic society. In libraries, the right to privacy is the right to open inquiry without having the subject of one's interest examined or scrutinized by others.

SOURCE: ↗ <http://www.ala.org/advocacy/privacy/toolkit/corevalues>

## r

**reconsideration of library materials** // Community members will voice concerns or submit formal complaints about library materials. Libraries need to have a policy and procedure in place to handle these objections. This policy should establish the framework for registering a complaint that provides for a review process with appropriate actions while defending the principles of freedom of information, the right of patrons to access materials, and the professional responsibility and integrity of the librarians involved in the selection process. The principles of intellectual freedom are inherent in the First Amendment to the Constitution of the United States and are expressed in the Library Bill of Rights, adopted by the Council of the American Library Association. If materials are questioned, the principles of intellectual freedom should be defended rather than the materials.

SOURCE: ↗ <http://www.ala.org/tools/challengesupport/selectionpolicytoolkit/reconsideration>

## s

**school community** // The various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of a public school and the neighborhoods and municipalities served by the school.

SOURCE: ↗ <https://www.edglossary.org/>

**school culture** // The beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.

SOURCE: ↗ <https://www.edglossary.org/>

**school librarian** // In the context of the rubric a state certified, licensed, and endorsed school library professional or an individual practicing on a state-issued license who is in the process of meeting these professional requirements. The term does not refer to persons certified as other kinds of librarians (e.g., public, academic).

## U

**universal design** // An approach to design that works to ensure products and buildings can be used by virtually everyone, regardless of their level of ability or disability.

SOURCE: ↗ <http://www.accessiblesociety.org/topics/universaldesign/>

# New York State Education Department



This work is licensed by the New York State Education Department under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/3.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.