

DESE Recognition of Exemplary Library Programs Scoring Guide Overview

On July 7, 2018, Governor Mike Parson signed Senate Bill 743, a section of which requires the Missouri Department of Elementary and Secondary Education (DESE) to establish a process for recognizing library programs. According to the legislation, a “[s]chool library information and technology program’ [is] a school-based program that is staffed by a school librarian and that provides a broad, flexible array of services, resources, and instruction that support student mastery of the essential academic learning requirements and state standards in all subject areas and the implementation of any school improvement plan of the district.” The legislation defines a school librarian as “a teacher who holds a certificate of license to teach under section 168.021 and is certified as a library media specialist by the department of elementary and secondary education.”

During the 2018-19 school year, a committee of 12 school librarians representing all regions of Missouri and various library configurations (K-12, K-5, 10-12, etc.) met with DESE to develop the process and documents for implementing the recognition program. While the recognition program serves to highlight exemplary programs in Missouri, the committee and DESE see an even greater purpose: to assist school librarians in improving their programs to provide better instruction for students and better support for teachers.

The DESE Library Recognition Scoring Guide is one of the documents created through the partnership of the committee of librarians and DESE. A team of evaluators will use this guide to award the first round of annual recognitions during the 2020-21 school year. Participation in this recognition program is optional for school libraries, and DESE will use the 2019-20 school year to provide opportunities for professional development for librarians who wish to participate in this program either to apply for the award or to improve the services they provide through their libraries.

Because of the breadth and depth of services provided by a strong school library program, the committee of librarians developed a rigorous scoring guide. It contains 21 indicators, each divided into Exemplary (2 points) and Approaching (1 point). In order to receive the DESE recognition, a school library program must score 38 out of 42 possible points without receiving a score of 0 on any indicator. The scoring guide explains the required documentation/evidence needed for each indicator.

DESE is excited about this opportunity to help Missouri school library programs improve and to recognize those programs that provide outstanding services in their districts. Please feel free to contact English Language Arts Assistant Director Lisa Scroggs at lisa.scroggs@dese.mo.gov or 573-751-8468 with questions.

Number of Indicators: 21

Points Possible: 42

Minimum Score Required for Recognition: 38; may not score 0 on any indicator

Category: Instruction

Indicator #1: Program regularly delivers differentiated instruction, either directly provided by the librarian or in collaboration with the classroom teacher

(AASL—collaborate, engage, explore, inquire)

Exemplary (2 points): Exhibits research-based instructional practices in the consistent application of differentiated instructional design

Approaching (1 point): Exhibits research-based instructional practices in the application of differentiated instructional design

Required Documentation/Evidence

- Lesson plans or anecdotal evidence exhibiting instructional theory or practices including differentiation, i.e. physical needs, learning styles, skill levels, etc. (Examples: Marzano instructional practices, Kagan cooperative strategies, assistive technology in use, multiple intelligences)

Category: Instruction**Indicator #2: Librarian has adequate planning time to curate, plan, and develop instruction and instructional resources**

(AASL—collaborate, curate, inquire)

Exemplary (2 points): Is provided a minimum of 50 uninterrupted minutes of plan time per day existing in a flexible format throughout the week

Approaching (1 point): Is provided a minimum of 50 uninterrupted minutes of plan time per day existing in a fixed or hybrid (combination of flexible and fixed) format throughout the week

Required Documentation/Evidence

From a list provided in the application, the librarian will select the appropriate descriptor best reflecting plan time. (If plan time is *not* uninterrupted, provide an explanation.)

- Minimum of 50 uninterrupted minutes per day; flexible schedule
- Minimum of 50 minutes per day; flexible schedule
- Minimum of 50 uninterrupted minutes per day; fixed or hybrid (combination of flexible and fixed) schedule
- Minimum of 50 minutes per day; fixed or hybrid (combination of flexible and fixed) schedule

Category: Instruction

Indicator #3: Program addresses effective and ethical engagement in multiple types of literacy through instruction (examples of types of literacy: digital, media, technology, information, financial, traditional—among others)

(AASL—engage, explore, inquire)

Exemplary (2 points): Exhibits strong evidence of the creation of a critical thinking environment through instruction in five or more types of literacies utilizing state-of-the-art and emerging technologies

Approaching (1 point): Exhibits evidence of literacy instruction in four types of literacies utilizing state-of-the-art and emerging technologies

Required Documentation/Evidence

One piece of evidence exemplifying each type of literacy taught through instruction. Examples may include descriptions of programming, descriptions of lessons, lesson plans, professional development for educators, parent instructional communications (i.e. how to use EBSCOhost from home or safe digital practices), photos of instructional practices, etc.

Category: Instruction**Indicator #4 Program shows evidence of student growth through assessment***(AASL—collaborate, inquire)*

Exemplary (2 points): Regularly assesses the impact of instruction through documented, varied, high-quality formative and summative assessments

Approaching (1 point): Assesses the impact of instruction through documented formative and summative assessments

Required Documentation/Evidence

Five assessment samples (including formative and summative assessments); at least two samples must be connected to the same unit of study and represent varied formats. Samples may be provided in various formats: photos, documents, etc.

Category: Instruction**Indicator #5: Program supports student mastery of the essential academic learning requirements and state standards in multiple subject areas**

(AASL—collaborate, curate, explore, inquire)

Exemplary (2 points): Establishes collaborative partnerships within and outside of the school community to support multiple subject areas in the mastery of student achievement and the enhancement of life-long learning

Approaching (1 point): Establishes support to multiple subject areas in the mastery of student achievement through the provision of high-quality, relevant resources

Required Documentation/Evidence

Anecdotal evidence expressing the nature of study, collaborative partner, curricula addressed, and the collaborative nature with which the librarian was involved. An example could be collaborating with the science teacher to provide microscopes and slides of various materials within the library as an exploratory center in an effort to enhance the study of cells. An inclusion of the curricular objective of cell study would be included. Five examples should be submitted, each from a different subject area along with coding of relevant standard(s) from the Missouri Learning Standards.

(Other examples: collecting books for a unit of study; hosting a presenter on a topic; developing lesson plans supporting research goals; planning collaboratively with a public library)

Category: Leadership

Indicator #6: Librarian provides professional development to teachers, staff, and/or other librarians

(AASL—engage, explore, inquire)

Exemplary (2 points): Consistently facilitates intentional, purposeful professional development opportunities in a variety of formats

Approaching (1 point): Provides professional development opportunities upon request

Required Documentation/Evidence

List of professional development opportunities facilitated including dates and one-sentence descriptions of topic, purpose, and format. May include session evaluations.

Category: Leadership

Indicator #7: Librarian attends professional development opportunities for librarians at local, state, and/or national level

(AASL—engage)

Exemplary (2 points): Attends multiple library-specific professional learning events per year, which may include but not be limited to conferences, workshops, webinars, podcasts, graduate courses

Approaching (1 point): Attends a minimum of one library-specific professional learning activity (outside of school-/district-provided professional development) per school year

Required Documentation/Evidence

Brief description of sessions attended (including title, date, sponsoring entity) and impact on library program

Category: Leadership

Indicator #8: Librarian functions as an educational leader in the school campus and district by serving on committees and/or cohorts

(AASL—collaborate)

Exemplary (2 points): Is consistently included in campus and district leadership planning

Approaching (1 point): Is occasionally included in campus and district leadership planning

Required Documentation/Evidence

Agendas/Minutes

Administrative statement about librarian’s role in planning

Librarian statement of involvement

- Exemplary could be multiple examples from both campus and district.
- Approaching could be multiple examples from campus and/or district with a minimum of one example in each area.

Category: Leadership

Indicator #9: Program regularly communicates and/or collaborates with building- and/or district-level administration concerning library resources, planning, etc.

(AASL—engage, include)

Exemplary (2 points): Communicates quarterly with administration about the state of the library program

Approaching (1 point): Informs building administration about the state of the library program at a minimum of once annually

Required Documentation/Evidence

Copies or summary of information shared with administration that could include meeting notes, presentation, report, etc.

Category: Leadership

Indicator #10: Program regularly communicates and establishes relationships with stakeholders in the community and beyond

(AASL—collaborate, engage)

Exemplary (2 points):

- Identifies stakeholders
- Communicates the mission, vision, and goals of the school library
- Communicates to all stakeholders regarding participation in library-specific activities
- Models and promotes the use of a professional learning network (PLN)

Approaching (1 point):

- Identifies stakeholders
- Communicates the mission, vision, and goals of the school library
- Models and promotes the use of a professional learning network (PLN)

Required Documentation/Evidence

Newsletters, flyers, emails
Description of stakeholders

Category: Leadership

Indicator #11 Program participates in implementation of the district's school improvement plan

(AASL—collaborate)

Exemplary (2 points): Provides evidence of supporting the implementation of multiple CSIP objectives

Approaching (1 point): Provides evidence of supporting the implementation of one CSIP objective

Required Documentation/Evidence

Provide a link to district CSIP; identify and explain the support provided to specific CSIP objectives.

Category: Library Environment

Indicator #12: Program provides adequate physical space for the library, including flexible space for usage by multiple groups and/or fixed or flexible space for whole-class instruction (AASL—include)

Exemplary (2 points): Provides furnishings that are mobile, flexible, and functional enough for a variety of instructional and non-instructional uses for a minimum of two (2) classes (based on the average class size in the building)

Approaching (1 point): Provides seating for a minimum of two (2) classes (based on the average class size in the building)

Required Documentation/Evidence

Photos accompanied by brief explanation of how spaces are used

Category: Library Environment

Indicator #13: Program offers a variety of programs and/or opportunities for all members of the library community in a safe and inclusive manner

(AASL—include)

Exemplary (2 points): Offers a minimum of four distinct and cross-curricular programs throughout the year that may

- include family and/or community participation
- take place either during or beyond the school day

Approaching (1 point): Offers a minimum of two distinct and cross-curricular programs that may

- include family and/or community participation
- take place either during or beyond the school day

Required Documentation/Evidence

Calendar of events with enough detail to show the purpose and audience for each event; may include photos and/or evaluation from some events.

Category: Library Environment

Indicator #14: Program provides a variety of current technologies in the library, including means of remotely accessing library resources at any time

(AASL—curate, explore, include)

Exemplary (2 points): Provides a website with a curated selection of technology resources and openly licensed digital resources, learning management system, and/or social networking to offer 24/7 access to library

Approaching (1 point): Provides links to district-support resources with 24/7 access

Required Documentation/Evidence

Link to website

Copies of communication sharing technology resource links with library stakeholders

Category: Library Management

Indicator #15: Program implements flexible scheduling to meet the authentic instructional needs of students

(AASL—collaborate, explore, include)

Exemplary (2 points): The library facility uses a flexible schedule during the length of the school day with all scheduling at the discretion of the professional librarian.

Approaching (1 point): The schedule of the library facility during the length of the school day does not exceed 25 percent fixed scheduling (such as being part of a school’s specials rotation); the remaining 75+ percent of the day’s schedule is flexible and implemented at the discretion of the professional librarian.

Required Documentation/Evidence

Library schedule reflective of four consecutive weeks

Category: Library Management

Indicator #16: Librarian regularly evaluates the library program

(AASL—This indicator includes addressing all AASL Integrated Frameworks while evaluating the school library program.)

Exemplary (2 points): Regularly designs throughout the school year evaluative tools and acquires evaluative information regarding the school library program from all stakeholders: school librarian, principal, certified teachers and/or support staff, parents, students

Approaching (1 point): Annually designs evaluative tools and acquires evaluative information regarding the school library program from four of the following five stakeholders: school librarian, principal, certified teachers and/or support staff, parents, students

Required Documentation/Evidence

Evaluative tool(s) utilized with each stakeholder regarding perception of the library program. These may be in the form of surveys, audio discussions, digital photos of physical documents as well as other data collection methods. These evaluations may include the complete library program, book clubs, special celebrations such as Read Across America Week or Banned Book Week, resource collections, resource development, etc.

Category: Library Management

Indicator #17: Program has a budget that is adequate to purchase books, materials, supplies, etc. to meet the library’s strategic plan

(AASL—curate, include)

Exemplary (2 points): Collaboratively works to establish an adequate budget with the building and/or district administration by communicating a strategic five-year plan that outlines the vision and progression of the school library program goals in connection with the school and/or district strategic plan

Approaching (1 point): Collaboratively works to establish an adequate budget with the building and/or district administration by communicating a three-year plan that outlines the vision and progression of the school library program strategic plan

Required Documentation/Evidence

Submission of collaborative budgetary plan denoting the library’s strategic plan and its connection to the building or district strategic plan. Submission must include the dollar amount (total and per student) provided by the district to support the library plan. Examples: written reports, spreadsheets.

Category: Library Management

Indicator #18: Program maintains a current, relevant, and diverse collection of print and/or digital resources that is responsive to the needs of the community and is tied to curriculum
(AASL—curate, explore, include)

Exemplary (2 points):

- Maintains current collection as follows:
 - Nonfiction: At least 70 percent of the resources have copyright dates within the most recent 12 years.
 - Fiction: The average age of a fiction collection is less than 15 years old.
- Supports access on all subjects that meet the needs, interests, and abilities of all persons in the community the library serves
- Supplemental resources extend beyond the school community to connect with the global community

Approaching (1 point):

- Maintains current collection as follows:
 - Nonfiction: At least 70 percent of the resources have copyright dates within the most recent 15 years.
 - Fiction: The average age of a fiction collection be less than 17 years old.
- Supports access on all subjects that meet the needs, interests, and abilities of all persons in the community the library serves

Required Documentation/Evidence

Collection analysis reports that clearly show the currency, relevance, and diversity of the library's collection

Category: Library Management**Indicator #19: Program maintains policies, procedures, and practices as set by the local school board***(AASL—curate, engage)*

Exemplary (2 points): Has an up-to-date policy (within the last five years) including **all** of the following:

- Fines/Damaged materials
- Challenged books
- Collection development
- Volunteers
- Donations
- Borrowing policy
- Inventory
- Acceptable use
- Confidentiality
- Intellectual freedom
- Weeding

Approaching (1 point): Has an up-to-date policy (within the last five years) including nine of the following:

- Fines/Damaged materials
- Challenged books
- Collection development
- Volunteers
- Donations
- Borrowing policy
- Inventory
- Acceptable use
- Confidentiality
- Intellectual freedom
- Weeding

Required Documentation/Evidence

Link(s) to policies

Category: Staffing**Indicator #20: Program maintains an appropriate librarian-to-student ratio**

(AASL—include, inquire)

Exemplary (2 points): Exhibits the following:

- 1.0 full-time librarian assigned full time to a library in a school* with a student population of 1-750
- 1.5 full-time librarians assigned full time to a library in a school* with a student population of 751-1,500
- 2.0 full-time librarians assigned full time to a library in a school* with a student population exceeding 1,500

Approaching (1 point): Exhibits ratio of one full-time librarian assigned full time to a library in a single school*.

**Because of the variety of library/school configurations among Missouri schools (one library for two campuses, two libraries on a single campus, etc.), applicant must include a description of the configuration in his/her school and explain how all stakeholders are sufficiently served within this configuration. Library staffing must be such that it is open to students at any time during the regular school day.*

Required Documentation/Evidence

Written verification from school or district administration regarding student access to library at any time during the regular school day in addition to librarian's required description of configuration (see above)

Category: Staffing

Indicator #21: Program maintains an appropriate library support staff-to-librarian ratio
(AASL—include, inquire)

Exemplary (2 points): Has one full-time paraprofessional library support staff per librarian without additional outside duties during instructional day to ensure the library is open to students and staff through the entire school day

Approaching (1 point): Has equivalent of one paraprofessional library support staff per librarian performing library-related duties in the library a minimum of 75% of the instructional day to ensure the library is open to students and staff through the entire school day

Required Documentation/Evidence

Written verification from school or district administration verifying paraprofessional hours and library accessibility hours