Exemplary School Library Program Application

Welcome to the opportunity to showcase your school library through the Missouri Department of Elementary and Secondary Education’s Exemplary School Library Program. Please read through the application carefully. If you have any questions, please contact Lisa Scroggs, DESE assistant director of English language arts, at [lisa.scroggs@dese.mo.gov](mailto:lisa.scroggs@dese.mo.gov).

|  |
| --- |
| Table of Contents |

|  |  |
| --- | --- |
| 1. [Applicant Information](#_1fob9te) | |
| II. [Instruction](#_1t3h5sf) | |
| Completed |  |
| Yes | [Indicator 1 Differentiated Instruction](#2s8eyo1) |
| Yes | [Indicator 2 Planning Time](#lnxbz9) |
| Yes | [Indicator 3 Types of Literacy](#44sinio) |
| Yes | [Indicator 4 Assessment](#1y810tw) |
| Yes | [Indicator 5 Academic Learning](#1ci93xb) |
| III. [Leadership](#_3as4poj) | |
| Completed |  |
| Yes | [Indicator 6 Professional Development](#2p2csry) |
| Yes | [Indicator 7 Professional Development Opportunities](#23ckvvd) |
| Yes | [Indicator 8 Educational Leader](#1hmsyys) |
| Yes | [Indicator 9 Communication and Collaboration](#2grqrue) |
| Yes | [Indicator 10 Stakeholder Relationships](#1v1yuxt) |
| Yes | [Indicator 11 School Improvement Plan](#19c6y18) |
| IV. [Library Environment](#_28h4qwu) | |
| Completed |  |
| Yes | [Indicator 12 Physical Space](#1mrcu09) |
| Yes | [Indicator 13 Program Opportunities](#3l18frh) |
| Yes | [Indicator 14 Current Technologies](#2zbgiuw) |
| V. [Library Management](#_2dlolyb) | |
| Completed |  |
| Yes | [Indicator 15 Flexible Scheduling](#3cqmetx) |
| Yes | [Indicator 16 Program Evaluation](#4bvk7pj) |
| Yes | [Indicator 17 Budget](#1664s55) |
| Yes | [Indicator 18 Collection](#kgcv8k) |
| Yes | [Indicator 19 Policies and Procedures](#1jlao46) |
| VI. [Staffing](#_2iq8gzs) | |
| Completed |  |
| Yes | [Indicator 20 Librarian-to-Student Ratio](#1x0gk37) |
| Yes | [Indicator 21 Library Support Staff-to-LMS Ratio](#1baon6m) |
| VII. [Appendix](#_39kk8xu) | |

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| Form |

# Applicant Information

First Name:

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| Caroline |

Last Name:

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| --- |
| Hanson |

School Contact Email:

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| chanson@cpsk12.org |

Position:

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| Library Media Specialist |

School District:

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| Columbia Public Schools |

School:

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| Mary Paxton Keeley Elementary |

School Address:

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| 201 Park de Ville Dr.  Columbia, MO 65203 |

Link to School Librarian’s DESE Library Certification (access your certification account portal at <https://apps.dese.mo.gov/weblogin/login.aspx>). Please do not provide link to your certificate through your portal as evaluators will not be able to access it without your password. Instead, either save your certificate to an accessible link or provide a screenshot of your certificate below:

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| Certificate(s) removed prior to publishing application on DESE website. |

# [Return to Table of Contents](#_30j0zll)

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| --- |
| Instruction |

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| **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) |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**   * <https://sites.google.com/cpsk12.org/inventions/home> * <https://www.smore.com/cjarw> * [Grade 1 Sun, Moon and Stars Planning.pdf](https://drive.google.com/file/d/1FiZt71Mhfn0xraqe5qb-KTuxytXIwNuz/view?usp=sharing) * [4th grade technology research choice board](https://docs.google.com/presentation/d/e/2PACX-1vT80ZRorsw5PLHK_tJ1nNsBG2FG9j27qRroa9XHCA5s2ABxlqS0wpHIu4D01EC1GR01qECrQV3rPGqW/pub?start=false&loop=false&delayms=3000) |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/1TrN8aaFRv-ewKiLEf_LeosXdp2gs7852edbsIuA8h6o/edit?usp=sharing> |

### [Return to Table of Contents](#_30j0zll)

### 

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| **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.   * 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 * Less than 50 minutes per day |

* Minimum of 50 uninterrupted minutes per day; flexible schedule
* Minimum of 50 minutes per day; flexible schedule
* Minimum of 50 uninterruptedminutes 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
* Less than 50 minutes per day

### [Return to Table of Contents](#_30j0zll)

### 

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| **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. |

**Supporting Evidence**

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| **Literacy Example 1: Type of Literacy \_\_\_\_Digital\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * <https://www.commonsense.org/education/digital-citizenship/curriculum> * <https://drive.google.com/file/d/1PMRC0d2IZ9uKCJOReZFIifP6VWNB1GbL/view?usp=sharing> * <https://docs.google.com/presentation/d/1YtIGa8Skd6vZXBr9SsUNHFYqDmCKVQegpsY1eRBi4U0/edit?usp=sharing> * <https://docs.google.com/presentation/d/1mRaYrPqMuE-dDHfaRZ1ZYdqIqngInFqA8a3fECifYgI/edit?usp=sharing> * <https://docs.google.com/presentation/d/1LxsEFSRgy6xlp-zshU2HDZmURe_I_l-3qZQmPzZ4lR0/edit?usp=sharing> |
| **Literacy Example 2: Type of Literacy \_\_\_Media\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * <https://drive.google.com/file/d/10lgHkdrJLCvpXelVpSUHlUvKE3gRE--m/view?usp=sharing> * <https://drive.google.com/file/d/1_0N-taa2IF2BQkFASSQ9AdYZ47hd7WoZ/view?usp=sharing> * <https://www.commonsense.org/education/digital-citizenship/lesson/is-seeing-believing> |
| **Literacy Example 3: Type of Literacy \_\_Technology\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * <https://docs.google.com/spreadsheets/d/1tmjyHKZnYmQbGTVGlK2kduEtwaiS7RjB6uJbOJuIYyc/edit?usp=sharing> * <https://docs.google.com/presentation/d/11f-aJ-yyAMpgUfXjhiGA-pzACbpcK14sRZ3veSSC9Xw/edit?usp=sharing> * <https://docs.google.com/presentation/d/1Ai8JD-BHm0xvgqdpffLqOQvGw5FONiEvMnrc8f3K3oQ/edit?usp=sharing> |
| **Literacy Example 4: Type of Literacy \_\_\_\_\_\_Information\_\_\_\_\_\_\_\_\_\_**   * <https://docs.google.com/document/d/1YB2TQOBwZeeD-L8aXGxMnZfsfKY7kg3vBztTLUa4ZEk/edit?usp=sharing> * <https://www.commonsense.org/education/digital-citizenship/lesson/lets-give-credit> * <https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities> |
| **Literacy Example 5: Type of Literacy \_\_\_Traditional\_\_\_\_\_\_\_**   * <https://drive.google.com/file/d/1ioB9wsiKd-fimToarX_0Xd2eyVCfFdyy/view?usp=sharing> * <https://docs.google.com/presentation/d/1sf-oLZ3u5f7buUN8q6TGE01LakyLrItF7_90bPyGeV4/edit?usp=sharing> * <https://drive.google.com/file/d/1h2ASWy077TExFRIg3c1uw73H6N7VbDE1/view?usp=sharing> |
| **Literacy Example 6: Type of Literacy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * **Insert evidence here.** |

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| **Optional Narrative:**  <https://docs.google.com/document/d/17QjLUCJ0ys5YksSGN3ZFUfkDySoCdwHxPcfhOmVVgcM/edit?usp=sharing> |

### [Return to Table of Contents](#_30j0zll)

### 

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| **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/or 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. |

**Supporting Evidence**

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| **Assessment Example 1: Identify as formative or summative and include the unit of study**  Unit: **Engineering Design Process with LEGO WeDo 2.0**  [Teacher-led summative assessment: Observation rubric](https://drive.google.com/file/d/1B9dQe2GXiIQ9ycH9ndmyyNABfPoRLD9R/view?usp=sharing) |
| **Assessment Example 2: Identify as formative or summative and include the unit of study**  Unit: **Engineering Design Process with LEGO WeDo 2.0**   1. Student documentation formative assessment: [Activity 1](https://drive.google.com/file/d/12Sog4Doq86dn4eXuaLsM129VlGEI_ji_/view?usp=sharing) 2. Student documentation formative assessment: [Activity 2 part 1](https://app.seesaw.me/pages/shared_item?item_id=item.80895f58-6fb6-4602-9233-ec87613970f3&share_token=OdZ4KzgPTwGo2zLLxOHLkw&mode=share), [Activity 2 part 2](https://app.seesaw.me/pages/shared_item?item_id=item.a68fc9bf-c73d-4bf2-bdae-2736103f1d5a&share_token=E4FBIqhJTGqEne_NflXKJA&mode=share) |
| **Assessment Example 3: Identify as formative or summative and include the unit of study**  Formative assessment sample: Book review |
| **Assessment Example 4: Identify as formative or summative and include the unit of study**  Unit: **4th grade Digital Citizenship**  Summative assessment sample: [Digital footprint summative assessment](https://app.seesaw.me/pages/shared_item?item_id=item.4a42c433-c50a-44b7-90bd-6a1ec60a189c&share_token=vaUpe6DNRZmO9c-cVoLKLw&mode=share) |
| **Assessment Example 5: Identify as formative or summative and include the unit of study**  Unit: **3rd/4th grade opinion writing research**  Formative assessment sample: [PebbleGo Next research organizer](https://app.seesaw.me/pages/shared_item?item_id=item.dadf8ca4-23b8-470b-a70f-add73854b13e&share_token=Ev29ern3R0WU4wF7wG6p7Q&mode=share) |

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| **Optional Narrative:** <https://docs.google.com/document/d/19P9xXcVxEmnfEgnpB1KWb4KeE1y4QTUNCKJgpgwV7Gw/edit?usp=sharing> |

### [Return to Table of Contents](#_30j0zll)

### 

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| --- |
| **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, curriculum 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) |

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### Supporting Evidence

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| **Support Example 1: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  **Math**  Nature of study: Count to 100 by 10s using Ozobots and Bee-bots.  Partner: Kindergarten classroom teacher  Curricula and essential standard: **K.NS.A.1.** The expectation for this kindergarten number sense standard is that students will be able to count to 100 by 1s and 10s. For this activity, students created programs to accomplish this sequencing task using robot devices (Bee-Bots and Ozobots).  Library media specialist’s role: The library media specialists created stations in the library media center so students could use both Bee-Bots and Ozobots to practice counting to 100 by 10s as part of the 100th Day of School celebration. They designed mats for the Bee-Bots and maps for the Ozobots with randomly placed numbers. The classroom teacher and library media specialist co-taught the lesson on how to program the robot devices to sequentially move from 0 to 100 while verbally counting to meet the number sense standard.  <https://drive.google.com/file/d/1B-ROgKuB0VoitafspMfSGaU96ZjSdlgN/view?usp=sharing> |
| **Support Example 2: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  **Science**  Nature of study: Virtual Field Trip with the St. Louis Zoo. Theme: Animal Adaptations  Partner: All classroom teachers, grades K-5; St. Louis Zoo Educators  Curricula and essential standard: 3.LS3.B.1, 4.LSD1.D.1. Students learn about the behaviors and specialized features animals have that help them get what they need.  Library media specialist’s role: During the 2019-2020 school year, the library media specialist facilitated a 5th grade virtual learning experience to the St Louis Zoo with a focus on ecosystems and the role of producers, consumers, and decomposers. Based on the success of that learning experience, the library media specialist applied for a grant and served as the host for a whole-school virtual field trip for the 2020-2021 school year. The topic was animal adaptations, which has standards that spiral through the life science strand in each grade level of the district’s curriculum. |
| **Support Example 3: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  **English Language Arts**  Nature of study: Research choice board for 4th grade technology opinion writing.  Partner: All 4th grade classroom teachers  Curricula and essential standard: 4.W.2.A.b.During this unit, students read texts that explored how advances in technology such as robots and drones affect both individuals and society. They used the texts to write an opinion essay about developing technology.  Library media specialist’s role: The library media specialist collaborated with 4th grade classroom teachers to create a research choice board to guide students as they selected their essay topic and researched effects of their chosen technology. The choice board introduced students to some of the library’s digital resources, included accessibility features (read aloud, translation, etc.) and could be accessed by both in-seat and virtual students.  <https://docs.google.com/presentation/d/e/2PACX-1vT80ZRorsw5PLHK_tJ1nNsBG2FG9j27qRroa9XHCA5s2ABxlqS0wpHIu4D01EC1GR01qECrQV3rPGqW/pub?start=false&loop=false&delayms=3000> |
| **Support Example 4: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  **Computer Science**  Nature of study: Students created friendship bracelets using binary letter code to demonstrate how letters could be translated into bits.  Partner: 4th and 5th grade classroom teachers.  Curricula and essential standard: **4.CS.HS.01, 5.CS.HS.01**  Students were introduced to the idea that information can be translated, transmitted and processed in bits to flow through software and hardware. They translated short words into binary letter code and used black and white beads to represent binary digits 0 or 1.  Library media specialist’s role:The library media specialist developed and led this activity as a makerspace challenge to be completed as part of the 4th and 5th grade’s Valentine’s Day celebrations. Students brainstormed short words or acronyms related to friendship, then translated them using binary letter code and represented the bits with beads in bracelets or keychains. The library media specialists collaborated with some teachers to modify this challenge for use by buddy classes (classes paired together from different grade levels) so that buddies could exchange friendship bracelets. |
| **Support Example 5: Identify subject area, Missouri Learning Standard(s) coding, and other required documentation.**  **Social Studies**  Nature of study: StoryWalk® featuring *Fry Bread* by Kevin Noble Maillard.  Partner: 2nd grade teachers, music teacher, art teacher, Global Read Aloud participants and teachers  Curricula and essential standard: **2.H.3.A.a, 2.H.3.B.a.** 2nd grade students were asked to describe patterns of change and continuity in the history of the state, nation, and lives of Native Americans from times long ago until today.  Library media specialist’s role: The library media specialist, in collaboration with other media specialists in the district, the school’s art and music teachers, and teachers participating in the Global Read Aloud, built a StoryWalk® featuring Kevin Noble Maillard’s picture book, *Fry Bread.* After watching a video of the author reading his book, students came outside for a second reading in smaller groups on the StoryWalk® with their teacher and the library media specialist. Critical thinking questions and integrated activities throughout the StoryWalk® built background knowledge and launched discussions with students related to this Social Studies standard.  <https://www.smore.com/cjarw> |

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| **Optional Narrative:** |

# [Return to Table of Contents](#_30j0zll)

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| Leadership |

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| **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. |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  <https://docs.google.com/document/d/15Bu_ZX83HzCyAgGK5oTJ-wtszW660FeLdYntn_vJ99g/edit?usp=sharing> |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/15Bu_ZX83HzCyAgGK5oTJ-wtszW660FeLdYntn_vJ99g/edit?usp=sharing> |

[Return to Table of Contents](#_30j0zll)

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| **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 |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  <https://docs.google.com/document/d/1v47mTJUu4JGKJ_UTSzSR_FqwLuUcIdthKi9CpC6t-YU/edit?usp=sharing> |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/1v47mTJUu4JGKJ_UTSzSR_FqwLuUcIdthKi9CpC6t-YU/edit?usp=sharing> |

### [Return to Table of Contents](#_30j0zll)

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| **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 |

**Supporting Evidence**

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| **Insert Applicable Links Here:**   * <https://docs.google.com/document/d/1hleUU8ypJNwpY3I1IdF8iuPtwLZLt8r8k1xgugv8BYY/edit?usp=sharing> * <https://docs.google.com/document/d/1PRu6U5Ajp6rJTmUISPaZhpp_lkwNXKN3fuv0Rm3udes/edit?usp=sharing> |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/1LH3WYZFHM4OMXRqve2JhEsm3YwJfe3TpJNNa3xZjjUw/edit?usp=sharing> |

### [Return to Table of Contents](#_30j0zll)

|  |
| --- |
| **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. |

**Supporting Evidence**

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| **Insert Applicable Links Here:**   * <https://docs.google.com/document/d/1yuHucvxmJnz1CfGJpeSJCyWl5RWkwPPh9NETNCoFUMU/edit?usp=sharing> * <https://docs.google.com/document/d/1GC5pxneiPuKJAu0S3m_R1pnXeHQyRI_F43bRxsMQbeA/edit#heading=h.9un6k36jggcf> |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/1Vu4LT5yqkWYZZ-Op3Le0SBwi9jB0PnynLhWf4fwcsRs/edit?usp=sharing> |

### [Return to Table of Contents](#_30j0zll)

### 

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| --- |
| **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 * Descriptions of stakeholders |

**Supporting Evidence**

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| **Insert Applicable Links Here:**   * <https://vimeo.com/513592284/e74d45eacf> * <https://drive.google.com/file/d/1O1ur-VXGgNN0XDvygaDqc8p3rx84riA5/view?usp=sharing> * <https://drive.google.com/file/d/1H9RyLarobdTc90LUsVia24rkXNO-uS77/view?usp=sharing> * <https://docs.google.com/document/d/1GC5pxneiPuKJAu0S3m_R1pnXeHQyRI_F43bRxsMQbeA/edit?usp=sharing> * <https://drive.google.com/file/d/1uRcCNw4TLgexFC0OvoL28bSc8eS-T8zl/view?usp=sharing> * <https://drive.google.com/file/d/1RPWIUFtR19Uk-GaVMriJcOw-__1PJddG/view?usp=sharing> * <https://drive.google.com/file/d/1ujcUdghzw8q2VJ7Kkmf6Q39hmsA_hBRA/view?usp=sharing> * <https://drive.google.com/file/d/1AQaX4N-vsyscZRT92iYDBtsxbjn14lwc/view?usp=sharing> * <https://www.facebook.com/PaxtonKeeLib> * <https://drive.google.com/file/d/1Y_k92G8cb3swpjpYhxjYLmvsI6FV5Q3I/view?usp=sharing> |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/1sMR2jPnDr04cW0ZkatcCoiE71kSqjSW2WQszlV-KBkE/edit?usp=sharing> |

### [Return to Table of Contents](#_30j0zll)

### 

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| --- |
| **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 |

**Supporting Evidence**

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| **Insert Applicable Links Here:**   * <https://www.cpsk12.org/cms/lib/MO01909752/Centricity/Domain/5366/CSIP%20Five-year%20Strategic%20Plan%20011320.pdf> * <https://docs.google.com/spreadsheets/d/13_2tR_x5w4J5eFP2dqxoW89zepAfmQIuBYtSnyyFYsM/edit#gid=0> * <https://docs.google.com/document/d/1GC5pxneiPuKJAu0S3m_R1pnXeHQyRI_F43bRxsMQbeA/edit?usp=sharing> |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/1V_w0ztWie1xJlX0qnMUXFUGXmWAiEAxE0QiV-y_lSRg/edit?usp=sharing> |

# [Return to Table of Contents](#_30j0zll)

|  |
| --- |
| Library Environment |

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| **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 furnishing 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 |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**   * <https://docs.google.com/document/d/1en_unAm0cmAEZ9YJjq1IA2T0i7D98SMxHXrEEVaxeYg/edit?usp=sharing> * <https://docs.google.com/document/d/1YU-HlndyhjF7ndUxRqS8oWIOAU2favNrGfItlGR4r7A/edit?usp=sharing> * <https://docs.google.com/document/d/141vn182InyAVK2PC9JKZoLpqkPp87z1GYCMicUhUB9g/edit?usp=sharing> * <https://docs.google.com/document/d/1OkKFg6hW9_im-WFO_e0yMBNhohHKL47KkM7-frXtYQE/edit?usp=sharing> * <https://docs.google.com/document/d/1ewV_VIwnT23epRi5mKo8ssGE48vvHcCvlAyj1dneg9o/edit?usp=sharing> |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/1bQQwwfaerrCgy553uSNRMypsJmHTyVqAAseYH06dbK8/edit?usp=sharing> |

### [Return to Table of Contents](#_30j0zll)

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| **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. |

**Supporting Evidence**

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| **Insert Applicable Links Here:**   * <https://docs.google.com/document/d/1vxsvTuMRT8diMbY3MrjRXV7ry0_ePhGd-836232y0Oc/edit?usp=sharing> * <https://drive.google.com/file/d/1TUAT_Mj1wvW99GPiupKW4Ck_7K3Flwzk/view?usp=sharing> * <https://app.seesaw.me/pages/shared_item?item_id=item.82c84b0f-4f61-41b1-8b0a-fc8b5f8f4928&share_token=Rm2mliMdRwmjaP3XvaI8cA&mode=share> |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/1Wt5jYxLMII5oA9gQFSNeKytzDq7I0b6TzRFNUrCem6g/edit?usp=sharing> |

### [Return to Table of Contents](#_30j0zll)

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| **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-supported resources with 24/7 access |
| **Required Documentation/Evidence**  Link to website  Copies of communication sharing technology resource links with library stakeholders |

**Supporting Evidence**

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| **Insert Applicable Links Here:**   * <https://search.follettsoftware.com/metasearch/ui/4025> * <https://sites.google.com/cpsk12.org/cpsdiglearning/home?authuser=0> |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/1BZgBJIZnezAyMKjqQaRHqekTnYrqHnQTIUJ8J9jy2Vc/edit?usp=sharing> |

# [Return to Table of Contents](#_30j0zll)

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| Library Management |

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| **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**  Schedule reflective of four consecutive weeks |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**  <https://drive.google.com/file/d/1Bodsb-d8ZDAf7MB0sONH1lITBhIfGA-x/view?usp=sharing> |
| **Insert Documents/Narratives:**  The Paxton library media center opens each day at 8:00 and closes at 3:20. Students can visit the library before school starts from 8:00-8:20. In past years, and once social distancing requirements ease, the library is open after school for various clubs to meet. During the day the circulation desk is open continuously for assistance and circulation. The team includes one full time and one part time library media specialist, one full time and one part time media instructional aide, one part time media clerk, and one part time technician. Please note that the school has pivoted between virtual and hybrid learning throughout the 2020-2021 school year, which has affected how students check out books. Currently students order books from their classrooms by placing holds or using Google and Seesaw order forms with guidance from the library media specialists due to social distancing requirements. Starting in April, classrooms will schedule time to come into the library to check out books.  The four week calendar is evidence of the flexible schedule in the library media center. Teachers can book the library media specialists either in the library or in their classrooms using Microsoft Bookings for co-teaching, small groups, class checkout, makerspace, StoryWalk®, book talks and read alouds, or collaborative planning and troubleshooting. All scheduling is at the discretion of the library media specialists. |

[Return to Table of Contents](#_30j0zll)

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| **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 tools(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. |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**   * <https://docs.google.com/document/d/10RPtJYKl9YLbSv-Jqk1um8N9dhZqqQ-Z4LD9KPtnKBA/edit?usp=sharing> * <https://drive.google.com/file/d/1Q6TBlu4pSCajnb8DoDlV7rBHXE5Kybwi/view?usp=sharing> * <https://drive.google.com/file/d/1BKA4lt5O4rvVwlEDBrgjLkgdF2gcvbpj/view?usp=sharing> * <https://docs.google.com/document/d/1TGfFldg-trUoEeciURRoRhjdkeXrM0bENX55h7qGYZY/edit?usp=sharing> * <https://drive.google.com/file/d/159_ddzuVh03U8JTmvN1yY3TqVDqmzI0K/view?usp=sharing> * <https://padlet.com/chanson37/9es4c28sznhdatfn> * <https://forms.gle/QaMrU3coFrXsoptv8> |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/1-jUZLACuX_P1el3v7F10iylxjTZFLh9O6DmQvlMd4BQ/edit?usp=sharing> |

[Return to Table of Contents](#_30j0zll)

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| **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. |

**Supporting Evidence**

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| **Insert Applicable Links Here:**   * <https://docs.google.com/spreadsheets/d/136hkHmE3zpIdAwQ8MupEdlrj4Kghl529iyVZQzqfkH8/edit?usp=sharing> * <https://docs.google.com/spreadsheets/d/1UrAGZQvWpUPY18GZbHOJE3hHLn7Fwj2CfKgOIObmWNY/edit?usp=sharing> * <https://drive.google.com/file/d/1GXm2NXHJ9aMVKvqEidT0CAu_M_HfkaDX/view?usp=sharing> |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/1od_llqD3Ky50etxxZXDgRFKhWHvGNF49UF3-mRAxsI8/edit?usp=sharing> |

### [Return to Table of Contents](#_30j0zll)

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| **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 is 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 |

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**Supporting Evidence**

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| **Insert Applicable Links Here:**   * <https://drive.google.com/file/d/1MTtKcfhNq2a3mOv9mTTzomaH4Pvv6_XW/view?usp=sharing> * <https://search.more.net/database/ebook-k-8-collection> * <https://search.more.net/taxonomy/term/22> |
| **Insert Documents/Narratives:**  <https://docs.google.com/document/d/1kcUmdS9lAz42jsx4xD0hOEwGwvr4nzg7BBM5Lk2ZO3k/edit?usp=sharing> |

[Return to Table of Contents](#_30j0zll)

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| **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 |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  <https://docs.google.com/document/d/1wtxT80e9VGOdwCDz3l1ECdttlslyU-Pq6x52V8Hv2gc/edit#heading=h.y92gqtlw0htk>  <https://www.cpsk12.org/cms/lib/MO01909752/Centricity/Domain/141/enrollmentdocs/Technology%20Agreement.pdf> |
| **Insert Documents/Narratives:** |

# [Return to Table of Contents](#_30j0zll)

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| Staffing |

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| **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 the library 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) |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  <https://drive.google.com/file/d/12fJBJCViRHkUUtetnOotB6qShVC0qecL/view?usp=sharing> |
| **Insert Documents/Narratives:**  614 students attend Paxton Keeley Elementary either virtually or in-seat as of February 26, 2021. The library media center opens each day to serve both virtual and in-seat students and staff at 8:00 and closes at 3:35. Students can visit the library before school starts from 8:00-8:20. In past years, and once social distancing requirements ease, the library is open after school for circulation and various clubs to meet. During the day the library media center is open continuously to students and staffed by a team of one full time and one part time library media specialist, one full time and one part time media instructional aide, one part time media clerk, and one part time technician. |

### [Return to Table of Contents](#_30j0zll)

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| **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 |

**Supporting Evidence**

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| **Insert Applicable Links Here:**  <https://drive.google.com/file/d/12fJBJCViRHkUUtetnOotB6qShVC0qecL/view?usp=sharing> |
| **Insert Documents/Narratives:**  We have several paraprofessional library support staff whose positions add up to at least one and a half full-time positions during the instructional day without outside duties. These positions include a part time media clerk, a part time technician, one full time media instructional aide and one part time media instructional aide. The media instructional aides staff the library media center outside of their instructional duties. None of the paraprofessionals have duties outside of the library media program. |

# [Return to Table of Contents](#_30j0zll)

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| --- |
| Appendix |

### 

# [Return to Table of Contents](#_30j0zll)

## 