**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 Stuart Smith, DESE Assistant Director of Curriculum, at [Stuart.Smith@dese.mo.gov](mailto:Stuart.Smith@dese.mo.gov).

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).

**Applicant Information**

**Librarian First and Last Names:**

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**Co-Librarian First and Last Names:**

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**School Contact Email for Librarian:**

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**School Contact Email for Co-Librarian:**

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**School District:**

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**School:**

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**School Address:**

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Link to School Librarian’s DESE Library Certification (access your certification account portal at <https://apps.dese.mo.gov/DESEApplicationsSignin/Index>). 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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**Category: Instruction**

**Indicators #1-5**

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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) |

**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:** |

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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. (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 |

**Supporting Evidence**

Select the appropriate descriptor best reflecting plan time

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| **Choose One** | **Plan Time Descriptor** |
|  | 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 |

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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**

Identify type of literacy and provide evidence

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| **Literacy Example 1:** |
| **Literacy Example 2:** |
| **Literacy Example 3:** |
| **Literacy Example 4:** |
| **Literacy Example 5:** |
| **Literacy Example 6:** |
| **Optional Narrative:** |

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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 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**

Identify as formative or summative and include the unit of study

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| **Assessment Example 1:** |
| **Assessment Example 2:** |
| **Assessment Example 3:** |
| **Assessment Example 4:** |
| **Assessment Example 5:** |
| **Optional Narrative:** |

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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, 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) |

### Supporting Evidence

Identify subject area, Missouri Learning Standard(s) coding, and other required documentation

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| **Support Example 1:** |
| **Support Example 2:** |
| **Support Example 3:** |
| **Support Example 4:** |
| **Support Example 5:** |
| **Optional Narrative:** |

**Category: Leadership**

**Indicators #6-11**

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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. |

**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:** |

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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:** |
| **Insert Documents/Narratives:** |

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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:** |
| **Insert Documents/Narratives:** |

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| **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:** |
| **Insert Documents/Narratives:** |

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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  Description of stakeholders |

**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:** |

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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:** |
| **Insert Documents/Narratives:** |

**Category: Library Environment**

**Indicators #12-19**

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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 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 |

**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:** |

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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:** |
| **Insert Documents/Narratives:** |

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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:** |
| **Insert Documents/Narratives:** |

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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**  Library schedule reflective of four consecutive weeks |

**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:** |

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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 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. |

**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:** |

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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:** |
| **Insert Documents/Narratives:** |

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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 |

**Supporting Evidence**

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| **Insert Applicable Links Here:** |
| **Insert Documents/Narratives:** |

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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:** |
| **Insert Documents/Narratives:** |

**Category: Staffing**

**Indicators #20-21**

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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:** |
| **Insert Documents/Narratives:** |

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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:** |
| **Insert Documents/Narratives:** |