

21st Century Library Media Programs in Florida's K-12 Schools

ExC³EL – Expectations for Collaboration, Collections, and Connections to Enhance Learning: A Program Evaluation Rubric

Mission: The ExC³EL Rubric provides a continuum for developing outstanding school library media programs that enhance and support the school's educational agenda. Quality library media programs provide a welcoming, resource-rich environment that supports multiple literacies cultivates a culture of inquiry and literary appreciation, and encourages the independent, ethical exploration of information and ideas.

<i>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</i>				
Instruction				
Components	Entering	Developing	Advancing	Outstanding
Information literacy and inquiry-based instruction	<ul style="list-style-type: none"> <input type="checkbox"/> Standards-based information literacy skills instruction is not integrated into the LM instructional program. <input type="checkbox"/> Student achievement and automated systems data is not used to plan and modify LM instructional program. <input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is not included in the LM instructional program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Standards-based information literacy skills are taught in the LM instructional program. <input type="checkbox"/> Automated systems data is used to plan library media instructional program. <input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is included in the LM instructional program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Standards-based information literacy skills instruction using inquiry-based approach (e.g., FINDS) is embedded into schoolwide instructional program. <input type="checkbox"/> Student achievement and automated systems data are used to plan LM instructional program. <input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is embedded into the instructional program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Standards-based Information literacy skills instruction using inquiry-based approach (e.g. FINDS) is embedded systematically into schoolwide instructional program. <input type="checkbox"/> Student achievement and automated systems data are used to plan and modify LM instructional program. *ISTE NETS-T <input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is embedded systematically into the instructional program.
Transliteracy skills instruction	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction including communication and collaboration skills across multiple platforms (e.g. traditional communications and social networking) is not included in the LM instructional program. <input type="checkbox"/> Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is not included in the LM instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is not taught within the LM instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is not included in the LM instructional program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction covering communication and collaboration skills across multiple platforms (e.g. traditional communications and social networking) is included in the LM instructional program. <input type="checkbox"/> Instruction covering copyright laws and intellectual property rights (e.g. Creative Commons) is included in the LM instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is taught within the LM instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is included in the LM instructional program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction including communication and collaboration skills across multiple platforms (e.g. traditional communications and social networking) is embedded into the schoolwide instructional program. <input type="checkbox"/> Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is embedded into the schoolwide instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is embedded into the schoolwide instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is embedded into the schoolwide instructional program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction including communication and collaboration skills across multiple platforms (e.g. traditional communications and social networking) is embedded systematically into the schoolwide instructional program. <input type="checkbox"/> Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is embedded systematically into the schoolwide instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is embedded systematically into the schoolwide instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is embedded systematically into the schoolwide instructional program.

Literature appreciation and Literature-based instruction	<ul style="list-style-type: none"> <input type="checkbox"/> Literature appreciation instruction/activities are not integrated into instructional program. <input type="checkbox"/> There is no evidence of literature-based programs in the library. 	<ul style="list-style-type: none"> <input type="checkbox"/> Literature appreciation instruction/activities are integrated into instructional program. <input type="checkbox"/> The literature-based program is planned and executed and includes reading strategies and skills (e.g. READS). 	<ul style="list-style-type: none"> <input type="checkbox"/> Literature appreciation instruction/activities are embedded into instructional program. <input type="checkbox"/> The literature-based program is planned and executed, providing a unified approach to literacy and reinforcing reading strategies and skills (e.g. READS). 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literature appreciation instruction/activities are embedded systematically into instructional program. <input type="checkbox"/> The literature-based program is collaboratively planned and executed, providing a unified approach to literacy and reinforcing reading strategies and skills (e.g. READS).
Instructional partnership	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional planning partnership does not exist between classroom and LM program. <input type="checkbox"/> LM instructional program does not include student/teacher production. <input type="checkbox"/> Collaboration does not exist between LM program and grade levels/subject areas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional planning partnership is developing (i.e., limited evidence) between classroom and LM program. <input type="checkbox"/> LM instructional program includes student production through the application of reading and research skills. <input type="checkbox"/> Collaboration exists between LM program and some grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional planning partnership exists between some classrooms and LM program. <input type="checkbox"/> LM instructional program includes student/teacher production through the application of reading, writing, research, and communication skills (e.g., FINDS and READS). <input type="checkbox"/> Collaboration exists between LM program and grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional planning partnership exists between most classrooms and LM program. <input checked="" type="checkbox"/> LM instructional program promotes creative expression and student/teacher production through the application of reading, writing, research, and communication skills (e.g., FINDS and READS). <input type="checkbox"/> Systematic collaboration exists between LM program and grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects.

Curriculum/ Assessment Support	<i>The library media program enhances student achievement by supporting all facets of the instructional program.</i>
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Components	Entering	Developing	Advancing	Outstanding
Reading promotion and guidance	<ul style="list-style-type: none"> <input type="checkbox"/> LM program does not provide reading promotion activities that encourage recreational reading. <input type="checkbox"/> LM program does not provide reading activities that focus on self-selection skills to support both recreational and academic needs. <input type="checkbox"/> LM program does not provide reading motivation programming. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM program provides limited reading promotion activities (e.g., displays, contests, etc.) that encourage recreational reading. <input type="checkbox"/> LM program provides limited reading activities with classes and individuals focusing on self-selection skills to support both recreational and academic needs. <input type="checkbox"/> LM program offers limited reading motivation programming. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM program includes reading promotion activities (e.g. events, displays, contests, print and digital publications, etc.) that support the LM instructional program and encourage recreational reading. <input type="checkbox"/> LM program provides reading activities with large groups, small groups and individuals focusing on self-selection skills to support both recreational and academic needs. <input type="checkbox"/> LM program facilitates reading motivation programming. (e.g., FRA, SSYRA, or Florida Teens Read). 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaboratively planned LM program includes reading promotion activities (e.g. events, displays, contests, print and digital publications, etc.) that support the schoolwide instructional program and encourage recreational reading. <input checked="" type="checkbox"/> LM program provides reading activities across content areas with large groups, small groups and individuals focusing on self-selection skills to support both recreational and academic needs. <input type="checkbox"/> LM program facilitates schoolwide reading motivation programming (e.g. FRA, SSYRA, or Florida Teens Read).
Professional development	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development sessions are not facilitated through LM program. <input type="checkbox"/> Professional development sessions are not offered. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development sessions are facilitated through LM program, and focus on new and emerging technologies, and library resources. <input type="checkbox"/> Professional development is offered in face-to-face sessions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development sessions are facilitated through the LM program, including new and emerging technologies, resources, and instructional strategies (e.g., digital citizenship, interactive tools, and teaching methodologies). 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional development sessions are facilitated schoolwide through the LM program, including new and emerging technologies, resources, and instructional strategies (e.g., digital citizenship, interactive tools, and teaching methodologies).

			<input type="checkbox"/> Professional development is offered through face-to-face sessions using technology presentation tools.	<input type="checkbox"/> Professional development is offered through blended learning opportunities (e.g., webinars, podcasts).
School Improvement Plan	<input type="checkbox"/> LM program is not mentioned in the School Improvement Plan.	<input type="checkbox"/> LM program is mentioned in the School Improvement Plan.	<input type="checkbox"/> LM program is mentioned in the School Improvement Plan and is aligned with the school's mission and learning goals.	<input type="checkbox"/> LM program is integrated into the School Improvement Plan and is aligned with the school's mission and learning goals.

Resource Management	<i>The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community.</i>			
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Collection http://www.sacs.org/	<input type="checkbox"/> Quantity of resources is sufficient to meet district specifications/guidelines for library programming and collection size meet the curricular and recreational needs of the school community (e.g., print and digital). <input type="checkbox"/> LM resources do not reflect school's social and cultural diversity. <input type="checkbox"/> Materials in other languages are not provided. <input type="checkbox"/> LM program does not direct attention to access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is below district average.	<input type="checkbox"/> Resources that meet district specifications/ guidelines for library programming and collection size are provided in adequate quantity for meeting the curricular and recreational needs of the school community need to be updated (e.g., print and digital). <input type="checkbox"/> LM resources reflect school's social and cultural diversity. <input type="checkbox"/> Limited materials in other languages are provided, as appropriate. <input type="checkbox"/> LM program announces access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is at district average.	<input type="checkbox"/> A sufficient quantity of resources that meet district specifications/guidelines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community (e.g., print and digital). <input type="checkbox"/> LM resources adequately reflect school's social and cultural diversity. <input type="checkbox"/> Materials in other languages are provided, as appropriate. <input type="checkbox"/> LM program facilitates access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is slightly newer than district average.	<input type="checkbox"/> A sufficient quantity of current resources that meet district specifications/guidelines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community (e.g., print and digital). <input type="checkbox"/> LM resources are sufficient to satisfactorily reflect school's social and cultural diversity. <input type="checkbox"/> Materials in other languages are provided in sufficient quantity and quality, as appropriate. <input type="checkbox"/> LM program focuses attention on access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is newer than district average.
Organization	<input type="checkbox"/> Resources are not processed and shelved using Dewey Decimal Classification System or several classification systems are in use. <input type="checkbox"/> Directional signage is not provided to facilitate independent use of resources.	<input type="checkbox"/> Most print resources are processed and shelved using Dewey Decimal Classification System. <input type="checkbox"/> Some directional signage guides independent use of resources.	<input type="checkbox"/> All print resources are processed and shelved using Dewey Decimal Classification System. <input type="checkbox"/> Adequate attractive directional signage allows for independent use of resources.	<input type="checkbox"/> All resources (print and audiovisual) processed and shelved using Dewey Decimal Classification System. <input type="checkbox"/> Attractive directional signage allows for independent use of resources.
Acquisition	<input type="checkbox"/> No written collection development plan is provided. <input type="checkbox"/> A consideration file of reviewed and recommended print and digital materials is not maintained.	<input type="checkbox"/> A written collection development plan is provided. <input type="checkbox"/> An ongoing consideration file of reviewed and recommended print and digital materials is maintained.	<input type="checkbox"/> Written collection development plan is reviewed/ revised every five years with approval of administration and Library Advisory Board. <input type="checkbox"/> An ongoing consideration file of reviewed and recommended print and digital materials is developed with some input from students and educators.	<input type="checkbox"/> Written collection development plan is reviewed/ revised every two years with approval of administration and Library Advisory Board. <input type="checkbox"/> An ongoing consideration file of reviewed and recommended print and digital materials is developed collaboratively with students and educators.

Maintenance	<input type="checkbox"/> Sporadic, unplanned weeding of the collection occurs.	<input type="checkbox"/> Continuous and/or intermittent weeding of the collection occurs.	<input type="checkbox"/> Planned, deliberate weeding program is implemented.	<input type="checkbox"/> A deliberate and ongoing weeding program is implemented using a systematic analysis.
Program Administration	<i>Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well funded library media program.</i>			
Components	Entering	Developing	Advancing	Outstanding
Staff	<input type="checkbox"/> LM program has a part time or no certified LMS. <input type="checkbox"/> No clerical personnel are included in the LM program or clerical person spends the majority of time on other duties.	<input type="checkbox"/> LM program has a full time certified LMS. <input type="checkbox"/> A full time or part time clerical person is included in the LM program but may be assigned part time to other duties outside the library.	<input type="checkbox"/> LM program has a full time certified LMS. <input type="checkbox"/> A full time clerical person is included in the LM program.	<input type="checkbox"/> Full time certified LMS with additional certified LMSs according to district allocation. <input type="checkbox"/> Full time clerical person with additional staff according to district allocation.
Budgeting	<input type="checkbox"/> Budget supplied by administration with no LM input. <input type="checkbox"/> Budget is not sufficient to meet most curricular and recreational needs. <input type="checkbox"/> LMC staff does not meet with administration to explain budget requests. <input type="checkbox"/> Additional monies are not raised to supplement the LMC budget.	<input type="checkbox"/> LMC annual budget is based on LMC mission with annual goals and objectives. <input type="checkbox"/> Budget is based on collection evaluation. <input type="checkbox"/> LMC staff request a meeting with administration to explain budget requests. <input type="checkbox"/> Budget is not sufficient to meet all of the curricular and recreational needs. <input type="checkbox"/> Monies from fund-raisers including book fairs are not always directed to the LMC budget.	<input type="checkbox"/> LMC annual budget is based on LMC mission, as well as short and long-term goals. <input type="checkbox"/> Budget is based on collection evaluation and developed with teacher/student input. <input type="checkbox"/> LMC staff request at least one meeting with administration to explain budget requests based on available data. <input type="checkbox"/> Budget is sufficient to meet most curricular and recreational needs. <input type="checkbox"/> Monies from fund-raisers (book fairs, bake sales, etc.) supplement the LMC budget. Other school funding such as PTO funds, grant monies or title funds are occasionally directed to the LM program.	<input type="checkbox"/> LMC annual budget is based on school and LMC missions, as well as short and long-term goals developed collaboratively with staff. <input type="checkbox"/> Complete budget is based on program and collection evaluation and developed with teacher/student input. <input type="checkbox"/> LMC staff proactively requests meetings with administration to explain and justify requests based on available data. <input type="checkbox"/> Budget is sufficient to meet curricular and recreational needs. <input type="checkbox"/> Monies from fund-raisers (book fairs, bake sales, etc.) are used to supplement (not supplant) the LMC budget. Other school funding such as PTO funds, grant monies or title funds are also directed to the LM program.
Access	<input type="checkbox"/> LM program is on a fixed schedule. Before/after school hours are very limited. LM program not available during summer. <input type="checkbox"/> Internet-delivered online resources are not provided.	<input type="checkbox"/> Flexible scheduling and fixed schedules alternate throughout the day limiting the times that students are able to access the resources. Before/after school and summer hours are available some days during the week. <input type="checkbox"/> Internet-delivered online resources are maintained but link locations are challenging.	<input type="checkbox"/> Flexible scheduling is implemented for maximum access throughout day (including before/after school and summer hours) but may be combined with limited fixed scheduling <input type="checkbox"/> Internet-delivered online resources are maintained and delivered from a single web page location providing 365/24/7 access	<input type="checkbox"/> Flexible scheduling is implemented for maximum access throughout day (including before/after school and summer hours) <input type="checkbox"/> Internet-delivered online resources are maintained and delivered through an easy-access portal providing 365/24/7 access.
LMC Internet site	<input type="checkbox"/> LMC website is not provided.	<input type="checkbox"/> LMC website is under development.	<input type="checkbox"/> LMC website is provided. <input type="checkbox"/> LMC website arranges links and information to provide access to information to meet student and faculty needs. <input type="checkbox"/> LMC website reflects mission of the	<input type="checkbox"/> LMC website is evident, easy-to-access, and linked from school homepage. <input type="checkbox"/> LMC website organized to provide access to information to meet student and faculty needs.

			<p>program.</p> <ul style="list-style-type: none"> ❑ LMC website provides access to online resources (school, district, state) from school and home. 	<ul style="list-style-type: none"> ❑ LMC website reflects mission of the program and primary program elements: reading, information literacy, and technology. ❑ LMC website provides easy access to online resources (school, district, state) from school and home.
Components	Entering	Developing	Advancing	Outstanding
Technology (information retrieval – production activities – television distribution)	<ul style="list-style-type: none"> ❑ Student-to-workstation ratio for information retrieval (high-speed Internet access) is not implemented. Existing hardware exceeds the recommended age or hardware is not available. ❑ Computer peripherals (e.g., printers, scanners) are available for on-site use by teachers and students. ❑ Multimedia stations are not available for production activities. ❑ Special needs workstations are not provided. ❑ Television and/or digital distribution system is not operational ❑ An analog media production (TV) studio is operational. ❑ No current LMC technology plan is provided. 	<ul style="list-style-type: none"> ❑ Student-to-workstation ratio for information retrieval (high-speed Internet access) does not meet district library media specifications. ❑ Technology hardware, peripherals and hand-held devices are available for on-site use by teachers and students (e.g. printers, cameras, eReaders) ❑ At least one multimedia station is available for production activities. ❑ One special needs workstation is provided. ❑ Television and/or digital distribution system (1 or more channels) is operational ❑ A blended analog/digital media production (TV) studio is operational. ❑ LMC technology plan is underdevelopment. 	<ul style="list-style-type: none"> ❑ Student-to-workstation ratio for information retrieval (high-speed Internet access) meets district library media specifications. ❑ Technology hardware peripherals, and hand-held devices are available on a limited basis for checkout and on-site use by teachers and students (e.g. laptop carts, printers, mobile devices, cameras, eReaders) ❑ Some multimedia stations are available for production activities. ❑ Special needs workstations are provided as per district specifications. ❑ Television and/or digital distribution system (2 or more channels) is operational ❑ Complete digital media production (TV) studio is operational and is used at least once a week. ❑ LMC technology plan aligns with the district's refresh cycle. 	<ul style="list-style-type: none"> ❑ Student-to-workstation ratio for information retrieval (high-speed Internet access) exceeds district library media specifications. ❑ Technology hardware, peripherals and hand-held devices are available for checkout and on-site use by teachers and students (e.g. laptop carts, printers, mobile devices, cameras, eReaders) ❑ Multiple multimedia stations are available for production activities. ❑ Special needs workstations are provided as per district specifications. ❑ Television and/or digital distribution system (3 or more channels) is operational ❑ Complete digital media production (TV) studio is operational and used on a regular basis. ❑ LMC technology plan integrated into school's plan and aligned with the district's refresh cycle.
Technology (management)	<ul style="list-style-type: none"> ❑ Automated circulation system is operational. Data reports are not used. ❑ Online catalog (OPAC) is operational and available on the Intranet. ❑ Digital communication methods are not used on a regular basis. 	<ul style="list-style-type: none"> ❑ Automated circulation system is operational; version of software does not meet district standard. Data reports are generated occasionally for reference. ❑ Online catalog (OPAC) is operational and available on the Intranet; version of software meets district standard. ❑ E-mail is used to communicate with school community. 	<ul style="list-style-type: none"> ❑ Automated circulation system is operational; version of software meets district standard. Data reports are generated to develop LM program goals. ❑ Online catalog (OPAC) is operational and available 24/7 on Intranet and Internet; version of software meets district standard. ❑ E-mail, digital, and web-based tools are used to regularly communicate with colleagues and school community, respectively. 	<ul style="list-style-type: none"> ❑ Automated circulation system is operational; version of software meets district standard. Data reports are generated regularly to collaboratively develop LM program goals. ❑ Online catalog (OPAC) is operational and available and easily accessible 24/7 on Intranet and Internet; version of software meets district standard. ❑ E-mail, digital, and web-based tools are used to collaboratively plan and communicate with colleagues and school community, respectively.
Program evaluation	<ul style="list-style-type: none"> ❑ No data is used to make modifications in the LM program. ❑ Input from stakeholders is not collected. 	<ul style="list-style-type: none"> ❑ Data from the automated system is generated annually to make LM programming decisions. ❑ Input is informally collected from students and teachers to evaluate and modify LM programming. 	<ul style="list-style-type: none"> ❑ Data from automated systems and test scores is generated quarterly to make strategic LM programming decisions. ❑ Input is collected from students and teachers (e.g., surveys, interviews) to evaluate and modify LM programming. 	<ul style="list-style-type: none"> ❑ Data from a variety of sources (e.g., automated systems, district data warehouse, test scores) is generated monthly to make strategic LM programming decisions. ❑ Input is collected from students, teachers, and parents (e.g., surveys, interviews, and focus groups) to

				evaluate and modify LM programming.
Environment	Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community.			
Components	Entering	Developing	Advancing	Outstanding
Facility	<ul style="list-style-type: none"> <input type="checkbox"/> Facility accommodates instructional activities. <input type="checkbox"/> Facility does not meet ADA compliancy regulations and District media facility specifications. 	<ul style="list-style-type: none"> <input type="checkbox"/> Facility supports and accommodates instructional presentations and independent activities. <input type="checkbox"/> LM facility meets ADA compliancy regulations and District media facility specifications. 	<ul style="list-style-type: none"> <input type="checkbox"/> Flexibly designed facility supports and accommodates reading, research, instructional presentations, as well as production and independent activities. <input type="checkbox"/> LM facility meets ADA compliancy regulations and District media facility specifications. 	<ul style="list-style-type: none"> <input type="checkbox"/> Flexibly designed facility supports and accommodates reading, research and production activities and instructional presentations (teaching, learning, group work, collaboration, communication, professional development, and teacher/student production.) <input type="checkbox"/> LM facility meets ADA compliancy regulations and District media facility specifications.
Furniture	<ul style="list-style-type: none"> <input type="checkbox"/> Library-appropriate furniture is not provided, is not mobile and/or not in good condition. 	<ul style="list-style-type: none"> <input type="checkbox"/> Large group library-appropriate furniture allows for individual and instructional activities and couches/ chairs/ cushions provide leisure seating. 	<ul style="list-style-type: none"> <input type="checkbox"/> Small and large group library-appropriate mobile furniture allows for instructional and recreational activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Small and large group library-appropriate mobile furniture is flexible to allow for instructional and recreational activities (teaching, learning, group work, collaboration, communication, professional development, and teacher/student production).
Climate	<ul style="list-style-type: none"> <input type="checkbox"/> LM program does not foster a culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is not aesthetically and visually appealing. <input type="checkbox"/> LMC is not an area in which teachers and students read, research, and produce projects. <input type="checkbox"/> LMC climate is not inviting or welcoming. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM program provides activities that focus on developing a culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is visually appealing (e.g., displays, artwork). <input type="checkbox"/> LMC provides an area in which teachers and students read, research, and produce projects. <input type="checkbox"/> LMC climate provides an inviting teaching and learning environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM program fosters a culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and includes instructional artifacts and student interests. <input type="checkbox"/> LMC serves as an important support to the classroom where teachers and students read, research, and produce projects. <input type="checkbox"/> LMC climate generates an inviting teaching and learning environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM program fosters a schoolwide culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and is coordinated with curricular agenda and student interests. <input type="checkbox"/> LMC serves as an extension to the classroom where teachers and students regularly read, research, and produce projects. <input type="checkbox"/> LMC climate generates an inviting and dynamic teaching and learning environment.
Advocacy	The library media program and its initiatives are promoted throughout the learning community.			
Components	Entering	Developing	Advancing	Outstanding
In-school	<ul style="list-style-type: none"> <input type="checkbox"/> Statistical reports are not provided to the administrators and school community. 	<ul style="list-style-type: none"> <input type="checkbox"/> Statistical reports are provided to administrators at the beginning and end of the school year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Statistical reports are provided to administrators and school community several times per school year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Statistical reports are regularly provided to and shared with administrators and school

	<ul style="list-style-type: none"> <input type="checkbox"/> At least one meeting per year is conducted with the administration. <input type="checkbox"/> A LM handbook is not provided to administration and school community. <input type="checkbox"/> The LM program does not provide a website that promotes the library media program. <input type="checkbox"/> Communiqués from LM program are not distributed in various formats. 	<ul style="list-style-type: none"> <input type="checkbox"/> At least two meetings per year are held with administration. <input type="checkbox"/> LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) is distributed within the school. <input type="checkbox"/> LM website provides library media program information. <input type="checkbox"/> Communiqués (e.g., newsletters, Tweets, blogs, etc.) from LM program are distributed in print format. 	<ul style="list-style-type: none"> <input type="checkbox"/> Several meetings per year are held with administration. <input type="checkbox"/> LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) are provided to administration, faculty, and students. <input type="checkbox"/> LM website is accessible and promotes the library media program and facilitates 365/24/7 access to resources. <input type="checkbox"/> Communiqués (e.g., newsletters, email, etc.) from LM program are distributed in various formats. 	<p>community.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regular meetings are held with administration. <input type="checkbox"/> LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) are provided to administration and school community. <input type="checkbox"/> LM website is easily accessible and promotes the library media program and facilitates 365/24/7 access to resources. <input type="checkbox"/> Communiqués (e.g., newsletters, Tweets, blogs, etc.) from LM program are distributed in various formats and provided on a regular basis.
Components	Entering	Developing	Advancing	Outstanding
Parents/ Community/ Professional Organizations (local, state, national)	<ul style="list-style-type: none"> <input type="checkbox"/> No communications to parents and other agencies originate through the school library media program. <input type="checkbox"/> LM programming does not include research-based best practices as identified by local, state and/or national professional organizations. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM program distributes appropriate communications to parents. <input type="checkbox"/> LM program activities include communication with local public librarians to provide resources and services to students, teachers, and parents, beyond the school library program. <input type="checkbox"/> LM programming uses research-based best practices as identified by local, state and/or national professional organizations. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM parent involvement activities occur (e.g., parent workshops and reading motivation activities and Internet resources for parents). <input type="checkbox"/> LM program activities include collaboration with local public librarians to provide resources and services to students, teachers, and parents, beyond the school library program. <input type="checkbox"/> LM programming includes current trends and research-based best practices as identified by local, state and/or national professional organizations. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM parent involvement activities are collaboratively planned with teachers, administrators, and SIP initiatives (e.g., parent workshops and reading motivation activities and Internet resources for parents). <input type="checkbox"/> LM program activities include regular/ongoing collaboration with local public librarians to provide resources and services to students, teachers, and parents, beyond the school library program. <input type="checkbox"/> LM programming is reflective of current trends and research-based best practices as identified by local, state and/or national professional organizations.