

# School Library 21 (SL 21)

## Measurement Benchmarks for Michigan School Libraries for 21<sup>st</sup> Century Schools

### Categories for School Library Program Evaluation

**Building the 21<sup>st</sup> Century Learning Environment**  
**Teaching for 21<sup>st</sup> Century Learning**  
**Leading the Way to 21<sup>st</sup> Century Learning**

This tool is for measuring the quality of School Library programs within individual school buildings in Michigan.

Procedure: To achieve Qualified and Exemplary Status for their School Library program, schools submit completed benchmark measurement evaluations to the Library of Michigan, an Office of the Michigan Department of Education.  
Complete scoring and brief evidence of practice for each benchmark.

To receive status, a school building must be in compliance with state rules, including staffing. School administrators evaluate their building's School Library program in conjunction with their School Librarian. Submission requires the signature of the District Superintendent. Status earned will be valid for **three** years.

Further information and links to applicable state rules at [School Libraries in the 21<sup>st</sup> Century](http://www.michigan.gov/sl21)  
([www.michigan.gov/sl21](http://www.michigan.gov/sl21))



## School Library 21 (SL 21) Introduction

The Library of Michigan promotes the role of the school library program in student achievement through a call for all elementary and secondary students to have ready access to a library in their school with appropriate resources, programming and certified staff. To ensure the quality of individual libraries, the Library of Michigan calls for school administrators and school librarians to use the SL 21 measures to assess the quality of school library programs in individual buildings.

The role of the 21<sup>st</sup> century school library in student achievement and quality education is well defined by the American Association of School Librarians (AASL) [Position Statement on the Role of the School Library Program](#)

“Learning for life, whether the focus is on readiness for the next grade or college and career readiness; the school library program plays a crucial role in preparing students for informed living in the 21<sup>st</sup> century. Today’s information universe affords opportunities for around-the-clock access to information in diverse and often unjuried venues. Citizens of this information world must have the skills and dispositions to access information efficiently and to assess critically the sources they rely upon for decision-making, problem solving, and generation of new knowledge.

The school library program provides learning opportunities in multiple literacies that enable students to become efficient and effective in the pursuit of information. Further, the school library program encourages a critical stance as it encourages students to examine the authority of authors and the bias of sponsors; to assess the importance of currency of information to the topic at hand; and to determine the scope and relevance of information to meet their needs. This instruction occurs best in the context of the school curriculum where students have a need to know and are guided by a standard of excellence set by their classroom teachers in collaboration with the school librarian.

Beyond its curricular role, the school library program gives each individual member of the learning community a venue for exploring questions that arise out of individual curiosity and personal interest. As part of the school library program, the school librarian provides leadership in the use of information technologies and instruction for both students and staff in how to use them constructively, ethically, and safely. The school librarian offers expertise in accessing and evaluating information, using information technologies, and collections of quality physical and virtual resources. In addition, the school librarian possesses dispositions that encourage broad and deep exploration of ideas as well as responsible use of information technologies. These attributes add value to the school community.

The school library program is based on long-range goals developed through strategic planning and reflecting the mission of the school. The school librarian participates fully in all aspects of the school's instructional program including federally mandated programs and reform efforts. The school library program provides flexible and equitable access to all, physically as well as virtually. The collection includes materials to meet the needs of all learners, representing various points of view on current and historical issues, as well as a wide variety of interest areas. Policies, procedures and guidelines are developed to maintain the school library program. Library staffing and budget are sufficient to support the school's instructional program and meet the needs of the school library program goals.

The school library represents for students one of our most cherished freedoms--the freedom to speak our minds and hear what others have to say. Students in America have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices, rather than allowing others to do this for them." 01/21/2012. (Reproduced with the permission of AASL).

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SL 21 School Library Measures revised and endorsed by the School Library Workgroup, February 2013. Revision endorsed by the Library of Michigan Board of Trustees, April 3, 2013.

## Building the 21st Century Learning Environment

Benchmark	At Risk	Qualified	Exemplary	Point Total
<p><b>Staffing</b></p> <p><i>Improving Student Learning Through Access to Certified School Librarian and Qualified Support Staff</i></p>	<p><b>School buildings must meet the Qualified or Exemplary benchmark for this measure to achieve Qualified or Exemplary SL 21 Status. The Qualified benchmark meets state rules.</b></p>	<p>If an Elementary Building: Fully certified School Librarian working at least part time at assigned buildings (all subjects endorsement)</p> <p>If a Middle School Building: Fully certified School Librarian working at least part time at assigned building (ND endorsement)</p> <p>If a High School Building: Fully certified School Librarian working at least part time at assigned building (ND endorsement) School Librarian has adequate assigned time each week for assigned building(s)</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>If an Elementary Building: Fully certified School Librarian working at least part time in assigned buildings (ND endorsement)</p> <p>If a Middle School Building: Fully certified School Librarian working full-time in assigned building (ND endorsement)</p> <p>If a High School Building: Fully certified School Librarian working full-time at assigned building (ND endorsement) School Librarian has adequate assigned time each week for assigned building(s)</p> <p>Staffed with adequate support staff per building</p> <p>*ND endorsement from an ALA accredited institution</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Building the 21st Century Learning Environment

Benchmark	At Risk	Qualified	Exemplary	Point Total
<p><b>Climate Conducive to Learning</b></p> <p><i>Creating An Environment That Invites All Students and Staff to Use Resources and Participate in Programs</i></p>	<p>Provides no evidence of cooperative learning and achievement</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Creates a safe environment in which behavioral expectations are clearly communicated Consistently encourages a climate of respect</p> <p>Provides an environment for cooperative learning and achievement for students Provides age appropriate materials and programs that invite discovery</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Creates a safe environment in which behavioral expectations are clearly communicated Consistently encourages a climate of respect</p> <p>Provides an environment for cooperative learning and achievement for students Provides age appropriate materials and programs that invite discovery</p> <p>Provides for staff a learning environment in the School Library conducive to collaborative curriculum development</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Building the 21st Century Learning Environment

Benchmark	At Risk	Qualified	Exemplary	Point Total
<p><b>Accessibility</b></p> <p><i>Ensuring Flexible and Equitable Access to Resources for Academic and Personal Needs</i></p>	<p>Provides no open seating Includes barriers and inaccessible areas</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Provides open seating Makes all areas accessible Provides equitable access to services and resources</p> <p>Environment accommodates all learners (reference Universal Design for Learning guidelines, UDL)</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Provides open seating Makes all areas accessible Provides equitable access to services and resources</p> <p>Environment accommodates all learners (reference Universal Design for Learning guidelines, UDL)</p> <p>Arranges for flexible uses and arrangements of space by students and staff</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Building the 21st Century Learning Environment

Benchmark	At Risk	Qualified	Exemplary	Point Total
<p><b>Facility</b></p> <p><i><b>Developing a School Library that is Flexible and Conducive to Learning</b></i></p>	<p>Does not provide a dedicated space for the School Library. Provides inadequate instructional space</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Provides a dedicated space for the School Library</p> <p>Provides adequate instructional space and furnishings for</p> <ul style="list-style-type: none"> <li>✓ Teaching space</li> <li>✓ Reading space</li> <li>✓ Large group space</li> <li>✓ Work space</li> <li>✓ Storage space</li> </ul> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Provides a dedicated space for the School Library</p> <p>Provides adequate instructional space and furnishings for</p> <ul style="list-style-type: none"> <li>✓ Teaching space</li> <li>✓ Reading space</li> <li>✓ Large group space</li> <li>✓ Work space</li> <li>✓ Storage space</li> </ul> <p>Provides open access to instructional technology resources as part of the design of the School Library space</p> <p>Provides infrastructure to support current technology and future upgrades</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Building the 21st Century Learning Environment

Benchmark	At Risk	Qualified	Exemplary	Point Total
<p><b>Citizenship &amp; Social Responsibility</b></p> <p><i>Teaching Students to Seek Multiple Perspectives in a Safe, Responsible and Ethical Manner</i></p>	<p>Provides minimal instruction in School Library rules and use of School Library materials</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Provides instruction in School Library rules and use of School Library materials</p> <p>Provides instruction in intellectual ownership, respecting the rights and needs of others, and cyber safety</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Provides instruction in School Library rules and use of School Library materials</p> <p>Provides instruction in intellectual ownership, respecting the rights and needs of others, and cyber safety Encourages students to understand that digital citizenship transfers to other venues</p> <p>Leads discussions on the appropriate use of technology and the consequences of inappropriate use</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Building the 21st Century Learning Environment

Benchmark	At Risk	Qualified	Exemplary	Point Total
<p><b>Instructional Materials</b></p> <p><i>Meeting Student and Staff Learning Needs Through a Variety of Collections</i></p>	<p>Provides a traditional print-oriented collection Provides limited collection development and collection management</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Plans, selects and manages a collection with a variety of materials in various formats, on multiple levels, supporting both instructional and recreational needs</p> <p>Aligns to curricular standards, such as CCSS, AASL, METS, ISTE (formerly NETS), and local district approved curriculum</p> <p>Manages collection according to format and age to be appropriate within each subject area p rovides resources appropriate for persons with a disability</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Plans, selects and manages a collection with a variety of materials in various formats, on multiple levels, supporting both instructional and recreational needs</p> <p>Aligns to curricular standards, such as CCSS, AASL, METS, ISTE (formerly NETS), and local district approved curriculum Manages and develops collection according to format and age to be appropriate within each subject area</p> <p>Provides resources appropriate for persons with a disability.</p> <p>Collaborates with other libraries to provide significant access to materials outside the School Library</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Building the 21st Century Learning Environment

Benchmark	At Risk	Qualified	Exemplary	Point Total
<p><b>Budget</b></p> <p><i>Adequate, Sustained Funding to Support Student Needs and Achieve School Goals and Objectives</i></p>	<p>Provides no annual budget Receives occasional funds/irregular funding</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Provides annual budget Receives adequate regular funding from school district Plans expenditures to take into account standards, curriculum needs, and diverse learning styles</p> <p>Purchases materials based on professional reviews</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Provides annual budget adjusted annually to meet needs and assure progress</p> <p>Receives adequate regular funding from school district Plans expenditures to take into account standards, curriculum needs, and diverse learning styles.</p> <p>Purchases materials based on professional reviews</p> <p>Budgets monies to be flexible and adequate to meet multiple needs materials, equipment, maintenance, and professional development</p> <p>Aligns to long range strategic plan and School Improvement Plan</p> <p>Participates in long-range financial planning</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

**Total Points for Building the 21st Century Learning Environment Category \_\_\_\_\_**

## Teaching for 21st Century Learning

<b>Benchmark</b>	<b>At Risk</b>	<b>Qualified</b>	<b>Exemplary</b>	<b>Point Total</b>
<p><b>Instruction</b></p> <p><i>Teaching for Diverse Learning Needs</i></p>	<p>Provides minimal direct or indirect instruction</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Frequently provides instruction to individuals and groups in School Library and classrooms Frequently adjusts curriculum</p> <p>instruction to accommodate diverse learning styles and learning needs Provides authentic and relevant instruction that allows transference of skills and knowledge</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Consistently provides instruction to individuals and groups in School Library and classrooms Consistently adjusts curriculum instruction to accommodate diverse learning styles and learning needs Provides authentic and relevant instruction that allows transference of skills and knowledge</p> <p>Team teaching with School Librarian and Teacher</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Teaching for 21st Century Learning

<b>Benchmark</b>	<b>At Risk</b>	<b>Qualified</b>	<b>Exemplary</b>	<b>Point Total</b>
<p><b>Student Achievement</b></p> <p><i>Meaningful Assessment of Student Learning</i></p>	<p>Measures student achievement data solely by usage and collection statistics</p> <p>Conducts minimal assessment of student learning</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Measures student achievement data by student performance</p> <p>Conducts assessment aligned with instruction</p> <p>Evaluates student understanding of the skills taught with formative assessment</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Measures student achievement data by student performance</p> <p>Conducts assessment aligned with instruction</p> <p>Evaluates student understanding of the skills taught with formative assessment</p> <p>Collaborates with teachers to assess student learning</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Teaching for 21st Century Learning

Benchmark	At Risk	Qualified	Exemplary	Point Total
<p><b>Collaboration</b></p> <p><i>Encouraging Students to Become Lifelong Learners Within a Community</i></p>	<p>Provides minimal or no collaboration with Teachers</p> <p>Provides minimal or no student collaborative learning activities</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Frequently collaborates with Teachers on curriculum planning</p> <p>Engages students, to create and share in collaborative learning activities with other students and teachers, both face to face and through technology</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Consistently collaborates with Teachers on curriculum planning</p> <p>Engages students, to create and share in collaborative learning activities with other students and teachers, both face to face and through technology</p> <p>Collaborates with teacher to team teach</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Teaching for 21st Century Learning

<b>Benchmark</b>	<b>At Risk</b>	<b>Qualified</b>	<b>Exemplary</b>	<b>Point Total</b>
<p><b>Inquiry-Based Research</b></p> <p><i>Encouraging Learners to Think Critically, Evaluate Information, Draw Conclusions and Create and Share New Knowledge</i></p>	<p>Provides minimal or no instruction in research strategies or evaluating resources</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Frequently provides instruction in research strategies and evaluating resources in multiple formats            Frequently provides instruction in using authoritative sources and in appropriate citation of sources            Frequently instructs using an inquiry based technique</p> <p>Frequently instructs in utilizing primary source, scholarly and/or peer reviewed sources</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Consistently provides instruction in research strategies and evaluating resources in multiple formats</p> <p>Consistently provides instruction in using authoritative sources and in appropriate citation of sources            Consistently instructs using an inquiry based technique            Consistently instructs in utilizing primary source, scholarly and/or peer reviewed sources</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Teaching for 21st Century Learning

<b>Benchmark</b>	<b>At Risk</b>	<b>Qualified</b>	<b>Exemplary</b>	<b>Point Total</b>
<p><b>Reading</b></p> <p><i>Helping Students Become Independent Learners</i></p>	<p>Supports teacher or program directed reading materials only</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Fosters independent readers and researchers</p> <p>Supports reading for enjoyment and research, in both informational texts and literature</p> <p>Collaborates with teaching staff to encourage classroom reading and research</p> <p>Frequently promotes a reading culture that results in independent learners</p> <p>Frequently provides reader's advisory related to the School Library and subject content curriculum</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Fosters independent readers and researchers</p> <p>Supports reading for enjoyment and research, in both informational texts and literature</p> <p>Collaborates with teaching staff to encourage classroom reading and research</p> <p>Consistently promotes a reading culture that results in independent learners</p> <p>Consistently provides reader's advisory related to the School Library and subject content curriculum</p> <p>Works with community partners and parents to encourage reading in all spheres of student life</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Teaching for 21st Century Learning

<b>Benchmark</b>	<b>At Risk</b>	<b>Qualified</b>	<b>Exemplary</b>	<b>Point Total</b>
<p><b>Technology</b></p> <p><i><b>Integrating Technology into the Teaching and Learning Environment</b></i></p>	<p>Provides minimal or no access to technology</p> <p>Provides minimal or no integration of technology skills</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Provides access to technology Integrates technology skills into School Library and classroom content curricula</p> <p>Provides access to electronic and digital resources</p> <p>Frequently provides instruction on the ethical use of information and technology fostering digital citizenship awareness in the school and community</p> <p>Recommends technology tools to enhance instruction and learning</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Provides access to technology Integrates technology skills into School Library and classroom content curricula</p> <p>Provides access to electronic and digital resources</p> <p>Consistently provides instruction on the ethical use of information and technology fostering digital citizenship awareness in the school and community</p> <p>Recommends technology tools to enhance instruction and learning Collaborates with teaching staff to support blended learning environments</p> <p>Consistently models technology integration tools and information literacy principles</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

**Total Points for Teaching for 21<sup>st</sup> Century Learning Category \_\_\_\_\_**

## Leading the Way to 21st Century Learning

<b>Benchmark</b>	<b>At Risk</b>	<b>Qualified</b>	<b>Exemplary</b>	<b>Point Total</b>
<p><b>Curriculum Development</b></p> <p><i>Meeting the Curriculum Needs of Staff and Students for Student Learning</i></p>	<p>Provides no distinct School Library curriculum</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Provides an articulated, aligned and implemented K-12 School Library curriculum</p> <p>Aligns School Library curriculum with school curriculum, AASL Standards for the 21<sup>st</sup> Century Learner and ISTE (formerly NETS) standards</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Provides an articulated, aligned and implemented K-12 School Library curriculum</p> <p>Aligns School Library curriculum with school curriculum, AASL Standards for the 21<sup>st</sup> Century Learner and ISTE (formerly NETS) standards</p> <p>Aligns the School Library curriculum to the state curriculum standards</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Leading the Way to 21st Century Learning

<b>Benchmark</b>	<b>At Risk</b>	<b>Qualified</b>	<b>Exemplary</b>	<b>Point Total</b>
<p><b>Program Effectiveness</b></p> <p><i>Evaluating School Library Program Effectiveness</i></p>	<p>Provides minimal or no evaluation of School Library program</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Participates in joint (School Librarian and school administrator) annual evaluation of the School Library program using multiple criteria, such as AASL Standards for the 21<sup>st</sup> Learner</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Participates in joint (School Librarian and school administrator) annual evaluation of the School Library program using multiple criteria, such as AASL Standards for the 21<sup>st</sup> Learner</p> <p>Uses results of ongoing evidence-based evaluation to improve program</p> <p style="text-align: center;"><b>(2 Points)</b></p>	

**Evidence of Practice:**

## Leading the Way to 21st Century Learning

<b>Benchmark</b>	<b>At Risk</b>	<b>Qualified</b>	<b>Exemplary</b>	<b>Point Total</b>
<p><b>Professional Learning Communities</b></p> <p><i>Improving Program Outcomes Through Improvements in Professional Skills and Knowledge</i></p>	<p>Provides minimal or no participation in professional learning community activities in building and district</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Provides opportunities for growth and leadership in a professional learning community that is consistent, relevant, and standards-based</p> <p>School Library program is included in School Improvement Plan goals Participates in local and state professional library and/or educational association activities</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Provides opportunities for growth and leadership in a professional learning community that is consistent, relevant, and standards-based</p> <p>School Library program is integral to School Improvement Plan goals Participates in local, state and national professional library and/or educational association activities Collaborates and communicates new knowledge with school staff</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

## Leading the Way to 21st Century Learning

<b>Benchmark</b>	<b>At Risk</b>	<b>Qualified</b>	<b>Exemplary</b>	<b>Point Total</b>
<p><b>Local &amp; Global Community Engagement</b></p> <p><i>Understanding and Working in Communities</i></p>	<p>Provides minimal or no involvement in local or global community</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Participates in local, state and/ or global communities to enhance student success</p> <p>Includes staff and students in local community initiatives</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Participates in local, state and/ or global communities to enhance student success</p> <p>Includes staff and students in local community initiatives</p> <p>Consistently engages staff and students with local and global communities</p> <p style="text-align: center;"><b>(2 Points)</b></p>	

**Evidence of Practice:**

## Leading the Way to 21st Century Learning

<b>Benchmark</b>	<b>At Risk</b>	<b>Qualified</b>	<b>Exemplary</b>	<b>Point Total</b>
<p><b>Advocacy</b></p> <p><i><b>Building Support Among the Community and Decision Makers to Support Student Outcomes Through Quality School Libraries</b></i></p>	<p>Provides minimal or no communication and promotion of School Library activities and resources</p> <p style="text-align: center;"><b>(0 Points)</b></p>	<p>Provides active communication and promotion of School Library activities and resources</p> <p>Frequently provides regular communication and promotion beyond the building, in the school district and community</p> <p>Frequently participates in advocacy efforts about the School Library program in or to local and state organizations</p> <p style="text-align: center;"><b>(1 Point)</b></p>	<p>Provides active communication and promotion of School Library activities and resources</p> <p>Consistently provides regular communication and promotion beyond the building, in the school district and community</p> <p>Consistently participates in advocacy efforts about the School Library program in or to local and state organizations</p> <p>Receives administrative support for participation in state and national organizations: at a minimum, release time and/or funding</p> <p style="text-align: center;"><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

<b>Benchmark</b>	<b>At Risk</b>	<b>Qualified</b>	<b>Exemplary</b>	<b>Point Total</b>
<p><b>Policies and Procedures</b></p> <p><i><b>Consistent, Fair and Relevant Practices</b></i></p>	<p>Provides minimal or no published policies</p> <p>Existing policies not updated regularly</p> <p><b>(0 Points)</b></p>	<p>Provides published policies with an implementation plan</p> <p>Provides policy updates on a regular schedule</p> <p>Materials policies and procedures are based on the American Library Association Bill of Rights and Challenges to Library Materials</p> <p>Frequently shares school district board approved policies with the school community</p> <p>Frequently participates in the creation or review of appropriate policies on selection and de-selection of materials, challenges, copyright, intellectual freedom, acceptable use policy, and confidentiality</p> <p><b>(1 Point)</b></p>	<p>Provides published policies with an implementation plan</p> <p>Provides policy updates on a regular schedule</p> <p>Materials policies and procedures are based on the American Library Association Bill of Rights and Challenges to Library Materials</p> <p>Consistently shares school district board approved policies with the school community</p> <p>Consistently participates in the creation or review of appropriate policies on selection and de-selection of materials, challenges, copyright, intellectual freedom, acceptable use policy, and confidentiality</p> <p><b>(2 Points)</b></p>	
<p><b>Evidence of Practice:</b></p>				

**Total Points for Leading the Way to 21<sup>st</sup> Century Learning Category \_\_\_\_\_**

## SL 21 Benchmarks Application Information

<p><b>Total for Building the 21<sup>st</sup> Century Learning Environment Category</b>            (Staffing, Climate Conducive to Learning, Accessibility, Facility,            Citizenship &amp; Social Responsibility, Instructional Materials, Budget)</p>	
<p><b>Total for Teaching for 21<sup>st</sup> Century Learning Category</b>            (Instruction, Student Achievement, Collaboration, Inquiry-Based Research, Reading, Technology)</p>	
<p><b>Total for Leading the Way to 21<sup>st</sup> Century Learning Category</b>            (Curriculum Development, Program Effectiveness, Professional Learning Communities,            Local &amp; Global Community Engagement, Advocacy, Policies and Procedures)</p>	
<p><b>Total Points for all Measurements (Total of all three categories)</b>  <b>Qualified Status - 20 to 33 points (Only 1 At Risk benchmark allowed per category)</b>  <b>Exemplary Status - 34 points or more (No At Risk benchmark allowed)</b></p>	

### Building Information

School Building Name \_\_\_\_\_ Grade Levels \_\_\_\_\_

Library Name \_\_\_\_\_ School District \_\_\_\_\_

Mailing Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

**Evaluation Completed By:**

**School Administrator/Principal**

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Name

---

Position/Title

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Address

---

Email Address

---

Phone # (Area Code-Phone-Extension)

---

Signature of School Administrator/Principal with Date

**School Librarian**

---

Name

---

Position/Title

---

Address

---

Email Address

---

Phone # (Area Code-Phone-Extension)

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Signature of School Librarian with Date

Please indicate both STATE of Michigan Senator & Representative names here: \_\_\_\_\_

Evaluation Reviewed \_\_\_\_\_ Date \_\_\_\_\_  
(Signature of School District Superintendent)

Superintendent Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Return form to:

Randy Riley, State Librarian  
702 W. Kalamazoo St.  
P.O. Box 30007  
Lansing, MI 48909-7507

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Library of Michigan Use Only

Status: At Risk\_\_\_ Qualified\_\_\_ Exemplary\_\_\_ Valid through \_\_\_\_\_

Approved Date and Initials\_\_\_\_\_ Letter Sent Date and Initials\_\_\_\_\_ Email Notification Date and Initials\_\_\_\_\_

## SL 21 GLOSSARY

**AASL** – American Association of School Librarians

**At Risk** – School Library Program does not meet minimal benchmarks for providing services and resources

**Exemplary** – School Library Program provides highest quality services and resources

**ISD** – Intermediate School Districts in Michigan (county level)

**ISTE** – International Society for Technology in Education

**LM** – Library of Michigan

**METS** – Michigan Educational Technology Standards, approved by the Michigan State Board of Education, October 2009.

**Michigan Merit Curriculum** – Michigan high school graduation requirements

**ND Endorsement** – Michigan Teacher Certification endorsement for School Librarian

**NETS** – National Educational Technology Standards (now ISTE Standards)

**Qualified** – School Library Program provides essential services and resources

**School Librarian** – In Michigan, this position (also known as Media Specialist or Teacher-Librarian) has ND Endorsement acknowledging special training to provide school library service

**Standards for 21<sup>st</sup> Century Learners** – The skills, knowledge and expertise students should master to succeed in work and life in the 21st century. Developed by the American Association for School Librarians (AASL) in 2007.

**Scope and Sequence** – Curriculum plan, usually in chart form, in which a range of instructional objectives, skills, etc., is organized according to the successive levels at which they are taught

**Universal Design for Learning (UDL)** – A blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences. For more information see, <http://www.cast.org/udl/index.html>.

See [School Libraries in the 21<sup>st</sup> Century](http://www.michigan.gov/sl21) site ([www.michigan.gov/sl21](http://www.michigan.gov/sl21)) for further information, including a bibliography of professional works and research on school libraries and information on using the SL 21 Measurement Benchmarks to promote and improve school libraries.