

# School Libraries in the 21st Century (SL 21) Program

## Qualitative Benchmarks for Michigan School Libraries

### School Libraries in the 21st Century - Introduction

The Library of Michigan promotes the role of the school library in learner achievement by calling for all elementary and secondary learners 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 encourages school administrators and school librarians to use the SL 21 benchmarks with specific measures to assess and improve the quality of school libraries in individual buildings.

The role of the 21<sup>st</sup> Century School Library in learner achievement and quality education is well defined by the American Association of School Librarians (AASL) See AASL's [Position Statement on the Role of the School Library](#) and the [National School Library Standards for Learners, School Librarians, and School Libraries](#). The national standards are anchored in six foundational concepts with accompanying measures – Inquire, Include, Collaborate, Curate, Explore and Engage. The SL 21 measures are aligned with the national standards as noted in parentheses after each measure. AASL measures are used with permission.

**Purpose:** To measure the quality of the School Library within individual elementary, middle and high school buildings in Michigan.



LIBRARY OF MICHIGAN

## Categories for School Library Evaluation

- **School and District Infrastructure**
- **Building the Learning Environment**
- **Teaching for Learning**
- **Leadership in Community**

**Procedure:** Score and provide brief evidence of practice for the measures within each benchmark. To review and score the measures, school administrators evaluate their building's school library in conjunction with their school librarian, complete signatures and submit the finished evaluation to the Library of Michigan, an Office of the Michigan Department of Education. Submission requires the signature of the District Superintendent. Status earned is valid for **three** years.

**Scoring:** Each benchmark is made up of a range of measures. Score each measure individually and total scores within each benchmark and then each category. The scoring scale is 0-3 with 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

**Status:** School libraries reporting 203 points or more on the measures are Qualified and those reporting 247 points or more are Exemplary. In addition, to receive Qualified or Exemplary status, a school building must follow state rules, including staffing assignments as noted in the first benchmark – Staffing Levels.

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

**Endorsements:** The current School Libraries in the 21st Century (SL 21) Program measures were endorsed by the Library of Michigan Board of Trustees on September 6, 2018. The Michigan Association for Media in Education Board endorsed the measures on September 15, 2018.

## **AASL Common Beliefs on the Role of School Libraries**

Used with permission.

1. The school library is a unique and essential part of a learning community.
2. Qualified school librarians lead effective school libraries.
3. Learners should be prepared for college, career, and life.
4. Reading is the core of personal and academic competency.
5. Intellectual freedom is every learner's right.
6. Information technologies must be appropriately integrated and equitably available.

## **Library of Michigan SL 21 Program Definitions of the Common Beliefs**

### **1. The school library is a unique and essential part of a learning community.**

Effective school libraries dynamically provide access and opportunity for all K-12 learners. School libraries staffed with qualified professionals provide an approachable, equitable, and personalized learning environment necessary for every learner's well-rounded education.

### **2. Certified school librarians lead effective school libraries.**

Effective school libraries have qualified school librarians perform interlinked, interdisciplinary, and cross-cutting roles as instructional leaders, program administrators, educators, collaborative partners, and information specialists. As an instructional leader, the school librarian contributes to curricular decisions and facilitates professional learning. As an instructional collaborator and educator, the school librarian develops information-literacy and digital-literacy instruction for all learners. And, as the school library administrator, the school librarian oversees and manages the school library and works with school and community partners. These partnerships result in expanded and improved resources and services for all learners.

### **3. Learners should be prepared for college, career, and life.**

Effective school libraries use a variety of engaging and relevant resources to collaborate with classroom teachers to provide digital learning opportunities, to teach learners to locate and evaluate information, and to develop a culture of reading. To ensure equitable learning opportunities, effective school libraries include high-quality digital and print resources, technology tools, and robust broadband access.

#### **4. Reading is the core of personal and academic competency.**

Effective school libraries have qualified school librarians who support, supplement, and elevate learners' literacy experience by guiding them and involving them in motivational reading initiatives. School librarians use story and personal narrative to engage learners; and the school library has up-to-date technology and digital and print materials that include curated open educational resources.

#### **5. Intellectual freedom is every learner's right.**

The school librarians are responsible for fostering learners' ability to think clearly, critically, and creatively about their choices. Learners have the right to choose what they will read, view, or hear.

#### **6. Information technologies must be appropriately integrated and equitably available.**

School librarians should strive to provide sufficient access to up to date, robust technology. School librarians play a crucial role in bridging digital and socio-economic divides.

# SCHOOL and DISTRICT INFRASTRUCTURE CATEGORY

## BENCHMARK: STAFFING LEVELS

*Improving Learning Through Access to a Certified School Librarian and Support Staff*

**Applicants must meet the Qualified or Exemplary benchmark for this measure to achieve SL 21 status, regardless of total score.** The Qualified benchmark meets State of Michigan guidelines for staffing. For reference, see the Michigan Department of Education's (MDE) [Library Media Placements](#) (3-21-2018) and [Memorandum on Certification Requirements for Library Media Staff](#) (2-8-2018).

### Qualified (AASL – Include)

- ✓ If an elementary school building: Fully certified teacher (K-5 all subjects endorsement) working at least part-time in assigned building.
- ✓ If a middle school building: Fully certified school librarian (MDE ND endorsement) working at least part-time in assigned building.
- ✓ If a high school building: Fully certified school librarian (MDE ND endorsement) working at least part-time in assigned building.

### Exemplary (AASL – Include)

- ✓ If an elementary school building: Fully certified school librarian (MDE ND endorsement) working at least .5 FTE or higher in assigned building.
- ✓ If a middle school building: Fully certified school librarian (MDE ND endorsement) working full-time in assigned building.
- ✓ If a high school building: Fully certified school librarian (MDE ND endorsement) working full-time in assigned building.
- ✓ Staffed with adequate support staff per building.

This benchmark is not scored by measure. Instead, school libraries meeting the Qualified measure earn 10 points for the benchmark. School libraries meeting the Exemplary measure earn 20 points for the benchmark.

Points Earned: \_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_

## SCHOOL and DISTRICT INFRASTRUCTURE CATEGORY

### BENCHMARK: BUDGET

*Supporting the School Library for Learner Achievement*

The administration:

- Funds the library budget so that it is not dependent on fundraising or donations. (AASL – Include)
- Provides an annual budget sufficient to flexibly cover print materials, electronic subscriptions, program materials, and special events as well as equipment, maintenance and staff professional development. (AASL – Include)
- Cooperatively plans the school library budget with the school librarian. (AASL – Include)
- Aligns the library budget with the district’s long-range strategic plan and the School Improvement Plan. (AASL – Include)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_

## SCHOOL and DISTRICT INFRASTRUCTURE CATEGORY

### BENCHMARK: POLICIES

*Consistent, Fair and Relevant Practices for School Library Resources and Use*

The administration:

- Supports development of library policies and procedures in consensus with the school and local community. (AASL - Collaborate)
- Supports publishing of school library policies with an implementation plan and up-to-date schedule. (AASL – Engage)
- Supports a collection development policy that is approved by the school board. The policy includes criteria and procedures for selection and reconsideration, including a process for handling challenges raised about materials in the collection. (AASL - Curate)
- Ensures school library policies and scheduling allow learners and educators have access to the school library and to a qualified school librarian throughout the day. (AASL - Inquire)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_

## SCHOOL and DISTRICT INFRASTRUCTURE CATEGORY

### BENCHMARK: PROGRAM EFFECTIVENESS

#### *Evaluating School Library Staff and School Library Effectiveness*

The administration:

- Evaluates school librarians and school library staff with instruments that address their unique responsibilities and contributions. (AASL – Include)
- Evaluates school librarians and school library staff according to established district practices for all professional personnel. (AASL – Include)
- Jointly reviews the school library on an annual basis with the school librarian, using multiple evidence-based criteria, such as AASL National School Library Standards and these benchmarks, with the goal of school library improvement and effectiveness. (AASL – Include, Explore)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_\_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_\_\_

## **SCHOOL and DISTRICT INFRASTRUCTURE CATEGORY**

### **BENCHMARK: SCHOOL LIBRARY CURRICULUM**

*Integrating the School Library into Curriculum and the School Community*

The administration:

- Supports an articulated, aligned and implemented K-12 school library curriculum. (AASL – Inquire)
- Supports aligning the school library curriculum with district and state curriculum and AASL National School Library Standards. (AASL – Inquire)
- Integrates the school library into the School Improvement Plan goals. (AASL – Collaborate)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_\_

## **SCHOOL and DISTRICT INFRASTRUCTURE CATEGORY**

### **BENCHMARK: PROFESSIONAL DEVELOPMENT**

*Assuring Quality Staff Development and Improving Program Outcomes*

The administration:

- Provides library staff with administrative support (at a minimum, release time and/or funding) for membership and participation in local, state and national professional library and/or educational associations. (AASL – Engage)
  
- Provides library staff with opportunities for growth and leadership in a professional learning community that is consistent, relevant, and standards-based. (AASL – Collaborate)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_

## SCHOOL and DISTRICT INFRASTRUCTURE CATEGORY

### BENCHMARK: FACILITY

*Access Across Space, Resources and Time*

The administration:

- Provides a dedicated space for the school library. (AASL – Include)
- Provides equitable access to technology for all students and staff. (AASL – Include)
- Provides equitable access to information resources and services for all students and staff. (AASL – Include)
- Ensures that the facility has barrier-free access and is compatible with physical accommodations outlined in the Americans with Disabilities Act (ADA). (AASL – Include)
- Allows for flexible scheduling, both for use of the school library during the school day and including open hours before and after school hours, to provide learner and educator access to library staff and resources at the point of need. (AASL – Inquire, Create)
- Provides infrastructure to support current technology and future upgrades for resource access and programming. (AASL – Curate)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_\_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_\_\_

**SCHOOL and DISTRICT INFRASTRUCTURE CATEGORY Total Score \_\_\_\_**

## **BUILDING the LEARNING ENVIRONMENT CATEGORY**

### **BENCHMARK: CLIMATE CONDUCTIVE TO LEARNING**

*Creating an Environment That Invites All Learners to Use Resources and Participate in Programs*

The school librarian:

- Creates an environment in which behavioral expectations are clearly communicated and consistently encourages empathy and a climate of respect. (AASL – Include)
- Develops and maintains a teaching and learning environment that is inviting, safe, flexible, and conducive to learning. (AASL – Include, Inquire)
- Creates an environment that is conducive to active and participatory learning, resource-based instructional practices, and collaboration with teaching staff. (AASL – Engage)
- Establishes and maintains a collection of reading and informational materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the learners. (AASL - Include, Create)
- Provides an environment to effectively develop, direct, and promote resources, policies, and procedure, aligned with current standards, ethical codes, and principles of education and information professions. (AASL – Explore, Engage)
- Develops and promotes a range of instructional programs that meet diverse learning needs and outcomes. (AASL – Include)
- Commits to maintaining intellectual freedom in school library resources and services. (AASL - Engage)
- Arranges school library instructional space to facilitate:
  - Teaching
  - Reading
  - Large groups
  - Collaboration
  - Individual work
  - Storage(AASL – Collaborate)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_\_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_\_\_

## **BUILDING THE LEARNING ENVIRONMENT CATEGORY**

### **BENCHMARK – ACCESSIBILITY**

*Ensuring Flexible and Equitable Access to Resources for Academic and Personal Needs*

The school librarian:

- Arranges the library facility to provide equitable physical access to collections, services and programs by considering universally designed environments and ADA in school library layout. (UDL). (AASL - Include)
  
- Organizes resources to enhance the use of and ensure equitable access to text, other information resources, and services for all learners, regardless of physical, emotional, or learning disabilities. (AASL - Include)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_\_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_\_\_

## BUILDING THE LEARNING ENVIRONMENT CATEGORY

### BENCHMARK: INSTRUCTIONAL MATERIALS

*Meeting Learner and Staff Information Needs Through a Variety of Resources*

The school librarian:

- Collaborates with other libraries to provide access to materials outside the school library. (AASL – Explore)
- Develops and maintains a diverse collection of resources appropriate to the learners, teaching styles and instructional strategies used within the school community, in accordance with district policy. (AASL – Curate)
- 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. (AASL – Curate)
- Selects resources as well as implements resource use policies according to principles of intellectual freedom and provides learners with access to information that represents diverse points of view of a pluralistic society. (AASL – Include)
- Shares with the learning community collaboratively developed and up-to-date district policies concerning such issues as materials selection, circulation, reconsideration of materials, copyright, privacy, and responsible use of technology and social media to encourage a stronger school-level understanding of the library collection. (AASL – Engage)
- Maintains a vibrant Web and media presence, which provides access to a wide variety of digital resources that have been carefully created or selected according to the district and school collection development policies. (AASL – Curate)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_

## **BUILDING THE LEARNING ENVIRONMENT CATEGORY**

### **BENCHMARK: MANAGEMENT**

*Effective Policies and Adequate Funding to Support Learner Needs and Achieve School Goals and Objectives*

The school librarian:

- Works with school administration to develop appropriate policies and procedures for the school library. (AASL – Include)
- Plans expenditures based on standards, collection policy, curriculum needs, and diverse learning styles. (AASL – Include)
- Leads and manages the school library's day to day activities. (AASL - Include)
- Ensures collections and equipment are circulated and accessed through procedures that ensure confidentiality of records. (AASL - Curate)
- Ensures circulation policies and procedures provide access to information that is not impeded by fees, loan restrictions, or other barriers. (AASL - Curate)
- Implements materials policies and procedures based on local, district, and state curriculum as well as the American Library Association Bill of Rights and Challenges to Library Materials guidelines. (AASL – Curate)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_

**BUILDING THE LEARNING ENVIRONMENT CATEGORY Total Score \_\_**

## TEACHING FOR LEARNING CATEGORY

### BENCHMARK: INSTRUCTION

#### *Teaching for Diverse Learning Needs*

The school librarian:

- Adjusts instruction to accommodate diverse learning styles and learning needs. (AASL – Explore)
- Provides instruction to individuals and groups in the school library, online, and/or in classrooms to best meet the needs of the school community. (AASL – Collaborate)
- Provides authentic and relevant instruction that facilitates transference of skills and knowledge. (AASL – Explore)
- Provides instruction to foster opportunities for learners to question, problem solve, reflect, and create by engaging with a wide variety of diverse resources and technologies. (AASL – Engage)
- Supports learners' understanding of cultural relevancy and empathy for others within the global learning community. (AASL - Include)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_\_

## TEACHING FOR LEARNING CATEGORY

### BENCHMARK: READING

*Helping Learners Become Independent*

The school librarian:

- Encourages learners to read widely and deeply in multiple formats and to act on curiosity about a topic of personal interest or curricular relevance. (AASL - Explore)
- Supports reading for enjoyment, personal interest or curricular relevance, in both informational texts and literature. (AASL – Explore)
- Collaborates with teaching staff to encourage classroom reading. (AASL – Engage)
- Promotes a reading culture that encourages independent reading and learning. (AASL – Explore)
- Provides reader's advisory related to all types of materials. (AASL – Engage)
- Works with community partners and parents to encourage reading in all spheres of learner life. (AASL – Collaborate)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_\_

## TEACHING FOR LEARNING CATEGORY

### BENCHMARK: COLLABORATION

*Encouraging Lifelong Learners Within a Community*

The school librarian:

- Participates in the implementation of collaboratively-planned learning experiences and organizes learner groups for collaborative decision making and problem solving. (AASL - Collaborate)
- Collaborates with other educators to design, encourage and teach engaging, inquiry-based learning experiences as well as assessments that incorporate multiple literacies and foster critical thinking. (AASL - Inquire)
- Engages learners to create and share in collaborative learning activities with other learners and educators, both face to face and through technology. (AASL - Inquire)
- Collaborates with other educators to provide lesson resources. (AASL - Collaborate)
- Collaborates with other educators to maximize learning outcomes for learners. (AASL - Collaborate)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_\_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_\_\_

## TEACHING FOR LEARNING CATEGORY

### BENCHMARK: INQUIRY-BASED RESEARCH

*Encouraging Learners to Think Critically, Evaluate Information, Draw Conclusions and Create and Share New Knowledge*

The school librarian:

- Provides instruction in research strategies and evaluating the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- Provides instruction in using authoritative sources and in appropriate citation of sources.
- Instructs using an inquiry-based process.
- Instructs in accessing, comprehending, and synthesizing primary source, data, scholarly and/or peer reviewed sources.
- Instructs learners to create and share new knowledge in multiple formats.

(AASL - Inquire)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_\_

## TEACHING FOR LEARNING CATEGORY

### BENCHMARK: CITIZENSHIP & SOCIAL RESPONSIBILITY

*Teaching Learners to Seek Multiple Perspectives in a Safe, Responsible and Ethical Manner*

The school librarian:

- Provides instruction and assists users in all components of digital citizenship including:
  - copyright, fair use, licensing and intellectual ownership, and Creative Commons licensing.
  - Internet safety, privacy concerns, and security.
  - ethical and responsible online behavior including cyberbullying and the concept of an individual's digital footprint.
- Encourages learners to understand that digital citizenship is essential in and beyond school.
- Leads discussions on the appropriate use of technology and the consequences of inappropriate use.
- Advocates and models respect for diverse perspectives while providing opportunities for learners to interact with a wide range of perspectives.

(AASL - Engage)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_

## TEACHING FOR LEARNING CATEGORY

### BENCHMARK: TECHNOLOGY

#### *Integrating Technology into the Teaching and Learning Environment*

The school librarian:

- Collaborates with other educators to improve learning outcomes by leveraging technology where appropriate in the curriculum. (AASL - Inquire)
- Evaluates, recommends, promotes, models and uses existing and emerging technologies to support teaching and learning. (AASL - Explore)
- Provides opportunities for all members of the school community to develop information and technology skills to promote information-related problem-solving strategies across disciplines. (AASL - Curate, Create)
- Collaborates with other educators to support blended and online learning. (AASL – Engage)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_

## TEACHING FOR LEARNING CATEGORY

### BENCHMARK: LEARNER ACHIEVEMENT

#### *Meaningful Assessment of Learning*

The school librarian:

- Participates in assessing learner progress and outcomes for both solo librarian- and collaboratively-planned learning experiences. (AASL - Collaborate)
- Collaboratively designs assessments that incorporate multiple literacies and foster critical thinking. (AASL - Collaborate)
- Provides opportunities for learners to share learning products and reflect on the learning process with others. (AASL - Collaborate)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_\_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_\_\_

**TEACHING FOR LEARNING CATEGORY Total Score \_\_\_\_**

## LEADERSHIP IN COMMUNITY CATEGORY

### BENCHMARK: CURRICULUM DEVELOPMENT

*Meeting the Curriculum Needs of Staff and Learners*

The school librarian:

- Participates in curriculum development and implementation through membership on instructional, curriculum, textbook, technology, professional development, and new program adoption committees. (AASL - Inquire)
- In accordance with district policy, develops and maintains a diverse collection of resources appropriate to curriculum standards, such as the Michigan Academic Standards, AASL, MITECS, and local district-approved curriculum. (AASL – Curate)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_

## LEADERSHIP IN COMMUNITY CATEGORY

### BENCHMARK: PROFESSIONAL LEARNING

#### *Professional Learning & Facilitation in the School Community*

The school librarian:

- Collaborates with building- and district-level colleagues via formal and informal professional learning communities, grade-level planning meetings, and/or staff in-services. (AASL – Collaborate)
- Remains current and engaged in continuing education activities to ensure that instruction and activities reflect the most effective developments in professional practices, information technologies, and educational research. (AASL - Engage)
- Serves on decision-making teams in the school and participates in school improvement and accreditation activities. (AASL - Collaborate)
- Engages with colleagues through membership and participation in local, state and national school library and/or educational associations. (AASL – Engage)
- Provides educators and other staff with learning opportunities related to:
  - new technologies,
  - the ethical use of information,
  - copyright, Creative Commons, and Fair Use,
  - Open Education Resources (OER)
  - Licensing of intellectual property,
  - privacy concerns related to use of digital resources and the Internet, and
  - ethical online behavior.(AASL - Engage)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_\_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_\_\_

## LEADERSHIP IN COMMUNITY CATEGORY

### BENCHMARK: LOCAL & GLOBAL COMMUNITY ENGAGEMENT

#### *Understanding and Working in Diverse Communities*

The school librarian:

- Participates in and includes staff and learners in local community initiatives. (AASL – Explore)
- Engages staff and learners with local and global communities to improve multicultural understanding and empathy. (AASL – Include)
- Supplements other school resources, connects the school with the global learning community, communicates with learners and with other educators, and provides 24/7 access to library technology integration services. (AASL - Explore)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_

## LEADERSHIP IN COMMUNITY CATEGORY

### BENCHMARK: ADVOCACY

*Building Relationships and Communications to Support Learner Outcomes*

The school librarian:

- Provides active communication and promotion of school library activities and resources to increase use and understanding of the school library by staff and learners. (AASL – Engage)
- Engages regularly with stakeholders within and beyond the school building to develop productive relationships to support learner outcomes. (AASL - Engage)
- Participates in advocacy efforts about the impact of the school library on learning. (AASL – Engage)
- Publicizes programs and services to increase participation and appreciation for the programs and resources available to the local community. (AASL - Explore)

Score each measure individually: 0 = does not meet; 1 = partially meets; 2 = mostly meets; and 3 = fully meets.

Points Earned: \_\_\_\_

Evidence of Practice: (Briefly describe the practice in your school building. If 0 points, you may wish to note items to improve for a future program evaluation) \_\_\_\_

**LEADERSHIP IN COMMUNITY Total Score \_\_\_\_\_**

## School Libraries in the 21<sup>st</sup> Century Scoring Totals

CATEGORY	SCORE
<b>Total for School and District Infrastructure Category</b> – 23 measures and 86 possible points (Staffing Levels, Budget, Policies, Program Effectiveness, School Library Curriculum, Professional Development, Facility)	
<b>Total for Building the Learning Environment Category</b> – 22 measures and 66 possible points (Climate Conducive to Learning, Accessibility, Instructional Materials, Management)	
<b>Total for Teaching for Learning Category</b> – 32 measures and 96 possible points (Instruction, Reading, Collaboration, Inquiry-Based Research, Citizenship & Social Responsibility, Technology, Learner Achievement)	
<b>Total for Leadership in Community Category</b> – 14 measures and 42 possible points (Curriculum Development, Professional Learning Communities, Local & Global Community Engagement, Advocacy)	
<b>Total Points for all Categories</b> – 290 possible points	

### STATUS:

- Qualified Status – 203 to 246 points (1 zero score allowed per category) (70% to 84%)
- Exemplary Status – 247 points or more (No zero scores allowed) (85% to 100%)

School libraries that do not meet the benchmarks are encouraged to work through the SL 21 Measures, review the materials on the SL 21 web site and contact the Library of Michigan for more information to improve the school library and resubmit as appropriate.

### Building Information:

School Building Name \_\_\_\_

Grade Levels \_\_\_\_

Library Name \_\_\_\_

School District \_\_\_\_

Mailing Address: Street\_\_

City\_\_

Zip \_\_\_\_

**Evaluation Completed By:**

**School Administrator/Principal**

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Name

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Position/Title

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Address

---

Email Address

---

Phone # (Area Code-Phone-Extension)

---

Signature of School Administrator/Principal with Date

**School Librarian**

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Name

---

Position/Title

---

Address

---

Email Address

---

Phone # (Area Code-Phone-Extension)

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Signature of School Librarian with Date

**Please list the Michigan State House Representative & State Senator and District Numbers for the school building's legislative districts:**

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**Evaluation Reviewed By:**

**District Superintendent**

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Name

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Position/Title

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Address

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Signature of District Superintendent with Date

**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: Not Qualified \_\_\_\_\_ Qualified \_\_\_\_\_ Exemplary \_\_\_\_\_ Valid through \_\_\_\_\_

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

## SL 21 GLOSSARY

**AASL** – American Association of School Librarians

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

**LM** – Library of Michigan

**MiTECS** – MiTECS: Michigan Integrated Technology Competencies for Students, Michigan Department of Education, 2017.

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

**Michigan Department of Education ND Endorsement** – Michigan Department of Education Teacher Certification endorsement for School Librarians

**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

**National School Library Standards** – The skills, knowledge and expertise learners should master to succeed in work and life. Developed by the American Association for School Librarians (AASL) in 2018.

See the [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 Program to promote and improve school libraries.

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