



## POWER LIBRARIES PROGRAM

The purpose of this rubric is to allow each member of the school's Power Library Team to reflect upon the progress made during the school year toward becoming a High Performance Library School. This rubric is based on the one that was used to score your original application for a developing library and that of a high performance library. The Power Library Board and the Power Library Coach will use this information to help determine if your school is ready to transition to High Performance Library School.

Total Points: \_\_\_\_\_

School Name: \_\_\_\_\_

Principal: \_\_\_\_\_

*Please rate your school's power library program by placing a score under the appropriate category section. If you have no experience or no knowledge about a category or section, please leave it blank.*

<b>Scoring Rubric for Transition from Developing to High Performance Library</b>			
<b>I. Category: PRGRAM DESCRIPTION</b>	<b>Our program is EXEMPLARY (5)</b>	<b>Our program is PROFICIENT (3-4)</b>	<b>Our program is IN PROGRESS (1-2)</b>
<b>A. INSTRUCTION: (25 Points)</b>			
1. Information literacy and technology (ET-IL) systematically integrated into content areas			
2. Librarian pre-planning and teaching collaboratively with classroom teachers			
3. Librarian involved in assessment of student achievement in collaborative lessons			
4. Librarian involved in assessment and revision of collaborative lessons.			
5. Library program provides an environment for student learning			
<b>B. SCHEDULE: (5 Points)</b>			
1. Flexible scheduling provides access by students and staff to the facility and resources at points-of-need			
<b>C. COLLABORATION: (10 Points)</b>			
1. Documented formal planning including assessment of the process			
2. Regular collaboration to develop and implement activities for student learning including student assessment			

<b>Scoring Rubric for Transition from Developing to High Performance Library</b>			
<b>I. Category: PROGRAM DESCRIPTION Continued</b>	<b>Our program is EXEMPLARY (5)</b>	<b>Our program is PROFICIENT (3-4)</b>	<b>Our program is IN PROGRESS (1-2)</b>
<b>D. SPECIAL PROGRAMS: (10 Points)</b>			
1. Librarian initiated school-wide programs			
2. Library program involved in school-wide programs and cooperative community initiatives			
<b>II. Category: SUCCESES</b>	<b>Our program is EXEMPLARY (5)</b>	<b>Our program is PROFICIENT (3-4)</b>	<b>Our program is IN PROGRESS (1-2)</b>
<b>SUCCESES: (15 Points)</b>			
1. Implementation of activities that demonstrate success in improving student achievement and the library program			
2. Alignment of school library program with school improvement plan			
3. Librarian is recognized as an instructional leader in the school			
<b>III. Category: PROFESSIONAL LEADERSHIP AND ADVOCACY</b>	<b>Our program is EXEMPLARY (5)</b>	<b>Our program is PROFICIENT (3-4)</b>	<b>Our program is IN PROGRESS (1-2)</b>
<b>PROFESSIONAL LEADERSHIP AND ADVOCACY (10 Points)</b>			
1. Administrative support <ul style="list-style-type: none"> <li>• Regular communication</li> <li>• Budget</li> <li>• Staffing</li> <li>• Recognition of program</li> </ul>			
2. Professional Activities <ul style="list-style-type: none"> <li>• Presentations to community groups</li> <li>• Plays leadership role in school-wide professional development planning and presentations</li> <li>• Professional growth and examples of implemented learnings</li> <li>• Communicates and shares with other library professionals</li> <li>• Involved in school or district initiatives</li> </ul>			

IV. Category: VISION AND GOALS	Our program is EXEMPLARY (5)	Our program is PROFICIENT (3-4)	Our program is IN PROGRESS (1-2)
<b>LIBRARY PROGRAM VISION AND GOALS (15 Points)</b>			
1. Aligned with Standards for the 21 <sup>st</sup> Century Learner			
2. Driven by instructional, user, and community needs			
3. Reflected in leadership and professional development			

**I believe our school has met the qualification to become a high performance school library.**

\_\_\_\_\_yes \_\_\_\_\_no

**Comments:**