

**Pennsylvania School Librarians Association**

**Outstanding Pennsylvania School Library**

**Nomination Form**

**Purpose**: To recognize outstanding school library programming, instruction, and services which are integral to the students’ education.

**Eligibility**:

1. No school district, individual school, or individual is eligible if any librarian or individual is on the Awards Committee, a member of the PSLA Board of Directors, or an elected officer of PSLA.
2. A nominee whose school/district has been recognized as an Outstanding Pennsylvania School Library is not eligible to apply again on behalf of a single school for three (3) years, or on behalf of the same district for ten (10) years.
3. The nominee is staffed by at least one full-time, certified school librarian, all of whom maintained consistent PSLA membership over a minimum of three consecutive years at the time of the nomination. (Librarians with fewer than three years in the profession must have current PSLA membership at the time of nomination.)
4. Schools and/or districts of any type (e.g. public, private, charter) or configuration (e.g. grades, buildings, library facilities) are eligible.
5. The nominee must be nominated by a member of PSLA. Applicants may self-nominate.

**Name of Nominee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Type of Library: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Indicate one) **1. Single School**

**2. School District**

 **3. Other** (Explain in 150 words or less): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Street Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Zip Code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Position of Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Preferred Phone Number** (Contact Person)**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Preferred Email** (Contact Person)**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Procedure**

Applicants must submit an electronic portfolio that is fully accessible to all committee members during the evaluation process. Please provide log-in information if necessary. The electronic portfolio **must** **include** the following:

* Description of the Community Served (250 words)
* Institutional Profile (see p. 3 and use provided form)
* Collection Report (submit a collection analysis)
* Letters of Endorsement (see requirements below)
* Keystones (see p. 3 for required elements)
* Annotated evidence for each indicator under the following six foundations (see p. 4-9):
	+ - Inquire
		- Include
		- Collaborate
		- Curate
		- Engage
		- Explore

**Letters of Endorsement**

Include a **minimum of three** signed stakeholder letters describing the role of the school library in the educational environment.

1. One must be a letter from the highest level administrator on school letterhead.
2. Additional letters should represent other stakeholders such as teachers, parents, students, technology directors, other administrators, or community members.

**Preferred Site Visit Dates**

Award finalists will be visited. Please indicate any dates in October, November, or December that your school(s) may NOT be available for a site visit (i.e., holidays, testing, in-services, etc.):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Staff Photo**

Please include a photo of current library staff, including all librarians and support staff, for promotional use by PSLA if needed.

Submit nomination form and all required portfolio components electronically to:

PSLA Awards Committee

pslaawards@gmail.com

**All nominations must be received by June 30th.**

**Institutional Profile**

Please provide all information requested using the form provided. Be sure to complete all four sections:

1. *School Profile* – Demographics of the student population.
2. *Staffing Profile* – Detailed overview of instructional, support, and volunteer library staff.
3. *Digital Profile* – Summary of the school library’s digital presence, including websites and/or social media.
4. *Expenditure Report* – Summary of expenditures for library resources.

Please note: If the nominee is a school district or other configuration consisting of multiple buildings, each building must be represented within the institutional profile.

**Keystones**

Grounded in the philosophy established in the *National School Library Standards for Learners, School Librarians, and School Libraries*, the following elements support the belief that the school library is a unique and essential part of a learning community. The following elements are the groundwork for an effective school library.

Please provide a written statement (or statements) addressing each of the elements below (no more than one (1) page each). **These foundational elements must be present for consideration of the application or for the award.**

Describe the school library’s mission, goals, and objectives as they relate to

the mission, goals, and objectives of the school and/or district. (pg. 180\*)

Describe how the school library is continuously assessed and evaluated to ensure that it meets the needs of all members of the learning community. (pg. 170\*)

Describe how the school library is a dynamic learning environment that bridges the

gap between equitable access and opportunities for all learners. (pg. 54\*)

Describe how library scheduling is thoughtfully designed to ensure learners have

access to library services, spaces and resources at the point of need. (pg. 57\*)

\*These pages refer to  *AASL National School Library Standards for Learners, School Librarians, and School Libraries.*

**Foundations**

**Provide evidence of how the school library demonstrates each of the indicators in the following six foundations. All artifacts (e.g. lesson plans, photos, etc.) should include a brief explanation/annotation.**

1. INQUIRE
2. INCLUDE
3. COLLABORATE
4. CURATE
5. EXPLORE
6. ENGAGE

|  |
| --- |
| **I. INQUIRE****Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.** |
| The school library* Provides a systematic inquiry process that is embedded in collaborative instructional practices in which curriculum, standards, and all literacy skills are seamlessly intertwined.
* Implements a learning technology curriculum developed in coordination with district- and building-level instructional leaders.
* Provides a space and atmosphere that enables learners to wonder, explore, innovate, question, collaborate, problem-solve, teach, and create.
* Utilizes a schedule that ensures that learners and educators have access to both school library staff and resources at their point of need.
* Provides a barrier-free, universally designed environment that allows equitable physical and intellectual access.
* Utilizes measurable learner outcomes and data sources to improve resources, instruction, and services.
* Implements collaborative formative assessment approaches.
* Provides opportunities for learners to confidently share knowledge products and engage in self-evaluation and reflection.
 |
| Scoring:**Distinguished:** Fully demonstrates **seven or eight** indicators**Proficient:** Fully demonstrates **five or six** indicators**Emergent:** Fully demonstrates **fewer than five** indicators |

*Note: Indicators reflect the standards and concepts addressing Inquiry (pgs. 59, 72-73, 174\*).*

**Provide evidence of how the school library demonstrates each of the indicators in the following foundation. All artifacts (e.g. lesson plans, photos, etc.) should include a brief explanation/annotation.**

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| **II. INCLUDE****Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning environment.** |
| The school library* Establishes, maintains, and promotes a high-quality collection in formats that support the diverse developmental, cultural, social, and linguistic needs of this range of learners and their communities.
* Crafts varied, challenging, and authentic opportunities to address the needs of a broad range of learners.
* Facilitates opportunities to experience diverse ideas and viewpoints by implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services.
* Gathers and analyzes ongoing reflection data to ensure equity, strengthen resources, improve instruction, and meet the diverse needs of the school community.
* Articulates the school library’s impact and learner successes through regular communication with administrators, faculty, staff, learners, parents, and the community.
 |
| Scoring:**Distinguished:** Fully demonstrates **four or five** indicators**Proficient:** Fully demonstrates **three** indicators**Emergent:** Fully demonstrates **fewer than three** indicators |

*Note: Indicators reflect the standards and concepts addressing Include (pgs. 60, 80-81, 175\*).*

**Provide evidence of how the school library demonstrates each of the indicators in the following foundation. All artifacts (e.g. lesson plans, photos, etc.) should include a brief explanation/annotation.**

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| **III. COLLABORATE****Work effectively with others to broaden perspectives and work toward common goals.** |
| The school library* Integrates collaborative and shared learning by partnering with other educators to scaffold learning and organize learner groups in order to achieve curricular and/or learners’ personalized goals.
* Leads inquiry-based learning that enhances the information, media, visual, and technical literacies of all members of the school community.
* Participates in curriculum development and implementation through membership on instructional curriculum, textbook, technology, professional development, and/or new program adoption committees.
* Collaborates with principals and administration in the development of the library budget, policies, and procedures.
* Designs and leads professional development opportunities that reinforce the impact of the school library’s resources, services, and programming on learners’ academic learning and educators’ effectiveness.
 |
| Scoring:**Distinguished:** Fully demonstrates **four or five** indicators**Proficient:** Fully demonstrates **three** indicators**Emergent:** Fully demonstrates **fewer than three** indicators |

*Note: Indicators reflect the standards and concepts addressing Collaborate (pgs. 61, 89-90, 176\*).*

**Provide evidence of how the school library demonstrates each of the indicators in the following foundation. All artifacts (e.g. lesson plans, photos, etc.) should include a brief explanation/annotation.**

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| **IV. CURATE****Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.** |
| The school library* Maintains a collection of sufficient breadth and currency to be pertinent to the school’s program of studies.
* Employs administratively approved and endorsed collection policies that address selection and retention criteria for all materials within the collection and procedures for handling material challenges.
* Maintains procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.
* Uses local and external data to inform ongoing adjustments to the scope of the resource collection and its audiences, formats, and applications.
* Includes digital resources within the collection that are accessible 24-7 to users, and allows users to identify and suggest needed sources, engage with digital content, and request further assistance.
 |
| Scoring:**Distinguished:** Fully demonstrates **four or five** indicators**Proficient:** Fully demonstrates **three** indicators**Emergent:** Fully demonstrates **fewer than three** indicators |

*Note: Indicators reflect the standards and concepts addressing Curate (pgs. 62, 98-100, 177\*).*

**Provide evidence of how the school library demonstrates each of the indicators in the following foundation. All artifacts (e.g. lesson plans, photos, etc.) should include a brief explanation/annotation.**

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| **V. EXPLORE****Discover and innovate in growth mindset developed through experiences and reflection.** |
| The school library* Builds strong relationships with stakeholders who recognize and support an effective school library.
* Leads other educators and learners to embrace a growth mindset through lifelong learning and the use of personal/professional learning networks.
* Supports learners’ personal curiosity, anticipates learners’ needs, and adapts the learning environment in accordance with evidence-based best practices.
* Embraces new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.
* Works with stakeholders (learners, educators, administrators, and community members) to ensure that the school library resources, services, and curricular standards meet the needs of the learning community.
 |
| Scoring:**Distinguished:** Fully demonstrates **four or five** indicators**Proficient:** Fully demonstrates **three** indicators**Emergent:** Fully demonstrates **fewer than three** indicators |

*Note: Indicators reflect the standards and concepts addressing Explore (pgs. 63, 108-109, 178\*).*

**Provide evidence of how the school library demonstrates each of the indicators in the following foundation. All artifacts (e.g. lesson plans, photos, etc.) should include a brief explanation/annotation.**

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| **VI. ENGAGE****Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently, while engaging in a community of practice and an interconnected world.** |
| The school library* Models for learners, other educators, and administrators multiple strategies to locate, evaluate, and ethically use information for specific purposes.
* Provides learners with collections of vetted digital and online resources while simultaneously working with learners to ensure that they are able to independently evaluate resources and make responsible and ethical decisions regarding use of these resources.
* Promotes the principles of intellectual freedom, information access, privacy, and proprietary rights.
* Provides an engaging learning environment that supports innovative and ethical use of information and information technologies.
* Shares with the learning community policies concerning copyright, privacy, and responsible use of technology and social media.
 |
| Scoring:**Distinguished:** Fully demonstrates **four or five** indicators**Proficient:** Fully demonstrates **three** indicators**Emergent:** Fully demonstrates **fewer than three** indicators |

*Note: Indicators reflect the standards and concepts addressing Engage (pgs. 64, 116-117, 179\*).*

\*These pages refer to *AASL National School Library Standards for Learners,*

*School Librarians, and School Libraries.*

In creating this rubric, the following resources were used:

*National School Library Standards for Learners, School Librarians, and School Libraries.*

American Association of School Librarians. 2018. ISBN: 978-0-8389-1579-0.

American Association of School Librarians National School Library of the Year Award Rubric.

(URL to be included when released by AASL)

*(Adopted, Board of Directors, June 9, 2012; amended, Board of Directors, January 16, 2016; amended, Board of Directors, August 13, 2018)*