

21st Century school libraries and librarians make a powerful difference in student achievement and are partners in forming the habit of reading and learning for a lifetime.

South Dakota School Library Mission Statement

It is the mission of the school library to:

1. Provide all learners a 21st Century collaborative program for learning and teaching;
2. Provide a place for both a physical and a virtual learning environment; and
3. Provide access to a highly qualified professional for leadership in creating, promoting, and sustaining the program and place

Self-Assessment Information

The South Dakota School Library Guidelines* outline the best practices of a **21st Century school library**. We encourage librarians and administrators to use this voluntary self-assessment tool as an aid in implementing the guidelines. This tool can be a catalyst for conversations concerning future planning and development. It can serve as a checklist toward strategic planning and annual goals. It can also supplement the work of the library and librarian when used in conjunction with the [School Library Collection Development Plan Framework](#) and [Student Assessment in the School Library Framework](#).

The South Dakota State Library, a division of the Department of Education, formally and annually recognizes schools with libraries that meet the characteristics of a 21st Century school library through its program, place, and professional. Awards recognize the status of the library as *Effective (75-79)*, *Enhanced (80-83)*, or *Exemplary (84-87)* based on the South Dakota School Library Guidelines. If the overall score of your 21st Century School Library Self-Assessment falls within one of the three point ranges noted above, you are eligible to apply for the [21st Century School Library Award](#). You can also use the self-assessment tool as a worksheet to complete the award application. Applications are accepted **March 1 through May 1** of each year. Award status is valid for a three-year period.

For further inquiries and technical assistance, please contact Alissa Adams by email: alissa.adams@state.sd.us or by phone: 605.295.3152

*South Dakota School Library Guidelines: <http://www.library.sd.gov/LIB/SLC/index.aspx#Guideline>
Adopted by the South Dakota Board of Education, July 2012
Adopted by the South Dakota State Library Board, June 2012
Endorsed by the South Dakota Library Association, July 2012

Please use the following scale to rate your library on the items below:

- 3 = consistently exemplifies highest quality performance
- 2 = generally meets requirements in most areas
- 1 = striving to improve in areas known to be deficient
- 0 = falls short of meeting guidelines or hindered by barriers

THE THREE E'S: Effective, Enhanced, Exemplary				
PLACE: Learning Environment	3	2	1	0
<p>Space: Accommodates a variety of activities: individual, small groups, large groups, special events, professional development</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>areas for instruction and reading</i> • <i>seating for more than one class</i> • <i>large presentation area and/or dedicated adjoining small room/s</i> • <i>computer access area</i> 				
<p>Access: Provides flexible and equitable access during school day, before and after school</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>schedule allows access for students from all grade levels during school day</i> • <i>schedule allows for before and after school access for all students</i> • <i>combination of fixed and flexible schedule allows for class access at point of need</i> • <i>schedule allows for special group meetings</i> 				
<p>Technology: Provides access to a variety of current technology for learners</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>desktop computers and/or laptops, wifi access, outlets</i> • <i>audio and video production tools</i> • <i>tablets, ereaders, and MP3 players</i> • <i>interactive whiteboard, document camera, digital projection</i> 				
<p>Atmosphere: Holds inviting, secure, age-appropriate furnishings and storage</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>student friendly and safe; library "belongs to all" attitude</i> • <i>displays, lighting, signage as needed</i> • <i>flexible shelving and furniture sized for age of students and accessible to all</i> • <i>learning hub for all content areas</i> 				
<p>Resource Collection: Meets needs of population and curriculum through physical and virtual collection</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>adequate and continually updated print and digital collections</i> • <i>collections reflect school population size, academic and personal interests of students</i> • <i>24/7 access to digital resources</i> • <i>web-based online catalog access</i> 				
<p>Budget: Supports mission, stability, and growth through an annual budget</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>dedicated district funding for resources and technology</i> • <i>budget requests based on needs assessment</i> • <i>inclusion in Title and/or grant proposals</i> 				
<p>Staff: Contains trained staff to instruct, guide, and support learners – both students and staff</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>librarian or support staff available during all open hours</i> • <i>staff trained in reader's advisory, research, technology tools, curriculum</i> • <i>staff guide and supervise adult and/or student volunteers</i> 				
TOTAL: Place				

PROFESSIONAL: Leadership for Learning	3	2	1	0
<p>Teaching Staff: Is a certified teacher librarian employed by the school</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> certified teacher with MLIS certified teacher with library endorsement full-time or part-time as usage and school population dictate 				
<p>Support Staff: Supervises a paid staff assistant</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> paraprofessional in addition to certified staff full-time or part-time as usage and school population dictate adult and/or student volunteers supplement work of employed staff 				
<p>Online Presence: Maintains an online library presence</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> promotes a web-based catalog maintains a library website, wiki, blog, etc. maintains a library presence on social media sites 				
<p>Leadership: Participates in building, district, state, and/or national curriculum and/or as a planning committee member</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> serves on curriculum/standards committees serves on building/district technology committees serves on building/district school improvement committees communicates with administrators and other stakeholders regarding the library 				
<p>Professional Organizations: Participates as a member of library-related professional organization(s)</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> South Dakota examples: SDLA, SDEA, SDRC Regional examples: MPLA National examples: ALA, AASL, ISTE, ASCD 				
<p>Professional Development: Participates in and presents professional development</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> develops a personal learning network attends and presents at school and/or district in-services attends online classes and/or webinars for CEU or renewal credit attends professional conferences/presents at conferences and/or webinars 				
<p>Teaching Practices: Implements best teaching practices based on current data and trends</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> integrates Common Core Standards with State Library Standards adheres to concepts of Danielson Framework for Teaching applies new and emerging technology to learning and teaching co-teaches and assesses inquiry-based and collaborative group projects 				
<p>Collaboration: Collaborates to co-teach with other staff members</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> attends collaboration meetings to plan for co-teaching units/lessons regularly communicates, cooperates and collaborates with staff in person and using digital tools assumes leadership role in promoting integration across all content areas 				
<p>Ethical Model: Models ethical participation in global world</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> models safe and appropriate digital footprint models knowledge of fair use and copyright models responsible behavior when communicating in all formats 				

Professional: Leadership for Learning (Continued)	3	2	1	0
<p>Policies and Procedures: Creates, maintains, and updates board-approved library policies and procedures</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>creates a collection development policy, including a weeding and donations policy and a reconsideration policy and procedure</i> • <i>develops a circulation policy and related procedures</i> • <i>collaborates to develop a responsible use policy for students and staff</i> • <i>policies and procedures are reviewed and approved by library advisory board and school board on a regular basis</i> 				
<p>Management: Uses current techniques and technology to manage library procedures and collection</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>maintains an integrated library system(ILS): circulation, cataloging, ordering, OPAC</i> • <i>utilizes ILS reports for collection development and other statistical reports</i> • <i>applies creativity, flexibility and best practices in field of librarianship</i> 				
<p>Strategic Plan: Develops library strategic plan with school- and/or community-based advisory group</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>develops mission that is aligned with school and district</i> • <i>conducts a needs assessment on a regular basis</i> • <i>develops goals and objectives on a regular basis</i> • <i>collects qualitative and quantitative data to annually assess strategic plan</i> 				
<p>Reading Model: Models and encourages a love of reading</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>promotes new resources through print and digital tools</i> • <i>provides book talks in the library and/or classrooms</i> • <i>promotes and models reading for personal enjoyment and meeting personal information needs</i> 				
TOTAL: Professional				
PROGRAM: Learning and Teaching	3	2	1	0
<p>Mission: Upholds a board-adopted library mission statement with goals and objectives, aligned with overall mission of school and district</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>available to the public, posted in library, website, etc.</i> • <i>reviewed and aligned annually by library advisory and school boards</i> • <i>directs daily collection development, instruction, events, activities</i> 				
<p>Collaboration: Supports collaboration across content areas with resources, planning, and co-teaching</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>integrates school-wide initiatives such as character education, anti-bullying, etc.</i> • <i>provides collaborative tools and guides for students and staff such as website, wikis, emails, pathfinders, etc.</i> • <i>provides resources to support instruction</i> 				
<p>Reading Promotion: Promotes reading for academic and personal learning for all levels and abilities</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>hosts book fairs and family literacy events</i> • <i>promotes state and national book award programs</i> • <i>promotes resources through reader's advisory, class instruction, digital tools</i> • <i>coordinates book clubs and library/school/community events</i> 				
<p>Resource Collection: Maintains a current and balanced collection of physical and digital resources</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>maintains and updates multicultural collection of resources in all formats</i> • <i>maintains and updates resources at all levels of abilities as needed and in all formats</i> • <i>maintains and updates resources in all genres and to support all content areas</i> 				

Program: Learning and Teaching (Continued)	3	2	1	0
<p>Multiple Literacies: Promotes and provides for instruction in multiple literacies</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>provides opportunities to read, view and listen in all formats</i> • <i>co-teaches to integrate new and emerging digital tools and resources</i> • <i>provides instruction in information, visual, media, and technology literacies</i> • <i>implements information search process model across all grade levels</i> 				
<p>Special Events and Programs: Promotes and sponsors special events and programs school- and community-wide</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>cooperates and collaborates with public library for summer reading programs, featured authors/speakers, teen advisory boards, etc.</i> • <i>promotes state and national school library initiatives</i> • <i>develops partnerships in local community</i> 				
<p>Learner Assessments: Includes the creation and completion of informal and formal assessments</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>develops formative assessments for daily instruction</i> • <i>develops rubrics, checklists, electronic portfolios and other summative assessments in conjunction with content teachers</i> • <i>uses a variety of diagnostic tools to assess student learning in multiple literacies</i> 				
<p>Technology Tools: Utilizes computer, Internet, and video/audio technology as tools for learning and teaching</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>provides instruction utilizing technology tools for research, evaluation and production</i> • <i>provides instruction for outside-of-school access to resources</i> • <i>provides instruction that leads to college and career readiness and lifelong learning habits</i> 				
<p>Standards Alignment: Aligns instruction and resources with local curriculum, state content standards, and national initiatives</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>resources are mapped to support curriculum of all content areas</i> • <i>lesson plans link to library and Common Core standards and are available to stakeholders</i> • <i>provides a scaffolded approach to inquiry</i> 				
TOTAL: Program				
TOTAL: Place, Professional, and Program				

21st Century School Library Self-Assessment Total Point Ranges:

Effective: 75-79 Enhanced: 80-83 Exemplary: 84-87