
21st Century School Library SELF-ASSESSMENT

South Dakota School Library Mission Statement

It is the mission of the school library to:

provide all learners a 21st century collaborative program for learning and teaching.

provide a place for both a physical and a virtual learning environment.

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. Librarians and administrators are encouraged 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 and serve as a checklist toward strategic planning and annual goals.

21st Century School Library Awards

The South Dakota State Library, a division of the SD Department of Education, formally and annually recognizes schools with libraries that meet the characteristics of a 21st Century school library through its place, professional, and program. 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](#). Applications accepted annually **March 1 through May 1**.

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.



Use the following scale to rate your library on the items listed in the categories of PLACE, PROGRAM, PROFESSIONAL.

- 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

PROGRAM: Learning and Teaching	3	2	1	0
<p>Mission: Upholds a board-adopted library mission statement with goals & objectives</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> 				
<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 textual, information, civic & ethical literacies in addition to other literacies</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>collaborates with public library for summer reading, 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, digital portfolios, 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 content area standards and are available to stakeholders</i> • <i>provides a scaffolded approach to inquiry</i> 				
Total for PROGRAM:				

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>adequate seating for school population</i> • <i>large presentation area and/or dedicated adjoining small room/s</i> • <i>technology access areas</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>phones, 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; inclusive atmosphere</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>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 for PLACE:				

PROFESSIONAL: Leadership for Learning	3	2	1	0
<p>Teaching Staff: Is a certified teacher librarian employed by the school</p> <p><i>3 points for certified teacher endorsed in school library AND holds an advanced/master's degree</i> <i>2 points for certified teacher endorsed in school library</i> <i>1 point for certified teacher not endorsed in school library</i></p>				
<p>Support Staff: Supervises a paid staff assistant</p> <p><i>3 points for full-time paid staff assistant (paraprofessional/aide/clerk)</i> <i>2 points for part-time paid staff assistant (paraprofessional/aide/clerk)</i> <i>1 point for scheduled volunteer</i></p>				
<p>Online Presence: Maintains an online library presence</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • <i>promotes a web-based catalog</i> • <i>maintains a library website, wiki, blog, etc.</i> • <i>maintains a library presence on social media sites</i> 				
<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"> • <i>serves on curriculum/standards committees</i> • <i>serves on building/district technology committees or school improvement committees</i> • <i>communicates with administrators and other stakeholders regarding the library</i> • <i>serves on state or national level committees/task forces</i> 				
<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"> • <i>South Dakota examples: SDLA, SDEA, SDRC</i> • <i>Regional examples: MPLA</i> • <i>National examples: ALA, AASL, ISTE, ASCD</i> 				
<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"> • <i>develops a personal learning network</i> • <i>attends and presents at school and/or district in-services</i> • <i>attends professional development via digital outlets such as online classes or webinars or chats</i> • <i>attends professional development in person via conferences or EdCamps or other opportunities</i> 				
<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"> • <i>integrates SD School Library Standards with other content standards</i> • <i>adheres to concepts of best practices in teaching and learning</i> • <i>applies new and emerging technology to learning and teaching</i> • <i>co-teaches and assesses inquiry-based and collaborative group projects</i> 				
<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"> • <i>attends collaboration meetings to plan for co-teaching units/lessons</i> • <i>regularly communicates and collaborates with staff in person and using digital tools</i> • <i>assumes leadership role in promoting integration across all content areas</i> 				
<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"> • <i>models safe and appropriate digital footprint</i> • <i>models knowledge of fair use and copyright</i> • <i>models responsible behavior when communicating in all formats</i> 				

PROFESSIONAL: Leadership for Learning (Continued)	3	2	1	0
Policies and Procedures: Creates, maintains, and updates board-approved library policies and procedures Examples include, but are not limited to: <ul style="list-style-type: none"> • <i>creates and adheres to library policies including collection development, weeding, donations, reconsideration</i> • <i>develops and adheres to 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> 				
Management: Uses current techniques and technology to manage library procedures and collection Examples include, but are not limited to: <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> 				
Strategic Plan: Develops library strategic plan with school- and/or community-based advisory group Examples include, but are not limited to: <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> 				
Reading Model: Models and encourages a love of reading Examples include, but are not limited to: <ul style="list-style-type: none"> • <i>promotes new resources and programs 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> • <i>promotes state and national book and media awards</i> 				
	Total for PROFESSIONAL:			
Overall Score for PROGRAM, PLACE, PROFESSIONAL:				

For overall score, add up totals from PROGRAM, PLACE, and PROFESSIONAL.

TOTAL POINT RANGES

75-79 = Effective

80-83 = Enhanced

84-87 = Exemplary

If your overall score falls within one of the three point ranges noted above, you are eligible to apply for the 21st Century School Library Award. Go to library.sd.gov/LIB/SLC/21stCentAward to apply.

Endorsed by the South Dakota Board of Education, 2020
 Endorsed by the South Dakota State Library Board, 2020
 Endorsed by the South Dakota Library Association, 2020

