

IOWA SCHOOL LIBRARY PROGRAM STANDARDS

Vision for Iowa's School Libraries

Iowa schools benefit from library programs that engage the entire school community to elevate the learning experience for all. Schools and districts engaged in continuous improvement with a focus on literacy, digital/information literacy, using technology in learning, improved student outcomes, and collaborative support for classroom teachers can find a wealth of resources in successful Library Programs. Continuous school improvement and library programs have a mutually beneficial relationship.

- Teacher librarians are uniquely prepared and strategically positioned to:
- teach students to think critically and independently to construct new understandings and insights from varied information sources.
- lead and embrace the integration of technology to enhance learning.
- connect communities of learners in virtual and physical spaces.
- collaborate with the school community to design and enact rigorous learning experiences and participate as positive digital citizens.
- maximize access to quality print and digital resources.
- champion and support the reading life of students.
- nurture curiosity to develop in students a passion for learning for life.

In 2018, The American Association of School Librarians released the new *National Library Standards for Learners, School Librarians, and School Libraries*. The new Iowa School Library Standards articulated in this document integrate the national standards with Iowa Code, Iowa Administrative Rules, and best practice. The following elements are not all specifically required by Iowa Code, but are highly correlated with successful school library programs. Use of these standards can also ensure compliance with these basic code requirements. For information about meeting Iowa Code for Library Programs while engaging in continuous improvement, please refer to the Iowa Department of Education [School Library Program Standards Guidance](#).

How to use this document: This document has two sections: **Teaching and Learning** (highlighted in a yellow band) and **Library Management** (highlighted in an orange band). This document can be used by teacher librarians and leadership teams to discuss how Library Programs can support continuous improvement—especially universal instruction and local infrastructure, when implemented at successful levels. The 1 point column reflects minimal code requirements, while the Anchor and subsequent point columns represent the characteristics of successful library programs that improve student outcomes and support local teaching staff. This optional document supports leadership team conversations in a similar manner to the **SAMI** Self-Assessment of MTSS Implementation.

Attribution Statement

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Note: TL = Teacher Librarian

Program Component I: Teaching and Learning

#	Anchor Standard	0 Not Started	1 Emerging/Developing	2 Operationalizing	3 Optimizing	Data Source(s)/Evidence How do you know?
TL1	The K-12 Library Curriculum supports the reading life of students and addresses inquiry, information literacy, and digital literacy.	The K-12 library curriculum has not yet been examined as an integrated part of the local curriculum and instruction.	<p>A sequential K-12 library curriculum is developed and adopted in consideration of the Iowa Core to enhance student achievement and as an integral part of the district's instruction and curricula.</p> <p>The library curriculum is taught and assessed by the TL.</p> <p>The library curriculum is regularly reviewed and revised.</p>	<p>AND the library curriculum is aligned with the Iowa Core and the classroom curriculum.</p> <p>The library curriculum provides diverse learning experiences that allow for individual differences in learners and diverse viewpoints.</p>	<p>AND the library curriculum is regularly reviewed and revised by the TL in collaboration with appropriate stakeholders.</p> <p>The library curriculum provides challenging and authentic learning opportunities that address the needs and interests of the broad range of learners.</p> <p>The library curriculum addresses information and technology skills needed to promote the transfer of information-related problem-solving strategies across all disciplines.</p>	<ul style="list-style-type: none"> • Written K-12 Library Curriculum • Curriculum map • Lesson plans for collaborative units or schedule of classes • Annual report • Iowa School Library Program survey data (state survey) • Local climate survey data

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TL2	The TL is a catalyst in igniting a passion for reading in every student and creating a culture of literacy in the school.	Time and opportunity for the TL to support a culture of literacy in the school has not yet been examined.	<p>The TL maximizes access to and promotes the use of high-quality and high-interest literature that reflects the diverse developmental, cultural, social, and linguistic needs of all learners</p> <p>AND the TL models the enjoyment of reading and encourages learners to read widely and deeply in multiple formats.</p>	AND the TL dedicates time to support reader guidance through individual recommendations, varied activities, lessons and collaboration with teachers.	AND the TL is instrumental in creating school-wide practices and activities that ensure a commitment to sustaining a community of readers.	<ul style="list-style-type: none"> • Narrative about how the TL supports the reading program, communicated in various ways • Crosswalk between library curriculum and literacy/reading curriculum • Connections with classroom needs and collections (e.g., rotating library books into classrooms; providing selection assistance) • Book displays and promotions; booktalks (live or recorded) • Participation in reading programs (Goldfinch, ICC, ITA, IHSBA, Battle of the Books, Global Read Aloud, etc.) • Student-produced work: book trailers, reviews • Survey of students as to their reading habits

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TL3	The TL teaches a systematic approach to inquiry and the skills that support information literacy.	A systematic approach inclusive of the TL to inquiry and the skills that support information literacy has not yet been adopted.	<p>A systematic process of inquiry that is research-based, focused on learner-developed questions, robust information exploration, reflection and revision is adopted.</p> <p>The TL works with teachers to integrate the information search process and to improve integration of learning technology into curriculum.</p>	<p>AND the adopted inquiry process and information strategies are embedded within grade bands and within disciplines, such as common practices with science and social studies..</p> <p>The TL designs instruction and delivers services that support equitable access to information in an efficient and ethical manner by all members of the school community.</p> <p>The TL fosters opportunities for learners to demonstrate personal curiosity and creation of knowledge through engaging with a wide variety of resources and technology.</p>	<p>AND the TL informs and models effective instructional strategies and the use of resources to implement collaboratively planned learning experiences through group and individual instruction, assessing student progress and evaluating activities.</p> <p>The TL collects Assessment for Learning (Formative Assessment) information to contribute to jointly planned learning activities with the classroom teacher.</p>	<ul style="list-style-type: none"> • Visual/display of adopted inquiry model • Library website with curated resources to support classroom instruction • Integration of library resources within the school's Learning Management System (LMS) • Schedule/planning forms for collaborative units • Lessons that engage students in research skills: generating questions; identifying relevant sources and keywords; searching strategies; evaluating sources; extracting and citing sources. • Gallery of student creations demonstrating personal interests • Artifacts of student work demonstrating skills • Samples of formative assessments

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TL4	The TL teaches the skills and understandings required for digital literacy and the safe, legal, and ethical use of digital resources.	Skills and understandings required for digital literacy (and the safe, legal, and ethical use of digital resources) as provided by the TL have not yet been implemented or scaled in the local system.	<p>The TL demonstrates and documents how resources and technology are used to address information needs.</p> <p>The TL provides explicit instruction in the safe, legal and ethical use of information, e.g., copyright, fair use, licensing of intellectual property; ethical online behavior; privacy and digital identity; per the local Board policies.</p>	AND the TL models and collaborates with classroom teachers to embed legal-, ethical-, and social-responsibility concepts into the inquiry and information-seeking process.	<p>AND the TL educates the school community on the ethical use of information and the intellectual property of others.</p> <p>AND the ethical use of information is consistently embedded across all curricular areas.</p>	<ul style="list-style-type: none"> • Written K-12 library curriculum • Policies • Lesson Plans • Bibliographic Style Guide (appropriate for level) adopted/used throughout school/district • Formative assessments • Newsletter communications • Publications for staff, parents, community • Inservice/professional development • Data from student and staff survey (e.g. Bright Bytes) • Gallery of student creations demonstrating personal interests

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TL5	The TL leads, networks, and communicates the effective, research-based integration of technology to enhance learning across curriculum.	The local system has not yet explored utilizing the TL to integrate technology for learning across curriculum.	The TL assesses existing uses of technologies and explores and evaluates new/emerging technologies to support teaching and learning.	AND the TL promotes and uses research supported technologies to support teaching and learning.	AND the TL provides students, and educators with learning opportunities related to new technologies, use and production of a variety of media, and laws and policies regarding information. The TL facilitates engagement between communities of learners in virtual and physical spaces.	<ul style="list-style-type: none"> • Library website with curated resources to support classroom instruction • Integration of library resources within the school's Learning Management System (LMS) • Data from student and staff survey (e.g., Bright Bytes) • Publications that demonstrate instruction/in-service • Schedule or plans about collaborative sessions (live, Zoom, Skype, Google Docs, etc.) • Communication about programming (author visits, guest lectures) • Evaluation forms • Usage statistics of digital resources (e.g., AEA Scout)

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TL6	The TL collaborates with teachers to design and teach engaging learning experiences.	Collaboration time has not yet been scheduled; or the TL is not yet a member of collaborative teams, such as PLCs.	The TL recognizes the local school culture and identifies strategies to initiate and facilitate collaboration.	AND the TL collaborates with teachers to scaffold resource-based, participatory learning to broaden and deepen understanding.	AND the TL collaborates with teachers to design and enact engaging learning experiences that incorporate multiple literacies, i.e., information, media, visual and technical literacies, and foster critical thinking. The TL collaborates with teachers to embrace new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation. Collaboration is formalized, systematized, and supported school-wide to enhance learning.	<ul style="list-style-type: none"> • TL is a member of PLC(s) and/or collaborative teams • Collaborative planning forms or documents; units and lessons. • Co-teaching

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TL7	The TL serves on decision-making teams in the school and participates in school improvement and accreditation activities.	The TL is not yet a member of collaborative or leadership teams.	The TL is a member of the building's instructional teams with special expertise in identifying resources and technologies to support teaching and learning.	AND the responsibility for leading and managing the school library in each school is shared equally by the TL, the principal and when available, the district level director, who jointly develop goals, establish priorities and allocate resources necessary to accomplish the mission.	AND the TL participates in or provides input to various decision-making teams: instruction, curriculum, textbook, technology, facility, budget, professional development, and new program adoption.	<ul style="list-style-type: none"> • TL is a member of the school and/or district leadership and decision-making teams. • Agenda/s and notes from leadership team participation.

Program Component II: Library Management

#	Anchor Standard	0 Not Started	1 Emerging/Developing	2 Operationalizing	3 Optimizing	Data Source(s)/Evidence How do you know?
LM1	Each school, regardless of size or level, has at least one full-time certified Teacher Librarian.	Resources are not yet allocated for a full-time certified TL.	School library policies ensure that learners and educators have access to the school library and to qualified professional library staff throughout the school day.	AND the TL participates in the development of a schedule that provides maximum access to the library, its personnel and resources, and time for instruction. In most cases, this means at least one full-time certified Teacher Librarian who is on site within the district at all times.	AND support staff, including technical support, is provided to assist the TL in providing a comprehensive program. Staffing increases with enrollment and program needs.	<ul style="list-style-type: none"> • TL folder number (indicating BOEE endorsement) • TL job description • TL schedule • Record of classes taught by the TL • List of collaborative units taught with teachers. • Job description(s) for library support staff • Schedule(s) for library support staff

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LM2	The library program provides a facility and environment in which collaboration, innovation and creative problem solving thrive.	The facility and environment of the library program have not yet been resourced and integrated as a part of the global learning community.	<p>The TL ensures equitable physical and intellectual access to facilities, resources, and services by providing barrier-free, universally designed environments and appropriate staffing, policies, and instruction to facilitate access.</p> <p>The environment is inviting, safe, flexible, and conducive to learning.</p>	<p>AND the library facility accommodates multiple learning activities in both physical and virtual spaces.</p> <p>AND the learning environment is conducive to independent and collaborative exploration, problem solving, innovation, communication and creation.</p>	<p>AND the library facility and resources are readily accessible before, during and after school hours and during vacation periods.</p> <p>The library is perceived as central to the educational mission of the school, a part of the global learning community, and provides 24-7 access to information resources and services.</p>	<ul style="list-style-type: none"> • Schedule of classes and activities in the library • Photographs of library facility in use • Library hours posted in library and on website indicating when the facility is accessible • Circulation/access policies • Library is part of facility upgrade plans

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LM3	The library provides experiences with and access to a current and diverse collection of resources, fiction and nonfiction, print and digital, to support student and curriculum needs.	Library resources (print and electronic) are not yet coordinated with classroom and curricular needs or with resources available from the AEA.	<p>The TL selects high-quality and high-interest literature in formats that reflect the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.</p> <p>The TL selects resources according to principles of intellectual freedom and provides learners with access to information that:</p> <ul style="list-style-type: none"> • Represents diverse points of view in a pluralistic society; • Scaffolds for higher thinking and application; • Differentiates for individualized needs, especially for struggling learners. <p>An efficient system using standardized protocols to facilitate access to items in the collection (catalog), and tracking (circulation) is adopted, implemented, and maintained.</p>	<p>AND a dynamic collection development board policy identifies criteria and guides the TL in the selection and withdrawal of all resources within the collection</p> <p>A dynamic collection development plan is adopted to guide the TL in ensuring a current collection of sufficient size and depth to accommodate the learner population.</p> <p>The TL establishes policies and practices that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day.</p>	<p>AND teachers and students provide input to develop the collection with both print and electronic resources to support curriculum and diverse learning needs.</p>	<ul style="list-style-type: none"> • Report from collection analysis tool • Comparing collection quantities and average age with data from state library survey • Building-level collection development plan (identifying needs and action steps) • Policies and guidelines for collection development, selection, donations and weeding • Book orders or wish lists showing that professional reviews and award lists (e.g, diversity) were used to identify quality resources • Budget line showing amount allocated for updating collection annually • Book suggestion form (print or digital)

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LM4	An appropriate budget (established by the District) supports the annual updating and replacement of library materials and equipment, supplements other school resources, and provides a wide variety of resources and technology that fosters opportunities for learners to demonstrate personal curiosity and creation of knowledge.	The library budget is not yet planned as integral to instruction and curriculum.	The TL, the principal and the district level supervisor, if applicable, cooperatively plan the library budget.	AND the library budget allocation represents an appropriate proportion of the building budget.	AND the library budget allocation is sufficient to update resources in support of curricular needs.	<ul style="list-style-type: none"> • Comparing library budget allocations and per pupil expenditures with data from state library survey • Annual budget request • Budget plan

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LM5	A process for ongoing evaluation of the library program and instructional goals guides programming decisions.	The library program is not yet evaluated in the context of meaningful student and teacher data.	The TL completes the annual State Library survey and uses that data to assess the local program.	<p>AND the TL utilizes evidence-based assessment strategies including student and staff surveys and student assessments to develop program goals.</p> <p>The TL engages with measurable learner outcomes and with data sources to improve resources, instruction, and services.</p> <p>The administration and TL partner in identifying program goals and action plans.</p> <p>The TL prepares an annual report for the school administrator on the building level library program's goal progress and impact on the instructional process and success.</p>	<p>AND the administration provides necessary supports to realize established goals.</p> <p>The building administrator and TL provide reports for the district/Board on the library's impact on the instructional process and success.</p>	<ul style="list-style-type: none"> • Narrative describing how the library is integrated into the Strategic plan • Completed library program audit based on State Library Standards • State Library Survey results • Local survey results • Schedule for communicating to Board, school community, etc. • Annual report

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LM6	The school library program is managed within a clear framework of Board approved policies and building level procedures that ensure intellectual freedom and equal access to information that represents diverse points of view in a pluralistic society.	The school board policy addresses only 1-2 of the following: selection and reconsideration of school library materials, confidentiality of student library records, or the legal and ethical use of resources; or has not been recently reviewed/adopted.	The school board has adopted policies to address selection and reconsideration of school library materials; confidentiality of student library records; and legal and ethical use of information resources, including plagiarism and intellectual property rights.	<p>AND the TL adheres to guidelines established in the selection and reconsideration policies when managing resources.</p> <p>AND the TL establishes circulation procedures ensuring that access to information and resources are not impeded by fees, loan restrictions, or other barriers.</p> <p>AND material challenges are addressed and managed as defined in the administratively approved and endorsed reconsideration policy.</p>	<p>AND the TL shares with the learning community district policies and building procedures concerning such issues as materials selection, circulation, reconsideration of materials, copyright, privacy and responsible use of technology and social media.</p>	<ul style="list-style-type: none"> • Written board approved policies (selection and reconsideration, confidentiality, and use of information resources) and any accompanying administrative guidelines. • Library-relevant policies are known and publicly available • Building level library procedures, practices and expectations are communicated

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LM7	A communication plan concerning the library program is implemented that identifies multiple methods and connections with the school community and beyond.	The school library communications plan has not yet been developed; or current communications have not yet reached all stakeholders and purposes.	The school library makes connections with parents and the community.	<p>AND the TL provides frequent and timely communication to stakeholders through school and library websites, newsletters, email, and social media.</p> <p>The school library maintains a vibrant Web presence which provides access to a wide variety of digital resources and information about the library program.</p>	<p>AND the TL identifies opportunities and implements strategies to educate stakeholders about library programs and services.</p> <p>The TL builds and advocates for strong relationships with stakeholders who recognize and support an effective school library.</p> <p>The TL encourages families and other members of the community to participate in school library activities.</p>	<ul style="list-style-type: none"> • Public acknowledgement of and advocacy for the value of the library program by administrators, teachers, and the school community. • Library website • Documents and/or links to library communications (newsletters, social media posts) • Library participation or involvement in school-wide family events

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LM8	The career development plan directs professional development to foster leadership competence and creativity in developing instruction, services and programs for the library.	The TL does not yet participate in building or district inservices nor receive relevant professional learning opportunities.	<p>The TL participates in building and district inservices.</p> <p>TLs are evaluated with instruments that address their unique responsibilities and contributions according to established district practices for all professional personnel.</p>	<p>AND the TL regularly participates in library science professional development through webinars, AEAs, and professional organizations.</p> <p>The TL designs and leads professional development that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness.</p>	<p>AND the TL and other library personnel remain current and engage in continuing education activities to ensure instruction and activities reflect the most recent developments in professional practices, information technologies and educational research.</p> <p>The TL models and promotes the use of personal and professional learning networks.</p>	<ul style="list-style-type: none"> • Programs or certificates indicating attendance at relevant AEA events. • Program or certificates indicating attendance at conferences. • Hosting or mentoring practicum students and/or new TLs. • Presenting at conferences, workshops. • Presenting during PLCs • Membership in professional organization(s) • Participation in library-related groups to share ideas