Model Rubric for Specialized Instructional Support Personnel (SISP) Evaluation:

School Librarians

DRAFT - June 2025

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SISP RUBRIC for EDUCATOR EVALUATION

The model rubrics for educator evaluation are grounded in DESE's Educational Vision for effective teaching and leadership, and reflect input from educators, students, and families across Massachusetts on antiracist, inclusive, and equitable practices that support *all students* to attain academic knowledge and skills, understand and value themselves and others, and engage with the world.[1]

Role-specific Model SISP Rubrics were developed by representatives from state-level professional associations[2] in consultation with DESE and will be piloted during the 2025-26 school year. These role-specific Model SISP Rubrics support educators in the following roles:

- School Counselor
- School Librarian
- School Nurse
- School Psychologist
- School Social Worker/School Adjustment Counselor
- Speech and Language Pathologists

Each rubric includes evidence-based, culturally and linguistically sustaining practices across four Standards:

- Standard I: Curriculum, Planning, and Assessment
- Standard II: Teaching All Students
- Standard III: Family and Community Engagement
- Standard IV: Professional Culture

These four Standards guide the development of Massachusetts educators from preparation through employment, articulating the key knowledge, skills, and behaviors essential of all educators in public schools in Massachusetts to disrupt patterns of inequity and well serve richly diverse student bodies with varied educational needs.

> NOTE: In this rubric, **"all students"** represents *each and every student,* with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, multilingual learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.
>
> **Culturally and linguistically sustaining practices** affirm and value students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness, and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural competence and sociopolitical consciousness; and from explicit instruction in the functions of language.

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[1] DESE's Educational Vision: https://www.doe.mass.edu/commissioner/vision/.

[2] Massachusetts School Counselors Association (MASCA), Massachusetts School Library Association (MSLA), Massachusetts School Nurse Organization (MSNO), Massachusetts School Psychologists Association (MSPA), Massachusetts Speech-Language Hearing Association (MSHA). For a list of educators who supported the development of this rubric, please see *Acknowledgements*.

Using the SISP Rubric in the Educator Evaluation Process

The Model SISP rubrics are designed to elevate and highlight effective practices in specific SISP roles in order to guide a meaningful and supportive evaluation process. Evaluators should identify and use the rubric most closely aligned with the role of the educator. As SISP educators work in different contexts and undertake different responsibilities (e.g., a school counselor in one school may be responsible for career counseling whereas another may focus on social-emotional support), districts may consider further customizing the rubric by emphasizing and prioritizing certain Indicators and elements.

Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what Proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about Formative and Summative Performance Ratings on each Standard and overall. As a result, rubrics play a part in all five components of the evaluation cycle.

1. **Self-Assessment:** Educators use the rubric to examine their own practice and to identify areas of strength as well as areas for further growth and development.

2. **Analysis, Goal Setting, and Plan Development:** Educators and evaluators together review the rubric and agree on Indicators that will be the focus of their attention during the evaluation cycle. In addition, educators and their evaluators develop goals for improving professional practice and student learning. The rubric helps to paint a clear picture of what it will look like to demonstrate proficiency. This description is the starting point for conversations about specific, measurable, actionable, and equity-focused goals.

3. **Implementation of the Educator Plan:** Educators and evaluators use the rubric to ensure that they are gathering evidence from multiple sources that will support a fair and comprehensive assessment of the educator's practice on each Standard. The elements of effective practice defined in each Proficient descriptor can be used as a guide for feedback, professional learning, and the collection of evidence. Given the breadth and depth of practices represented, it is recommended that educators and evaluators prioritize certain Indicators aligned to educator, school, and district goals for professional learning, feedback, support, and evidence collection.

   Note: The rubrics are written to support educators and evaluators in making judgments about evidence gathered across multiple measures, such as observations, artifacts of practice, student and family feedback, and evidence of student learning. The model rubrics were not designed to be observation tools and should not be used for that purpose.

   In addition, in some cases, SISP educators' work activities are protected by privacy laws that prohibit an evaluator without the appropriate licensing from directly observing certain activities. For these educators, observations of practice can occur in settings such as classroom presentations, IEP/504 meetings, faculty or team meetings, and public settings. For further information, please consult the section on this [Commonwealth of Massachusetts webpage](#) on "Heightened Duty of Confidentiality in Mental Health."

4. **Formative Assessment/Evaluation and Summative Evaluation:** The rubric serves as the organizing framework for these conferences and reports as evaluators assess the educator's performance on the continuum of practice described by the rubric.

For each Standard, there are Indicators that describe specific knowledge, skills, and performance at four levels. Distinctions by performance level are determined based on variations in quality (the ability to perform the skill, action, or behavior), scope (the scale of impact), and consistency (the frequency that skill, action, or behavior is demonstrated with quality). Continued growth and reflection are expected across all levels of performance, as described below:

Proficient		
The educator's performance fully meets the requirements. This is the expected, rigorous yet attainable level of performance for most educators.		
Unsatisfactory	Needs Improvement	Exemplary
The educator's performance is consistently below the requirements and has not shown improvement.	The educator's performance is below the requirements but not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom, clinical setting, or beyond.

Additional Guidance for the Evaluation of School Librarians

A School Library is a special classroom that serves the school community. Licensed School Library Teachers are responsible for ensuring that the teaching and learning therein meet the needs of every student.

The American Association of School Librarians *National School Library Standards*[3] define School Library Teachers as leaders, instructional partners, information specialists, teachers, and program administrators. These roles and the AASL "Framework for Student Learning"[4] provide an actionable plan for creating personal and professional goals for educator evaluation, observations, and assessments. When employing a self-assessment and preparing for an educator evaluation, Licensed School Library Teachers determine measurable student learning evidence and associated artifacts that include look fors, or Student Inquiry Moves (SIMS).[5] SIMS describe examples of observable student behavior of students when learning in the school library, including research, library use, critical thinking, and/or reading and literature appreciation. Demonstration of the skills and competencies associated with licensed librarian role are dependent on the provision of the appropriate space and opportunities to teach students and collaborate with teachers and staff.

The rubric includes SIMS for each SISP element along with associated AASL standards. As mentioned above, the SIMS are examples. They serve as models for licensed school library teachers and their evaluators to support the collection of evidence for an evaluation. The rubric provides detailed, content-specific, consistent language and provide opportunities for educators and evaluators to show the myriad of ways that learners think, create, share, and grow when engaging with the school library.

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[3] American Association of School Librarians (AASL). 2017. *National School Library Standards for Learners, School Librarians and School Libraries.* American Library Association: Chicago.

[4] American Association of School Librarians. (AASL). "Framework for Student Learning." https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf (Accessed, May 25, 2025)

[5] Froggatt, Deborah Lang and Mary H. Moen. 2024. "Student Inquiry Moves." Chapter 16 from *We Can Teach That: Information Literacy for School Librarians*. Edited by Ewa Dziedzic-Elliott. Maryland: Rowman & Littlefield.

SISP Rubric: School Librarian – At-a-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning 1. Professional Knowledge 2. Knowledge of Students 3. Collection Curation 4. Curriculum Literacy **B. Assessment** 1. Purposeful Assessment 2. Accessible Assessment **C. Analysis** 1. Analysis and Conclusions 2. Adjustments to Practice 3. Sharing Progress with Students and Families 4. Sharing Progress with Colleagues	**A. Instruction** 1. High Expectations and Support 2. Engaging Instruction 3. Inclusive Instruction **B. Learning Environment** 1. Positive Relationships 2. Safe Learning Environment 3. Collaborative Learning Environment 4. Student Ownership of Learning 5. Critical Thinking	**A. Communication** 1. Communication with Families **B. Engagement** 1. Family Engagement **C. Collaboration** 1. Collaboration on Student Learning and Well-being	**A. Reflective Practice and Professional Growth** 1. Reflective Practice 2. Goal-Setting 3. Professional Learning and Growth 4. School Library Administration and Leadership **B. Shared Responsibility, Collaboration, and Decision-Making** 1. Shared Responsibility 2. Professional Collaboration 3. Decision-Making **C. Professional Responsibilities** 1. Judgment 2. Professional Responsibilities

NOTE: Some Indicators (such as Reflective Practice and Professional Growth) are grouped together where and when they represent similar or complementary practices. Practices associated with the Cultural Proficiency Indicator are represented throughout the rubric as integral to performance across the Standards.

STANDARD I: Curriculum, Planning, and Assessment

The educator promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

I-A: Curriculum & Planning	**Proficient**
	1. **Professional Knowledge:** Demonstrates sound knowledge and understanding of professional content and delivery of the Licensed School Library Teacher role (as leaders, instructional partners, information specialists, teachers, and program administrators) through the use of evidence-based practices aligned to the AASL Standards that enable all students to develop and apply literacy, research, media, and technology skills in relevant and real-world contexts.
	2. **Knowledge of Students:** Builds on and draws from knowledge of students' identities, skills, developmental levels, cultures, languages, and communities to provides relevant and differentiated resources and learning experiences that enable all students to develop and exercise social-emotional skills, work independently, make informed and appropriate decisions, and self-advocate at school and in their communities in a responsible way.
	3. **Collection Curation:** Continuously selects, organizes, and shares resources to curate a library collection that is inclusive, relevant and responsive to the diverse needs of the learning community.
	4. **Curriculum Literacy**: Skillfully uses curricular materials within the library and/or in collaboration with other teachers by: • Determining strengths and weaknesses of materials and adapting as necessary to plan evidence-based, inclusive, and culturally sustaining instruction, including identifying opportunities to create meaningful, relevant connections rooted in the local context • Identifying supplemental resources to enhance students' literacy, research, media, and technology skills in alignment with grade-level content standards.

Unsatisfactory	**Needs Improvement**	**Exemplary**
Does not demonstrate adequate progress towards meeting Proficient expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting Proficient expectations, with areas for growth in quality, scope, or consistency.	Exceeds Proficient expectations through consistent high-quality practice with impact in the classroom or beyond.

I-B: Assessment	**Proficient**
	1. **Purposeful Assessment:** Designs and uses a variety of formal and informal assessments and sources of data such as rubrics, polls, surveys, exit tickets, observations, and discussions to: • Measure and monitor student growth in AASL Competencies related to literacy, research, media, and technology. • Understand and implement the library program (e.g., usage, collection, circulation, policies, resources, signage, programming, etc.) 2. **Accessible Assessment:** Implements assessments that are accessible to all students by: • Providing multiple opportunities for students to demonstrate their learning and to offer their input without the assessments perpetuating racial, cultural, or linguistic bias. • Creating opportunities for students to be able to draw from their cultural and linguistic knowledge and personal experiences.

Unsatisfactory	**Needs Improvement**	**Exemplary**
Does not demonstrate adequate progress towards meeting Proficient expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting Proficient expectations, with areas for growth in quality, scope, or consistency.	Exceeds Proficient expectations through consistent high-quality practice with impact in the classroom or beyond.

I-C: Analysis

Proficient

1. **Analysis and Conclusions:** Systematically analyzes data from a variety of formal and informal assessments, including rubrics, polls, surveys, exit tickets, observations, and discussions—to:

   - Evaluate student progress in information literacy, research, media, digital and technology skills through library instruction and collaboration with classroom teachers.

   - Reflect on instructional effectiveness and implement strategies to reduce disparities in student outcomes, ensuring equitable learning opportunities while using an asset-based lens.

   - Improve library programming (e.g., usage, collection, circulation, policies, resources, signage, programming, etc.) to meet the needs and interests of the community.

2. **Adjustments to Practice:** Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice, curate targeted library materials, and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.

3. **Sharing Progress with Students and Families:** Communicates with students and their families in an accessible format and language to:

   - Independently, or in support with other teachers (e.g., special education teachers, English learner education teachers, paraeducators, general education teachers, and specialists), identify ways to build on students' strengths and support their growth.

   - Keep the school community informed about library resources by regularly updating and showcasing culturally relevant materials.

   - Celebrate successes and communicate identified growth opportunities for the school community to foster support, engagement, and continuous improvement.

4. **Sharing Progress with Colleagues:** Collaborates with appropriate colleagues (e.g., special education teachers, English learner education teachers, paraeducators, general education teachers, and specialists) to:

   - Share insights on student progress in literacy, research, media, and technology skills within the library curriculum.

   - Seek feedback on instructional and assessment practices to enhance student learning.

   - Communicate with teachers and administrators about library resources that align with assessment outcomes and support student achievement.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting Proficient expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting Proficient expectations, with areas for growth in quality, scope, or consistency.	Exceeds Proficient expectations through consistent high-quality practice with impact in the classroom or beyond.

STANDARD II: Teaching All Students

The educator promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

II-A: Instruction[6]	**Proficient**
	1. **High Expectations and Support:** Supports all students to meet or exceed high expectations for standards-aligned learning, produce high-quality work, and develop self-awareness and information, digital, and media literacy skills for independent learning by: • Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for student learning. • Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. • Communicating clear criteria for success (e.g., models, rubrics, exemplars). • Reinforcing perseverance and effort with challenging content and tasks. 2. **Engaging Instruction:** Engages all students as active participants in learning experiences that are relevant, real-world, and interactive by: • Providing opportunities for students to make choices, explore topics, and apply learning in culturally and linguistically sustaining ways, and through real-world, interactive contexts. • Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to support and motivate learning. • Facilitating purposeful student-to-student academic discourse with equitable student participation in discussion. • Integrating digital tools and educational technology that enhance learning experiences and promote the development of information, digital, and media literacy skills. 3. **Inclusive Instruction:** Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: • Collaborating with teacher colleagues to use appropriate inclusive practices, including, but not limited to, educational and assistive technologies, scaffolded instruction, and leveraging of students' native language and linguistic resources; to ensure the library is accessible and affirming for all students. • Providing students with multiple ways to learn content and demonstrate understanding, as appropriate.

Unsatisfactory	**Needs Improvement**	**Exemplary**
Does not demonstrate adequate progress towards meeting Proficient expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting Proficient expectations, with areas for growth in quality, scope, or consistency.	Exceeds Proficient expectations through consistent high-quality practice with impact in the classroom or beyond.

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[6] Note: In this rubric, instruction and instructional practices may refer to individual or group activities, sessions, interventions, or counseling practices.

	Proficient
II-B: **Learning Environment**	1. **Positive Relationships**: Builds positive, caring relationships and curates an inclusive library collection to help all students feel valued, respected, equitably supported, and a sense of belonging in the school library. 2. **Safe Learning Environment:** Creates and maintains a safe, supportive, and inclusive environment by: • Establishing, with student input, routines and systems to support student learning. • Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). • Supporting student accountability for the impact of their actions. • Enabling students to take academic risks and share ideas freely. • Seeking feedback from students on their experience of learning in the school library and making aligned adjustments to practice. 3. **Collaborative Learning Environment:** Develops students' relationship and communication skills by: • Providing students with frequent opportunities to interact with peers, make sense of complex ideas together, and develop language that demonstrates the love of reading and information literacy acquisition. • Supporting students to engage with differences and diverse perspectives, respectfully challenge each other's thinking, and address interpersonal conflicts as they arise. 4. **Student Ownership of Learning:** Guides students to self-assess, problem-solve, ask for support, independently access library resources, and demonstrate leadership and/or positively contribute to the library and school community. 5. **Critical Thinking:** Develops students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases to deepen learning and make connections between the content and real-world problems and events (e.g., issues of identity, equity, power, and justice).

Unsatisfactory	**Needs Improvement**	**Exemplary**
Does not demonstrate adequate progress towards meeting Proficient expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting Proficient expectations, with areas for growth in quality, scope, or consistency.	Exceeds Proficient expectations through consistent high-quality practice with impact in the classroom or beyond.

STANDARD III: Family and Community Engagement

The educator promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

III-A: Communication	Proficient
	1. Communication With Families: Establishes regular, two-way communication with families that: ● Is culturally and linguistically sustaining and aligned with family preferences, in language(s) that families understand, and in approachable language and formats. ● Shares timely information about the library program, events, and resources. ● Aligns with district communication policies.

	Unsatisfactory	Needs Improvement	Exemplary
	Does not demonstrate adequate progress towards meeting Proficient expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting Proficient expectations, with areas for growth in quality, scope, or consistency.	Exceeds Proficient expectations through consistent high-quality practice with impact in the classroom or beyond.

III-B: Engagement	**Proficient**		
	1. **Family Engagement:** Engages with families in a way that is equitable and collaborative by: • Building positive relationships with families characterized by mutual trust and respect. • Providing and/or participating in a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the school library community. • Clearly and accessibly communicating information about family engagement opportunities.		
	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting Proficient expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting Proficient expectations, with areas for growth in quality, scope, or consistency.	Exceeds Proficient expectations through consistent high-quality practice with impact in the classroom or beyond.

III-C: Collaboration	**Proficient**		
	1. **Collaboration on Student Learning and Well-Being:** Partners with families to support students' learning and well-being by: • Leveraging families' cultural and linguistic knowledge and expertise as assets. • Engaging with families in an appropriate manner as determined by the school administration about student learning and progress in the school library. • Identify opportunities to collaborate with families to strengthen student knowledge acquisition during school hours and encourage independent learning beyond the school day.		
	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting Proficient expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting Proficient expectations, with areas for growth in quality, scope, or consistency.	Exceeds Proficient expectations through consistent high-quality practice with impact in the classroom or beyond.

STANDARD IV: Professional Culture
The educator promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

IV-A: **Reflection & Professional Growth**	**Proficient** 1. **Reflective Practice:** Reflects on the effectiveness of instructional strategies, methods of assessment, and materials selected. They also reflect upon how one's identities, biases, and practices impact student learning and well-being; and work to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability, and ability, and other aspects of student identities; such that all students can meet or exceed grade-level standards. 2. **Goal-Setting:** Sets professional practice and student goals that: • Are challenging and measurable. • Are based on thorough self-assessment, analysis of professional practice and student learning data, and feedback from students and families**.** • Promote more inclusive and equitable learning experiences and outcomes for all students. 3. **Professional Learning and Growth:** Seeks out and engages in ongoing cycles of professional learning to strengthen equitable practice and improve student learning, applies new knowledge and skills into practice, and monitors impact on student outcomes. 4. **School Library Administration and Leadership:** Seeks leadership opportunities that contribute to, produce, and present professional learning or programming for the district and/ or schools.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting Proficient expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting Proficient expectations, with areas for growth in quality, scope, or consistency.	Exceeds Proficient expectations through consistent high-quality practice with impact in the classroom or beyond

IV-B: Shared Responsibility, Collaboration, & Decision-Making	**Proficient**		
	1. **Shared Responsibility:** Shares responsibility for schoolwide culture and learning expectations that promote an equitable and culturally and linguistically sustaining school community. 2. **Professional Collaboration:** Collaborates and communicates with colleagues, including administrators, special educators, paraeducators, English learner educators, general educators, specialists, and support staff, on tasks in support of shared goals for student learning such as adapting and implementing instructional materials, examining student work, analyzing student performance, and planning appropriate scaffolds, interventions, and supports. 3. **Decision-Making:** Contributes ideas and expertise to planning and decision making at the school, department, and/or grade level to advance effective, equitable, inclusive, and digitally appropriate instruction for all students.		
	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting Proficient expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting Proficient expectations, with areas for growth in quality, scope, or consistency.	Exceeds Proficient expectations through consistent high-quality practice with impact in the classroom or beyond.

IV-C: Professional Responsibilities	**Proficient** 1. **Judgment:** Adheres to the school or district's existing code of ethics and protects student confidentiality appropriately, including student data privacy related to digital tools. 2. **Professional Responsibilities:** Fulfills all routine professional responsibilities, including: • Performing duties of the role in accordance with school and district guidelines. • Connecting students to needed academic and social-emotional supports, as well as culturally relevant school library collections. • Engaging with all colleagues with respect and civility. • Adhering to district attendance policies.		
	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting Proficient expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting Proficient expectations, with areas for growth in quality, scope, or consistency.	Exceeds Proficient expectations through consistent high-quality practice with impact in the classroom or beyond.

Student Inquiry Moves

Student Inquiry Moves (SIMS) provide examples of observable student behavior of students when learning in the school library, including research, library use, critical thinking, and/or reading and literature appreciation. These examples can be used to support observations and evidence-collection.

Element	Student Inquiry Moves
I-A-1 Professional Knowledge	• Students participate in collaboratively planned, inquiry-based learning where they explore multiple library resource types and formats and select appropriate resources to answer an essential question. (AASL Standard IV. Curate. A. Think. 2: Learners act on an information need by: Identifying possible sources of information.) • After a book talk about literary genres, students choose a book for independent reading and reflect about their choice and what they might read next. (AASL Standard: Explore V. Think. 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and writing and creating for a variety of purposes; they reflect and question assumptions and possible misconceptions; engage in inquiry-based processes for personal growth.)
I-A-2 Knowledge of Students	• After classroom learning about academic content for a research project, in groups, students explore and discuss a range of print resources developing possible essential research questions. In their research journal, each student is responsible for their own keywords and what is of most interest to them. (AASL Standard III. Collaborate B. Think. 2.: Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge.)
I-A-3 Curriculum Literacy	• At the end of an inquiry-based unit and using their research journal, students evaluate the process and the resources used to create new understandings for their presentation. (AASL Standard II. Include. A. Think 2.: 2. Adopting a discerning stance toward points of view and opinions expressed in information.)
I-B-1 Purposeful Assessment	• When participating in guided inquiry/information literacy learning, students participate in discourse with the library teacher in order to ensure that they are independently acquiring the research skills appropriate for their grade level. (AASL Standard IV. Curate. 4. Grow. 4: Learners select and organize information for a variety of audiences by performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.)
I-B-2 Accessible Assessment	• In a collaboratively planned research unit (with other educators and sharing a learning rubric), students choose topics then demonstrate their learning in a range of formats including oral, written, digital, or artistic presentations. (AASL Standard VI. Engage. C. Share. 2: Learners responsibly, ethically, and legally share new information with a global community by disseminating new knowledge through means appropriate for the intended audience.)
I-C-1 Analysis and Conclusions	• Students participate in pre- and post- research polls about their research identities and information access success. (AASL Standard IV Curate: D. Grow. 1.: Learners select and organize information for a variety of audiences by performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.)
I-C-2 Adjustments to Practice	• In their research journals, students respond to a prompt about their research strategy and whether or not the library resources used so far have grown their curiosity about the academic concepts to be studied. The LSLT uses the responses to revise the next

	step of the project. (AASL Standard 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.)
I-C-3 Sharing Progress with Students and Families	• Students and their family members fill out surveys after a School Community Family Night regarding the library program and resources. (AASL Standard II. Include. C. Create. 3. Learners adjust their awareness of the global learning community by representing diverse perspectives during learning activities.)
I-C-4 Sharing Progress with Colleagues	• In order to foster students using a range of resources and resource types, their citations for a research project are graded by the CSLT; an element of the research unit's student rubric. (AASL Standard VI. Engage. 4. Grow. 1.: Learners engage with information to extend personal learning by personalizing their use of information and information technologies.)
II-A-1 High Expectations and Support	• Students evaluate resources using learned metacognitive reflection and collaboration skills. Examples may result in creating a physical or electronic research journal or graphic organizer where keywords, search returns, cross-referencing, and annotations are noted. (AASL Standard: Explore V. Think. 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and writing and creating for a variety of purposes; they reflect and question assumptions and possible misconceptions; engage in inquiry-based processes for personal growth.) • Students independently use standardized research rubrics designed for different grade levels. (AASL Standard: VI. Engage D. Grow. 1: Learners engage with information to extend personal learning by personalizing their use of information and information technologies.)
II-A-2 Engaging Instruction	• Students can research with fidelity by creating projects that include question formulation, resources needed, location of resources, organization of accessed information, and form of demonstrated learning (oral, digital written presentation, etc.). (AASL Standard III. Collaborate. C. Grow. 2: Learners actively participate with others in learning situations by actively contributing to group discussions and recognizing learning as a social responsibility.) • Students engage in academic discourse that develops a research identity and encourages voice and choice. (AASL Stand IV. Curate. C. Share 3: Joining with others to compare and contrast information derived from collaboratively constructed information sites.)
II-A-3 Inclusive Instruction	• Students demonstrate inquiry independence in navigating the library by engaging in a scavenger hunt that includes collaborative social habits for locating and accessing needed library resources and spaces. (AASL Standard IV. Curate. D. Grow. 2: Integrating and depicting in a conceptual knowledge network their understanding gained from resources.) • In their research project group, students share access to information from a range of print and/or digital resources and engage in academic discourse to determine the most appropriate resource for their learning. (AASL Standard IV. Explore. C. Share. 2: Learners engage with the learning community by co-constructing innovative means of investigation.)
II-B Learning Environment	• Students can explore and negotiate the information ecosystem provided through the library. An example is students investigating print and digital books and utilizing reading journals to write about genres in a manner that opens up questions, curiosities, and a willingness to engage in independent reading. (AASL Standard II. Include. A. Think. 3: Learners contribute a balanced perspective when participating in a learning community

	by describing their understanding of cultural relevancy and placement within the global learning community.) • Under the guidance of the classroom teacher and librarian, students engage in a collaborative learning research project where they use a keyword research rubric to individually construct language for relevant information searches for analyzing accessed sources. (AASL Standard III. Collaborate. C. Share. 2: Learners work productively with others to solve problems by involving diverse perspectives in their own inquiry processes.)
III-A Communication	• Multilingual newsletters and updates: Shares library information translated into the primary languages spoken by families. This information could highlight new books, upcoming events, literacy tips, etc. • Inclusive book collections and displays: Shares information about culturally relevant books and resources that reflect students' backgrounds and experiences. • Flexible communication methods: Offers updates via email, text messages, school apps, social media, or printed flyers/notices. • User-friendly guides: Creates simple, jargon-free guides on how to access digital library resources, navigate the library catalogs, or participate in reading programs. • Video or visual communication: Provides short, engaging videos or infographics explaining library services, book fairs, and literacy programs. • Event invitations and reminders: Sends invitations to family literacy nights, author visits, and book fairs with reminders via multiple channels. • Resource spotlights: Highlights free ebooks, audiobooks, and research tools available to students and families through the school library. • Parent workshops: Hosts sessions on topics like digital literacy, online safety, or how to encourage reading at home. (AASL Standard: Collaborate (III.A.2, III.D.1) – Encourages partnerships with educators, students, and families to foster an environment of shared learning.)
III-B Engagement	• Uses social media, open house events, personal interaction, school newsletters, library website, or other means to build connections with families in a way that both encourages reading for pleasure and supports academic excellence. • Showcasing student and family voices: Features family book recommendations or cultural stories in library displays and newsletters, reinforcing that their input matters. • Multicultural family literacy nights: Hosts events celebrating diverse stories, authors, and traditions with read-alouds, storytelling, and book giveaways in multiple languages. • Parent and caregiver volunteer opportunities: Encourages families to assist with library activities, book fairs, or read-aloud sessions, offering flexible ways to participate. • Library resource workshops: Hosts sessions to teach families how to access digital resources, use research databases, and encourage reading at home. (AASL Standard: Inquire (I.B.1, I.C.1) – Encourages learners to engage in inquiry-based learning, making connections between classroom learning and real-world contexts.)
IIII-C Collaboration	• Establishing clear expectations through overdue notices and library contracts to foster a shared commitment to literacy and accountability. • Offering guidance on digital tools and online reading platforms to empower families to support learning at home. • Sending newsletters home with resources about digital literacy, how to access Sora at home, etc. • Attending School Council Meetings, collaborating with PTO, and seeking family input.

	• (AASL Standard: Include (I.A.2, II.B.2) – Encourages learners to engage with diverse perspectives and contribute a balanced exchange of ideas.)
IV-A Reflection and Professional Growth	• Students engage in academic and extracurricular activities and events, including, but are not limited to, poetry slams, book clubs, school-wide exhibitions and speaker events. (AASL Standard I. Inquire. A. Think: 1. Formulating questions about a personal interest or a curricular topic.) • Students encounter a school-wide culture of reading, collaboratively built and analyzed by the faculty and the LSLT using student reading performance, circulation and collection development data. (AASL Standard V. Explore. C. Share. 1.Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.)
IV-B Shared Responsibility, Collaboration, and Decision-Making	• Based on a school-wide, academic goal, students complete a collaboratively planned, inquiry-based learning unit, where they receive feedback from an ongoing analysis and progression of library learning lessons that incorporate elements of deeper learning, critical thinking, and multiple information, digital and media literacies work is analyzed. (AASL Standard IV. Curate. D. Grow. 4. Learners select and organize information for a variety of audiences by openly communicating curation processes for others.) • Students employ age appropriate, relevant technology skills that meet the needs of an academic learning outcome including word processing, spreadsheets and databases. (AASL Standard VI. Engage. A. Think. 1. Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning.)

Acknowledgements

Glossary of Terms

Academic Achievement: Attainment of academic skills and knowledge to meet or exceed grade-level standards in a comprehensive and diverse range of subjects with ability to apply competencies in relevant, real world contexts.

All Students: This rubric frequently references "all students," which represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to, those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, English learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.

Anti-racist Teacher and Leader: Believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism to advance racial equity. (Guidelines for the Preparation of Administrative Leaders)

Asset-Based: Asset-based approaches intentionally build on the strengths and capacities that learners bring to school, including their languages, cultures and experiences versus deficit-based thinking that views differences as weaknesses.

Bias: A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group. (Guidelines for the Preparation of Administrative Leaders)

Cultural Broker: Individuals who act as bridges between schools and diverse families and collaborate with families to support the school's goals to improve student achievement (Massachusetts Family, School, and Community Partnership Fundamentals 2.0).

Cultural Competence: Individuals' affirmation in their own culture and identity and respect and understanding for different cultures and identities.

Culturally Responsive Practice: Cultural responsiveness is an approach to viewing students' culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower them. (Supporting Culturally and Linguistically Sustaining Practices)

Culturally Relevant: Aligned with and affirming to students' cultures, backgrounds, and identities. Culturally relevant pedagogy promotes students' academic achievement, cultural competence, and sociopolitical awareness. (Supporting Culturally and Linguistically Sustaining Practices)

Culturally and Linguistically Sustaining: Affirming and valuing students' prior experiences and supporting them to sustain their cultures and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness; valuing multilingualism as an asset. (Supporting Culturally and Linguistically Sustaining Practices)

Curricular materials are resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum, or instructional materials. (Curriculum Matters)

Curriculum: a sequence of student learning experiences teachers facilitate, may use curricular materials as a foundation; also called enacted or taught curriculum. (Curriculum Matters)

Digital Literacy: The ability to use digital technology, communication tools or networks to locate, evaluate, use, and create information; the ability to understand and use information in multiple formats from a wide range of sources

when it is presented via computers; and the ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments ([Digital Literacy and Computer Science Framework](#)).

Equity: Placing a heightened focus on groups, particularly racial groups, experiencing disproportionate impact through the development of systems to remediate disparities in their experiences and outcomes.

Evidence-based: Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. ([US Department of Education, Every Student Succeeds Act)](#)

Historically Marginalized Groups: Groups and communities that systematically experience discrimination and exclusion (social, political, economic and financial) because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, culture, language, LGBTQ+, gender, and ability. Significant disparities exist for marginalized people.

High-quality Instructional Materials: High-quality materials exhibit a coherent sequence of target skills and knowledge, empirical evidence of efficacy, and other characteristics such as engaging content and inclusive design. Some factors in quality are nonnegotiable, while others vary by context: for example, compatibility with a school's technology infrastructure or cultural relevance to its student population. ([Curriculum Matters](#))

Inclusive Practices: Pursuing deliberate actions to create welcoming environments and ensure differences are actively sought and heard, and that every individual feels a sense of belonging and a role in impacting decision-making, practices, and policies.

Linguistically Responsive: Aligned with and affirming to students' and families' linguistic backgrounds and skills. This includes use of high-quality translation and interpretation, as well as translanguaging (see below). ([The Massachusetts Blueprint for English Learner Success](#))

Non-Academic Student Outcomes: Outcomes associated with students' capacity to understand and value self (know their own strengths, interests, and areas of growth, be self-aware, be a self-advocate, and make responsible decisions), understand and value others (understand differences and multiple perspectives, empathize with others, and build connections with peers and adults), and engage with the world (understand and think critically about local, national, and world events and societal systems; and create positive change through civic action).

Restorative Practice: A framework of processes that schools can use to prevent and address conflict and poor behavior, including, but not limited to, restorative circles, family group conferences, social and emotional learning, and informal practices such as affective questioning. Rather than implementing a program, restorative practices focus on building and maintaining healthy relationships among individuals and maintaining a sense of community. In the case of a disciplinary infraction, restorative practices allow individuals to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Through these practices, individuals come to understand how their behavior affected others, recognize that their behavior was harmful to others, move toward repairing the harm, and work on not repeating that behavior again. ([National Center on Safe and Supportive Learning Environments](#))

Sociopolitical Awareness: The ability to identify, analyze, and work to solve real-world problems by thinking critically and drawing conclusions about complex issues related to equity, identity, power, or bias.

Translanguaging: The process whereby multilingual speakers utilize all of their languages as an integrated communication system to learn. ([The Massachusetts Blueprint for English Learner Success](#))

Universal Design for Learning (UDL) is intended to increase access and engagement in learning by reducing physical, cognitive, intellectual, and organizational barriers, and other obstacles. It includes providing learners with multiple means of engagement, representation, action and expression. (Multi-Tiered System of Support)