INTRODUCTION

This system is based on a continuous cycle of assessment and evaluation within four domains of teaching responsibility presented by Charlotte Danielson in the first and second editions of *Enhancing Professional Practice: A Framework for Teaching* (1996, 2007) and has been developed by the Londonderry (NH) School District for L4L based on the work of Charlotte Danielson which is used with the her permission and posts as open content with attribution to Danielson, Londonderry School District and L4L.

Danielson's four domains are: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The L4L evaluation system parallels her domains, but replaces her second domain with Library Environment. Many of the elements and the components in this domain parallel Danielson's; however, when necessary, they have been adapted to the role of the school librarian when it differs from the teacher's role. All elements represent principles of best practice in teaching and school librarianship. Each domain has specific, measurable components to evaluate performance. As a result of self-assessment and conferencing with evaluators, the school librarian's professional development goals reflect and align with the elements of these evaluative criteria.

Summary of the Domains

Domain 1: Planning and Preparation

Both directly and indirectly, the school librarian plays an important role in planning for instruction. Supporting instruction requires having the necessary resources available; achieving availability requires knowledge of curriculum and knowledge of students. The school librarian is involved in ensuring that units of instruction help students develop and practice:

- information literacy skills (the ability to define the task/problem/need for information; develop a search strategy; locate, evaluate, and use information effectively)

- the research process

- media and digital literacy and technology skills

This integration requires that school librarians collaborate with teachers in planning, implementing, and assessing some units of study.

Domain 2: The Library Environment

In this domain many elements and components are similar to those of the classroom environment. The components of managing classroom procedures and organizing the learning environment have been adapted to meet specific needs within the library. Traffic flow - the ability to move freely and easily within a space - and the importance of self-directed use are important concepts to consider in the organization of the library as a flexible learning environment capable of simultaneously supporting a variety of groups and activities.

Domain 3: Instruction

The components in this domain have been adapted to show how the school librarian is involved in instruction. The research process, as well as information, media, and digital literacy and technology skills are emphasized when working with classes, small groups, or individuals. Additionally, much one-on-one teaching occurs in the library.

Domain 4: Professional Responsibilities

Within this domain, components dealing with reflection, communication, contributing to the school and school district, and growing professionally are much the same as the teachers' components documented by Danielson. Included in the L4L sample evaluation system are additional components unique to librarianship and professional responsibilities involving the management of the library:

- developing and administering the budget

- keeping accurate records regarding collection, circulation, and use

- analyzing data for planning and decision making

- supervising staff

- developing and maintaining a collection of resources

Additionally, enhancement of professional knowledge in the specialty and service to the profession are in this domain.

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content Curriculum and Process

Elements: Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process

Distinguished—School librarian displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.

Proficient—School librarian displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.

Basic—School librarian is familiar with the curriculum but cannot articulate connections with literacies and the research process.

Unsatisfactory—School librarian is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.

Component 1b: Demonstrating Knowledge of Students
Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

Distinguished   School librarian demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School

librarian employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.

Proficient School librarian demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School librarian uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.

Basic School librarian demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School librarian occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.

Unsatisfactory School librarian makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School librarian does not understand the need for this information in planning and developing the collection.

Component 1c: Supporting Instructional Goals
Elements: Instructional resources and technology • Instructional services

Distinguished School librarian displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.

Proficient School librarian displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.

Basic School librarian displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.

Unsatisfactory School librarian does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.

Component 1d: Demonstrating Knowledge and Use of Resources
Elements: Instructional materials and resources • Search strategies

Distinguished School librarian has an extensive knowledge of the resources within the school's library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.

Proficient School librarian has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or

online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.

Basic
School librarian is aware of the resources within the school's library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.

Unsatisfactory
School librarian has little awareness of the resources with the school's library collection or resources available electronically and does not seek resources outside the library.

Component 1e: Demonstrating a Knowledge of Literature and Lifelong Learning
Elements: Children's and young adult literature • Reading promotion

Distinguished
School librarian has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.

Proficient
School librarian has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.

Basic
School librarian has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.

Unsatisfactory
School librarian has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.

Component 1f: Collaborating in the Design of Instructional Experiences
Elements: Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy

Distinguished
School librarian collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.

Proficient
School librarian collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.

Basic
School librarian collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.

Unsatisfactory
School librarian does not collaborate with teachers in planning, implementing, and assessing learning activities.

DOMAIN 2: The Library Environment

Component 2a: Creating an Environment of Respect and Rapport
Elements: Interpersonal relations • Student interactions • Staff interactions

Distinguished   School librarian demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school librarian.

Proficient   School librarian demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school librarian.
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Basic   School librarian-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school librarian is not always evident.

Unsatisfactory   Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school librarian. Some student interactions are characterized by conflict, sarcasm, or put-downs.

Component 2b: Establishing a Culture for Learning
Elements: Ethos • Expectations for learning

Distinguished   School librarian maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.

Proficient   School librarian maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.

Basic   School librarian maintains an environment that is attractive with expectations that students use the library appropriately.

Unsatisfactory   School librarian maintains a controlled and stifling environment not conducive to learning.

Component 2c: Managing Library Procedures
Elements: Circulation procedures • Scheduling procedures

Distinguished   Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school librarian.

Proficient   Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school librarian.

Basic   Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school librarian.

Unsatisfactory   Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school librarian.

Component 2d: Managing student behavior
Elements: Expectations • Monitoring of student behavior • Response to misbehavior

Distinguished   School librarian has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.

Proficient   School librarian has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.

Basic   School librarian has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.

Unsatisfactory   School librarian has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.

Component 2e: Organizing physical space
Elements: Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility

Distinguished   The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self directed use. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.

Proficient   The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.

Basic   The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.

Unsatisfactory   The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.

DOMAIN 3: Instruction

Component 3a: Communicating Clearly and Accurately
Elements: Directions and procedures • Use of different methods

Distinguished   School librarian clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.

Proficient   School librarian clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.

Basic   School librarian is usually clear in communicating directions and procedures - but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.

Unsatisfactory   School librarian does not communicate clearly and directions and procedures are often confusing or not provided at all.

Component 3b: Using Questioning and Research Techniques
Elements: Quality of questions • Research techniques • Student inquiry

Distinguished   School librarian nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.

Proficient   School librarian often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.

Basic   School librarian asks questions that guide students and help them think about their research topic.

Unsatisfactory   School librarian does not use questions effectively and usually tells the student what to do or leaves them on their own.

Component 3c: Engaging Students in Learning
Elements: Instructional materials and resources • Expectations for students

Distinguished   School librarian recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school librarian.

Proficient	School librarian usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.

Basic	School librarian sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.

Unsatisfactory	School librarian is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.

Component 3d: Assessment in Instruction (whole class, one-on-one and small group)

Elements: Assessment criteria • Monitoring of student learning • Quality feedback • Student self assessment and monitoring of progress

Distinguished	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria**.** The school librarian actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school librarian provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.

Proficient	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school librarian monitors groups of student but makes limited use of diagnostics. The school librarian is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.

Basic	In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school librarian monitors a class of students as a whole but elicits no diagnostic information. The school librarian provides some feedback to students when working with them on a one-to-one basis or with small groups. Students occasionally assess the quality of their own work.

Unsatisfactory	In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school librarian does not monitor student learning. The school librarian does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self-assessment or monitoring of progress.

Component 3e: Demonstrating Flexibility and Responsiveness
Elements: Teaching strategies • Lesson adjustments • Response to students • Persistence

Distinguished	The school librarian uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school librarian makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.
Proficient	The school librarian uses some diverse strategies in seeking ways to ensure successful learning for all students. The school librarian usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.
Basic	The school librarian attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.
Unsatisfactory	The school librarian adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school librarian makes minimal adjustments to the instructional plan.

DOMAIN 4: Professional Responsibility

Component 4a: Reflecting on Practice
Elements: Reflection • Vision • Change

Distinguished	The school librarian is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.
Proficient	The school librarian often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.
Basic	The school librarian sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.
Unsatisfactory	The school librarian rarely reflects on the effectiveness of services, resources, and instructional strategies.

Component 4b: Maintaining Accurate Records
Elements: Catalog • Circulation • Statistics • Inventory • Using Data

Distinguished   The school librarian maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.

Proficient   The school librarian maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.

Basic   The school librarian maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.

Unsatisfactory   The school librarian does not maintain accurate or current records.

Component 4c: Communicating with School Staff and Community
Elements: Information about the library program • Advocacy

Distinguished   The school librarian effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL's *Standards for the 21st Century Learner* and additionally utilizes elements of *Empowering Learners: Guidelines for School Library Media Programs* to communicate the development of the library program, new resources and services. The school librarian actively solicits feedback and input from the schools staff and community to improve instruction, program and services.

Proficient   The school librarian communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.

Basic   The school librarian communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.

Unsatisfactory   School librarian does not communicate with the school community about the library program and services.

Component 4d: Participating in a Professional Community
Elements: Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues

Distinguished   School librarian makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.

Proficient	School librarian contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.
Basic	School librarian participates in school and district events and projects when specifically requested. School librarian usually maintains a positive collaborative relationship with colleagues.
Unsatisfactory	School librarians' relationships with colleagues are frequently negative or self-serving and the school librarian avoids or refuses to be involved in school and district events and projects.

Component 4e: Growing and Developing Professionally
Elements: Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession

Distinguished	School librarian seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School librarian seeks out feedback from both supervisors and colleagues. School librarian initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.
Proficient	School librarian seeks out opportunities for professional development to enhance professional practice. School librarian welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School librarian participates actively in assisting other educators.
Basic	School librarian participates in professional activities when convenient. School librarian accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School librarian contributes to the profession to a limited extent.
Unsatisfactory	School librarian makes no attempt to go beyond what is required for maintaining certification. School librarian resists feedback on performance from either supervisors or more experienced colleagues. School librarian makes no effort to share knowledge with others or to assume professional responsibilities.

Component 4f: Collection Development and Maintenance
Elements: Assessment • Selection • Weeding

Distinguished	Soliciting input from members of the staff, the students and the school community the school librarian constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School librarian advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.
Proficient	School librarian regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.

Basic	School librarian inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.

Unsatisfactory	School librarian makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.

Component 4g: Managing the Library Budget
Elements: Data driven decisions • Budget development • Record keeping

Distinguished	Using data effectively, the school librarian develops budget proposals necessary for a progressive and comprehensive library program. School librarian follows department and/or district guidelines for managing the budget and maintains accurate records.

Proficient	School librarian develops budget proposals necessary for a comprehensive library program. School librarian follows department and/or district guidelines for managing the budget and maintains accurate records.

Basic	School librarian develops budget proposals necessary to maintain the library program. School librarian follows department and/or district policies for managing the budget and maintains records.

Unsatisfactory	School librarian develops a budget proposal that inadequately reflects the needs of the library program. School librarian is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends.

Component 4h: Managing Personnel
Elements: Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation

Distinguished	School librarian establishes expectations that motivate and guide support staff to perform with initiative and independence. School librarian effectively delegates responsibility and provides training and the necessary supervision and support. School librarian uses district evaluation tools and objectively evaluates support staff.

Proficient	School librarian effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School librarian objectively evaluates support staff.

Basic	School librarian provides training and supervision and uses district tools to evaluate support staff.

Unsatisfactory	School librarian provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.

Component 4i: Professional ethics
Elements: Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality

Distinguished	Through teaching and practice the school librarian demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and

defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).

Proficient   School librarian is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).

Basic   School librarian is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association's Code of Ethics. (See addendums A, B and C).

Unsatisfactory   School librarian does not adhere to the professional ethics of librarianship.

Works Cited:

Danielson, Charlotte. 1996. *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.

Danielson, Charlotte. 2007. *Enhancing Professional Practice: A Framework for Teaching*. 2nd ed. Alexandria, VA: ASCD.

Addendum A

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

Addendum B

Access to Resources and Services in the School Library Media Program

An Interpretation of the LIBRARY BILL OF RIGHTS

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources appropriate to the needs and to the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age or grade level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media specialists implement district policies and procedures in the school.

Adopted July 2, 1986; amended January 10, 1990; July 12, 2000; January 19, 2005, by the ALA Council.

Addendum C

Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

I.   **We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.**

II.   **We uphold the principles of intellectual freedom and resist all efforts to censor library resources.**

III.   **We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.**

IV.   **We recognize and respect intellectual property rights.**

V.   **We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.**

VI.   **We do not advance private interests at the expense of library users, colleagues, or our employing institutions.**

VII.   **We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.**

VIII.   **We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.**

Adopted by the ALA Council

June 28, 1995