

**ExC³EL – Expectations for Collaboration, Collections, and Connections to Enhance Learning:
A Program Evaluation Rubric**

Mission: The ExC³EL Rubric provides a continuum for developing outstanding school library media programs that enhance and support the school’s educational agenda. Quality library media programs provide a welcoming, resource-rich environment that supports multiple literacies, cultivates a culture of inquiry and literary appreciation, and encourages the independent, ethical exploration of information and ideas.

| Instructional Leadership | <i>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</i> | | | |
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| Components | Entering | Developing | Advancing | Outstanding |
| Instructional partnership | <ul style="list-style-type: none"> • Instructional planning partnership does not exist between classroom and LM program. • LM instructional program does not include student/teacher production. • Collaboration does not exist between LM program and grade levels/subject areas. | <ul style="list-style-type: none"> • Instructional planning partnership is developing (i.e., limited evidence) between classroom and LM program. • LM instructional program includes student production through the application of reading and research skills. • Collaboration exists between LM program and some grade levels/subject areas through the development, implementation and evaluation of instructional lessons, units, and projects based on state standards. | <ul style="list-style-type: none"> • Instructional planning partnership exists between some classrooms and LM program. • LM instructional program includes student/teacher production through the application of reading, writing, research, and communication skills (e.g., FINDS and READS). • Collaboration exists between LM program and grade levels/subject areas through the development, implementation and evaluation of instructional lessons, units, and projects based on state standards. | <ul style="list-style-type: none"> • Instructional planning partnership exists between most classrooms and LM program. • LM instructional program promotes creative expression and student/teacher production through the application of reading, writing, research, and communication skills (e.g., FINDS and READS). • Systematic collaboration exists between LM program and grade levels/subject areas through the development, implementation and evaluation of instructional lessons, units, and projects based on state standards. |
| Information literacy and inquiry-based instruction | <ul style="list-style-type: none"> • Standards-based information literacy skills instruction is not integrated into the LM instructional program. • Data is not used to plan and modify LM instructional program. • Instruction focused on student development of information literacy skills (e.g., locate, evaluate, and use information ethically and responsibly) is not included in the LM instructional program. | <ul style="list-style-type: none"> • Standards-based information literacy skills are taught in the LM instructional program. • Data from automated systems is used to plan library media instructional program. • Instruction focused on student development of information literacy skills (e.g., locate, evaluate, and use information ethically and responsibly) is included in the LM instructional program. | <ul style="list-style-type: none"> • Standards-based information literacy skills instruction using inquiry-based approach (e.g., FINDS) is embedded into schoolwide instructional program. • Data from student achievement and automated systems are used to plan LM instructional program. • Instruction focused on student development of information literacy skills (e.g., locate, evaluate, and use information ethically and responsibly) is embedded into the instructional program. | <ul style="list-style-type: none"> • Standards-based Information literacy skills instruction using inquiry-based approach (e.g. FINDS) is embedded systematically into schoolwide instructional program. • Data from student achievement and automated systems are used to plan and modify LM instructional program. • Instruction focused on student development of information literacy skills (e.g., locate, evaluate, and use information ethically and responsibly) is embedded systematically into the instructional program. |

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| Digital citizenship instruction | <ul style="list-style-type: none"> • Instruction including communication and collaboration skills across multiple platforms (e.g. traditional communications and social networking) is not included in the LM instructional program. • Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is not included in the LM instructional program. • Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is not taught within the LM instructional program. • Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is not included in the LM instructional program. | <ul style="list-style-type: none"> • Instruction covering communication and collaboration skills across multiple platforms (e.g. traditional communications and social networking) is included in the LM instructional program. • Instruction covering copyright laws and intellectual property rights (e.g. Creative Commons) is included in the LM instructional program. • Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is taught within the LM instructional program. • Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is included in the LM instructional program. | <ul style="list-style-type: none"> • Instruction including communication and collaboration skills across multiple platforms (e.g. traditional communications and social networking) is embedded into the schoolwide instructional program. • Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is embedded into the schoolwide instructional program. • Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is embedded into the schoolwide instructional program. • Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is embedded into the schoolwide instructional program. | <ul style="list-style-type: none"> • Instruction including communication and collaboration skills across multiple platforms (e.g. traditional communications and social networking) is embedded systematically into the schoolwide instructional program. • Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is embedded systematically into the schoolwide instructional program. • Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is embedded systematically into the schoolwide instructional program. • Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is embedded systematically into the schoolwide instructional program. |
| Professional learning | <ul style="list-style-type: none"> • Professional learning sessions are not facilitated through LM program. • Professional learning sessions are not offered. | <ul style="list-style-type: none"> • Professional learning sessions are facilitated through LM program, and focus on new and emerging technologies, and library resources. • Professional learning is offered in face-to-face sessions. | <ul style="list-style-type: none"> • Professional learning sessions are facilitated through the LM program, including new and emerging technologies, resources, and instructional strategies (e.g., digital citizenship, interactive tools, and teaching methodologies). • Professional learning is offered through face-to-face sessions using technology presentation tools. | <ul style="list-style-type: none"> • Professional learning sessions are facilitated schoolwide through the LM program, including new and emerging technologies, resources, and instructional strategies (e.g., digital citizenship, interactive tools, and teaching methodologies). • Professional learning is offered through blended learning opportunities (e.g., webinars, podcasts). |

| Culture of Reading | <i>The library media program creates a culture of reading where literacy and literature are championed, valued, respected, and integrated into the daily reading lives of all.</i> | | | |
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| Literacy Leadership | <ul style="list-style-type: none"> LM does not provide reading promotion activities that encourage recreational reading and/or reading throughout the content areas | <ul style="list-style-type: none"> The LMS plays a role in the school reading culture through a LM program that provides limited reading promotion activities (e.g., displays, contests, etc.) that encourage recreational reading and/or reading throughout the content areas. | <ul style="list-style-type: none"> The LMS leads a school reading culture where the LM program includes reading promotion activities (e.g. events, displays, contests, print and digital publications, etc.) that support the LM instructional program and encourage recreational reading and reading throughout the content areas. | <ul style="list-style-type: none"> The LMS leads a school reading culture environment where the collaboratively planned LM program includes reading promotion activities (e.g. events, displays, contests, print and digital publications, etc.) that support the schoolwide instructional program and encourage recreational reading and reading throughout the content areas. |
| Research-based literacy practices | <ul style="list-style-type: none"> LM programming does not include research-based literacy best practices as identified by local, state and/or national professional organizations. | <ul style="list-style-type: none"> LM programming uses research-based literacy best practices as identified by local, state and/or national professional organizations. | <ul style="list-style-type: none"> LM programming includes current literacy trends and research-based best practices as identified by local, state and/or national professional organizations. | <ul style="list-style-type: none"> LM programming is reflective of current literacy trends and research-based best practices as identified by local, state and/or national professional organizations. |
| Reading promotion and guidance | <ul style="list-style-type: none"> LM program does not provide reading activities that focus on self-selection skills to support both recreational and academic needs. LM program does not provide reading motivation programming. | <ul style="list-style-type: none"> LM program provides limited reading activities with classes and individuals focusing on self-selection skills to support both recreational and academic needs. LM program offers limited reading motivation programming. | <ul style="list-style-type: none"> LM program provides reading activities with large groups, small groups and individuals focusing on self-selection skills to support both recreational and academic needs. LM program facilitates reading motivation programming. (e.g., FRA, SSYRA, or Florida Teens Read). | <ul style="list-style-type: none"> LM program provides reading activities across content areas with large groups, small groups and individuals focusing on self-selection skills to support both recreational and academic needs. LM program facilitates schoolwide reading motivation programming (e.g. FRA, SSYRA, or Florida Teens Read). |
| Literature appreciation and Literature-based instruction | <ul style="list-style-type: none"> Literature appreciation and exploration instruction/activities are not integrated into instructional program. There is no evidence of literature-based programs in the library. | <ul style="list-style-type: none"> Literature appreciation and exploration instruction/activities are integrated into instructional program. The literature-based program is planned and executed and includes reading strategies and skills (e.g. READS). | <ul style="list-style-type: none"> Literature appreciation and exploration instruction/activities are embedded into instructional program. The literature-based program is planned and executed, providing a unified approach to literacy and reinforcing reading strategies and skills (e.g. READS). | <ul style="list-style-type: none"> Literature appreciation and exploration instruction/activities are embedded systematically into instructional program. The literature-based program is collaboratively planned and executed, providing a unified approach to literacy and reinforcing reading strategies and skills (e.g. READS). |

| Resource Management | <i>The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community.</i> | | | |
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| Components | Entering | Developing | Advancing | Outstanding |
| Collection | <ul style="list-style-type: none"> Quantity of resources is insufficient to meet district specifications or guidelines for library programming and collection size meet the curricular and recreational needs of the school community (e.g., print and digital). LM resources do not reflect school's social and cultural diversity. Materials in other languages are not provided. LM program does not direct attention to access-local, district, community, and state resources. Age of collection is greater than 20 years. | <ul style="list-style-type: none"> Resources that meet district specifications/ guidelines for library programming and collection size are provided in adequate quantity for meeting the curricular and recreational needs of the school community need to be updated (e.g., print and digital). LM resources reflect school's social and cultural diversity. Limited materials in other languages are provided, as appropriate. LM program announces access to local, district, community, and state resources. Age of collection is within 20 years. | <ul style="list-style-type: none"> A sufficient quantity of resources that meet district specifications/guidelines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community (e.g., print and digital). LM resources adequately reflect school's social and cultural diversity. Materials in other languages are provided, as appropriate. LM program provides access to local, district, community, and state resources. Age of collection is within 18 years. | <ul style="list-style-type: none"> A sufficient quantity of current resources that meet district specifications/guidelines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community (e.g., print and digital). LM resources substantially reflect school's social and cultural diversity. Materials in other languages are provided in sufficient quantity and quality, as appropriate. LM program promotes and facilitates access to local, district, community, and state resources. Age of collection is within 15 years. |
| Organization | <ul style="list-style-type: none"> Resources are not processed and shelved using Dewey Decimal Classification System or several classification systems are in use. Directional signage is not provided. | <ul style="list-style-type: none"> Some resources are processed and shelved using Dewey Decimal Classification System. Some directional signage guides independent use of resources. | <ul style="list-style-type: none"> Most of the resources are processed and shelved using Dewey Decimal Classification System. Adequate directional signage allows for independent use of resources. | <ul style="list-style-type: none"> All resources are processed and shelved using Dewey Decimal Classification System. Attractive directional signage allows for independent use of resources. |
| Acquisition | <ul style="list-style-type: none"> No written collection development plan is provided. A consideration file of reviewed and recommended print and digital materials is not maintained. | <ul style="list-style-type: none"> A written collection development plan is provided. An ongoing consideration file of reviewed and recommended print and digital materials is maintained. | <ul style="list-style-type: none"> Written collection development plan is reviewed/ revised every five years with approval of administration and Library Advisory Board. An ongoing consideration file of reviewed and recommended print and digital materials is developed with some input from students and educators. | <ul style="list-style-type: none"> Written collection development plan is reviewed/ revised every two years with approval of administration and Library Advisory Board. An ongoing consideration file of reviewed and recommended print and digital materials is developed collaboratively with students and educators. |
| Maintenance | <ul style="list-style-type: none"> Sporadic, unplanned weeding of the collection occurs. | <ul style="list-style-type: none"> Continuous and/or intermittent weeding of the collection occurs. | <ul style="list-style-type: none"> Planned, deliberate weeding program is implemented. | <ul style="list-style-type: none"> A deliberate and ongoing weeding program is implemented using a systematic analysis. |
| Technology Resources | <ul style="list-style-type: none"> Student-to-device ratio for information retrieval is not implemented. Existing hardware exceeds the recommended age or hardware is not available. Computer peripherals (e.g., printers, scanners) are available for on-site use by teachers and students. Multimedia stations are not available for production activities. No current LMC technology plan is provided. | <ul style="list-style-type: none"> Student-to-device ratio for information retrieval does not meet district library media specifications. Technology hardware, peripherals and hand-held devices are available for on-site use by teachers and students (e.g. printers, cameras) At least one multimedia station is available for production activities. LMC technology plan is underdevelopment. | <ul style="list-style-type: none"> Student-to-device ratio for information retrieval meets district library media specifications. Technology hardware peripherals, and hand-held devices are available on a limited basis for checkout and on-site use by teachers and students (e.g. laptop carts, printers, mobile devices, cameras) Some multimedia stations are available for production activities. LMC technology plan aligns with the district's refresh cycle. | <ul style="list-style-type: none"> Student-to-device ratio for information retrieval exceeds district library media specifications. Technology hardware, peripherals and hand-held devices are available for checkout and on-site use by teachers and students (e.g. laptop carts, printers, mobile devices, cameras) Multiple multimedia stations are available for production activities. LMC technology plan integrated into school's plan and aligned with the district's refresh cycle. |

| Program Administration | <i>Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well-funded library media program.</i> | | | |
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| Components | Entering | Developing | Advancing | Outstanding |
| Staff | <ul style="list-style-type: none"> LM program has a part time or no certified LMS. No clerical personnel are included in the LM program or clerical person spends the majority of time on other duties. | <ul style="list-style-type: none"> LM program has a full time certified LMS. A full or part-time clerical person may be included in the LM program but may be assigned part-time to other duties outside the library. | <ul style="list-style-type: none"> LM program has a full time certified LMS. A full-time clerical person is included in the LM program. | <ul style="list-style-type: none"> Full time certified LMS with additional certified LMSs according to district allocation. Full time clerical person with additional staff according to district allocation. |
| Budgeting | <ul style="list-style-type: none"> Budget supplied by administration with no LM input. Budget is not sufficient to meet most curricular and recreational needs. LMC staff does not communicate with administration to review budget requests. Additional monies are not raised to supplement the LMC budget. | <ul style="list-style-type: none"> LMC annual budget is based on LMC mission with annual goals and objectives. Budget is based on collection evaluation. LMC staff communicates with administration to review budget requests. Budget is not sufficient to meet all of the curricular and recreational needs. Monies from fund-raisers including book fairs are not always directed to the LMC budget. | <ul style="list-style-type: none"> LMC annual budget is based on LMC mission, as well as short and long-term goals. Budget is based on collection evaluation and developed with teacher/student input. LMC staff meets with administration to review budget requests based on available data. Budget is sufficient to meet most curricular and recreational needs. Monies from fund-raisers (book fairs, bake sales, etc.) supplement the LMC budget. Other school funding such as PTO funds, grant monies or title funds are occasionally directed to the LM program. | <ul style="list-style-type: none"> LMC annual budget is based on school and LMC missions, short and long-term goals, and program and collection evaluative data, and is developed collaboratively with staff and administration. LMC staff proactively meets with administration to review requests based on available data. Budget is sufficient to meet curricular and recreational needs. Monies from fund-raisers (book fairs, bake sales, etc.) are used to supplement (not supplant) the LMC budget. Other school funding such as PTO, grant monies or title funds are also directed to the LM program. |
| Scheduling | <ul style="list-style-type: none"> LM program is on a fixed schedule. Before/after school hours are very limited. LM program not available during summer. | <ul style="list-style-type: none"> Flexible scheduling and fixed schedules alternate throughout the day limiting the times that students have access to resources. Before/after school hours are sometimes available. | <ul style="list-style-type: none"> Flexible scheduling is implemented for maximum access throughout day (including before/after school and summer hours) but may be combined with limited fixed scheduling. | <ul style="list-style-type: none"> Flexible scheduling is implemented for maximum access throughout day (including before/after school and summer hours). |
| Access | <ul style="list-style-type: none"> Internet-delivered online resources are not provided. | <ul style="list-style-type: none"> Internet-delivered online resources are maintained but link locations are challenging to access. | <ul style="list-style-type: none"> Internet-delivered online resources are maintained and delivered from a single easily accessible location providing 365/24/7 access. LMC website or online portal reflect mission of the program. LMC website or online portal provides access to online resources (school, district, state) from school and home. | <ul style="list-style-type: none"> Internet-delivered online resources are robust, easily accessible, provide 365/24/7 access and are linked from school website or Learning Management System. LMC website or online portal reflect mission of the program and elements: reading, information literacy, and technology. LMC website or online portal provide easy access to online resources (school, district, state) from school and home. |
| Program evaluation | <ul style="list-style-type: none"> No data is used to make modifications in the LM program. Input from stakeholders is not collected. | <ul style="list-style-type: none"> Data from the library automated system is generated annually to make LM programming decisions. Input is informally collected from students and teachers to evaluate and modify LM programming. | <ul style="list-style-type: none"> Data from library automated systems is generated quarterly to make LM programming decisions. Input is informally and formally collected from students and teachers to evaluate and modify LM programming. | <ul style="list-style-type: none"> Data from a variety of sources is regularly generated to make strategic LM programming decisions. Input is informally and formally collected from students, teachers, and parents to evaluate and modify LM programming. |

| Environment | Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community. | | | |
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| Components | Entering | Developing | Advancing | Outstanding |
| Facility | <ul style="list-style-type: none"> Facility accommodates instructional activities. Facility does not meet ADA compliancy regulations and District media facility specifications. | <ul style="list-style-type: none"> Facility supports and accommodates instructional presentations and independent activities. LM facility meets ADA compliancy regulations and District media facility specifications. | <ul style="list-style-type: none"> Flexibly designed facility supports and accommodates reading, research, instructional presentations, as well as production and independent activities. LM facility meets ADA compliancy regulations and District media facility specifications. | <ul style="list-style-type: none"> Flexibly designed facility supports and accommodates reading, research and production activities and instructional presentations (teaching, learning, group work, collaboration, communication, professional development, and teacher/student production.) LM facility meets ADA compliancy regulations and District media facility specifications. |
| Furniture | <ul style="list-style-type: none"> Library-appropriate furniture is not provided, is not mobile and/or not in good condition. | <ul style="list-style-type: none"> Large group library-appropriate furniture allows for individual and instructional activities and couches/ chairs/ cushions provide leisure seating. | <ul style="list-style-type: none"> Small and large group library-appropriate mobile furniture allows for instructional and recreational activities. | <ul style="list-style-type: none"> Small and large group library-appropriate mobile furniture is flexible to allow for instructional and recreational activities (teaching, learning, group work, collaboration, communication, professional development, and teacher/student production). |
| Climate | <ul style="list-style-type: none"> LM program does not foster a culture of inquiry, independent reading and lifelong learning. LMC is not aesthetically and visually appealing. LMC is not an area in which teachers and students read, research, and produce projects. LMC climate is not inviting or welcoming. | <ul style="list-style-type: none"> LM program provides activities that focus on developing a culture of inquiry, independent reading and lifelong learning. LMC is visually appealing (e.g., displays, artwork). LMC provides an area in which teachers and students read, research, and produce projects. LMC climate provides an inviting teaching and learning environment. | <ul style="list-style-type: none"> LM program fosters a culture of inquiry, independent reading and lifelong learning. LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and includes instructional artifacts and student interests. LMC serves as an important support to the classroom where teachers and students read, research, and produce projects. LMC climate generates an inviting teaching and learning environment. | <ul style="list-style-type: none"> LM program fosters a schoolwide culture of inquiry, independent reading and lifelong learning. LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and is coordinated with curricular agenda and student interests. LMC serves as an extension to the classroom where teachers and students regularly read, research, and produce projects. LMC climate generates an inviting and dynamic teaching and learning environment. |

| Advocacy | <i>The library media program and its initiatives are promoted throughout the learning community.</i> | | | |
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| Components | Entering | Developing | Advancing | Outstanding |
| In-school advocacy | <ul style="list-style-type: none"> Statistical reports are not provided to the administrators and school community. A LM handbook is not provided to administration and school community. The LM program does not provide a website that promotes the library media program. The LM program does not provide print or digital communications of LM program events and resources. LM program is not mentioned in the School Improvement Plan. | <ul style="list-style-type: none"> Statistical reports are provided to administrators at the beginning and end of the school year. LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) is distributed within the school. LM website provides library media program information. LMC program uses print communications to advertise LM program events and resources. LM program is mentioned in the School Improvement Plan. | <ul style="list-style-type: none"> Statistical reports are provided to administrators and school community several times per school year. LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) are provided to administration, faculty, and students. LM website is accessible and promotes the library media program and facilitates 365/24/7 access to resources. LMC program uses print and digital communications (i.e. flyers, newsletters, social media posts, etc.) to communicate LM program events and resources at least quarterly. LM program is mentioned in the School Improvement Plan and is aligned with the school's mission and learning goals. | <ul style="list-style-type: none"> Library data and statistical reports are regularly shared with administrators and school community. . LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) are provided to administration and school community. LM website is easily accessible and promotes the library media program and facilitates 365/24/7 access to resources. LMC program utilizes engaging print and digital communications (i.e. flyers, newsletters, social media posts, etc.) to communicate LM program events and resources with students, teachers, families and the community on an on-going basis. LM program is integrated into the School Improvement Plan and is aligned with the school's mission and learning goals. |
| Families and Community Outreach | <ul style="list-style-type: none"> No communications to families nor other agencies originate through the school LM program. | <ul style="list-style-type: none"> LM program distributes appropriate communications to families. LM program activities include communication with local public librarians to provide resources and services to students, teachers, and parents, beyond the school library program. | <ul style="list-style-type: none"> LM family and community involvement activities occur (e.g., family workshops and reading motivation activities and Internet resources for families). LM program activities include collaboration with local public librarians to provide resources and services to students, teachers, and parents, beyond the school library program. | <ul style="list-style-type: none"> LM family and community involvement activities are collaboratively planned with teachers, administrators, and SIP initiatives (e.g., parent workshops and reading motivation activities and Internet resources for families). LM program activities include regular/ongoing collaboration with local public librarians to provide resources and services to students, teachers, and parents, beyond the school library program. |
| Professional Organizations | <ul style="list-style-type: none"> The LMS is not a member of professional organizations. | <ul style="list-style-type: none"> The LMS is a member of local, state and/or national professional organizations. | <ul style="list-style-type: none"> The LMS is a member of local, state and/or national professional organizations and actively attends meetings and/or other professional organization events. | <ul style="list-style-type: none"> The LMS actively seeks out professional learning and advocacy opportunities through multiple local, state and/or national professional organization memberships and/or committee work, and conferences. |
| Contributing to Professional Growth | <ul style="list-style-type: none"> The LMS makes no effort to share knowledge with others. | <ul style="list-style-type: none"> The LMS contributes to the profession to a limited extent. | <ul style="list-style-type: none"> The LMS participates actively in assisting other library media specialists within the district. | <ul style="list-style-type: none"> The LMS initiates important professional growth activities such as mentoring, teaching workshops, action research, etc. to contribute to the school library media profession on a district, state, and/or national level. |