

Innovative School Library Practices Award Entry Form

Title of the Innovative Practice

Date Innovative Practice began and ended

Submitted by:

Certified/Licensed LMS

Non-certified

If non-certified, supervised by:

Email address:

School District:

School Building:

School Address:

Telephone:

Innovative School Library Practices Award

Purpose:

The **Innovative School Library Practices Award (ISLP)** focuses on best practices which bring Ohio's Library Standards to life. Entries may feature lessons or activities that address any of the seven guidelines.

The ISLP award is sponsored by the **Ohio Educational Library Media Association (OELMA)**, in partnership with the Ohio Department of Education. This award was created in order to identify, promote, and share **innovative school library practices**, which support the development of **exemplary school library programs**.

Criteria:

- The Innovative School Library Practice must be completed between August and March of the same school year.
- The Innovative School Library Practice must be developed, taught or supervised by a credentialed school librarian.
- Entries should focus on the implementation of best practices in any of the seven guidelines.
- Entries that are lessons should be standards-based and directly connect **Ohio's Academic Content Standards and Library Guidelines**.

- Entries should follow the application directions and must include hardcopies of (1) the Cover Page, (2) the Application and (3) the evidence of the practice or lesson.
- The award submission **deadline** is **April 16**. Faxed and emailed submissions are time stamped and U.S. mail is postmarked.
- Mail entries to OELMA office, Attention Awards, 17 South High Street, Suite 200, Columbus, OH 43215.
- Email entries to OELMA@assnoffices.com
- Fax entries to OELMA office, 614.221.1989

Award Categories:

The award may be given to elementary, middle/junior high school, high school or district school libraries. Multiple awards may be presented.

Tips/Checklist:

- Use the ISLP Cover Page template to submit your entry
- Use the ISLP Application template to submit your entry
- If a lesson is submitted, use the ISLP Lesson Plan template provided.
- Submit hardcopies or electronic entries along with one artifact by the deadline.
- Review the evaluation rubric

Innovative School Library Practices Award Checklist

Section 1: Narrative

Describe the innovative practice. Use the bulleted items as a guide for your response

- Explain why you chose this practice or lesson.
- Describe the planning process and benefits of collaboration that may have occurred.
- Specify any guidelines and benchmarks you are addressing.
- Describe the effect the best practice or lesson had on your library program and/or students.
- How could this best practice or lesson be improved or expanded the next time it is implemented?

Section 2: Lesson Plan or Description of best practice

If lesson plan, submit the ISLP Lesson Plan template, based on the ODE Lesson Plan format.

- Submit a copy of any lesson plan with the application.
- Describe in detail the project/activity.
- Identify any data collected including the number of student participants, if applicable.

Section 3: Artifact

Provide an artifact of the lesson or best practice.

- Identify the artifact.
- Artifacts may be electronic representations.



If submitting a lesson plan, use this template.

Insert Lesson Title

Insert Grade Level

DELETE directions (in red) upon completion

Ohio Standards Connection

LIBRARY STANDARD:

Benchmark: *Include letter and text*

Indicator: *Include number and text*

CONTENT AREA STANDARD: *(if relevant)*

Benchmark: *Include letter and text*

Indicator: *Include letter and text*

Lesson Summary:

Succinctly describe the lesson. This is the “hook” the “blurb” the advertisement, the way to get others interested in this lesson.

Commentary:

Describe the lesson to teachers/librarians; explain why the lesson is important and how/why the library role is important

Estimated Duration:



If submitting a lesson plan, use this template.

Insert Lesson Title
Insert Grade Level

DELETE directions (in red) upon completion

Pre-Assessment:

- *Begin procedures with verbs where possible.*
- *Indicate the assessment environment (individual, small group or whole class) and its mode: paper-pencil, discussion, performance, etc...*
- *Refer to any handouts or worksheets used here, making the handout an attachment. Refer to it by Title of the attachment.*

Scoring Guidelines: State as a narrative. Describe the knowledge and/or skills being assessed, and the evidence and documentation used to assess students.

Post-Assessment:

- *Begin procedures with verbs where possible.*
- *Indicate the assessment environment (individual, small group or whole class) and its mode: paper-pencil, discussion, performance, etc...*
- *Refer to any handouts or worksheets used here, making the handout an attachment.*
- *Measure/assess every standard, benchmark and indicator taught*

Scoring Guidelines: State as a narrative. Describe the knowledge and/or skills being assessed, and the evidence and documentation used to assess students. Include rubrics as needed. Make sure that all assessments are specific and measure every standard, benchmark and indicator taught.

Instructional Procedures: Describe each step of the lesson. Include who is conducting each part of the lesson e.g., the teacher or the librarian, etc.

Day One:

- 1.
- 2.
- 3.



If submitting a lesson plan, use this template.

Insert Lesson Title

Insert Grade Level

DELETE directions (in red) upon completion

Differentiated Instructional Support: *Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).*

Extension: *Extend the content into real world applications.*

Vocabulary: *Alphabetical order, Use a bulleted list*

Technology Connections: *These are quick tips to specify how students use technology within the lesson*

Library Research Connections: *Insert appropriate library literature, studies, research, etc that supports the school library role in this lesson. This is a good place to incorporate components of the Ohio Study (Student Learning through Ohio School Libraries). Do not just cite the research briefly explain the research (what it is, what the key facts are, why it is important, etc)*

Homework and/or Home Connections: *Provide suggestions for homework or research of concepts at home or in the community.*

Materials and Resources: *Include materials for the librarian, teacher and student*

For the librarian:

For the teacher:

For the student:

Attachments: *List all of the attachments*

Attachment A, *Title in Italics*

Attachment B, *Title in Italics*

Innovative School Library Practices Award Rubric

ENTRY ITEM	EXEMPLARY	PROMISING	OPPORTUNITY FOR IMPROVEMENT
Cover Page and ISLP Award Criteria	<ul style="list-style-type: none"> Contains all required information Specifies guideline/benchmark Meets criteria and qualifies for ISLP award 	<ul style="list-style-type: none"> Contains enough of the required information to determine that the entry meets criteria and qualifies for ISLP award, but does not contain all of the required cover page information 	<ul style="list-style-type: none"> Does not meet the award criteria
Section 1: Narrative	<ul style="list-style-type: none"> Identifies guideline and benchmarks. Clearly describes the planning process and collaboration, including why the best practice was selected and how the library program and classroom instruction was improved. Shows reflection of how the best practice or lesson could be improved or expanded. 	<ul style="list-style-type: none"> Does not identify guideline and benchmarks. Describes the planning process and collaboration, but does not include enough detail to determine how the library program and classroom instruction was improved. Incomplete reflection of how the best practice or lesson could be improved or expanded. 	<ul style="list-style-type: none"> Does not identify guideline. Does not describe the planning process and collaboration. Does not describe the effect of the best practice or lesson. Does not include reflection of improvement or expansion.
Section 2: Evaluation	<ul style="list-style-type: none"> Provides statistical data about the best practice. Describes the impact of the best practice on students or library services. Identifies strategies for expanding or improving the best practice in the future. 	<ul style="list-style-type: none"> Provides statistical data about the best practice but does not include enough detail to determine what the impact of the best practice was on students or to identify strategies for expanding or improving the lesson/project in the future. 	<ul style="list-style-type: none"> Provides statistical data about the best practice but does not describe the impact of the best practice on students or identify strategies for expanding or improving the best practice in the future.
Section 3: Lesson Plan (if included) <ul style="list-style-type: none"> Standards Connections Summary Commentary 	<ul style="list-style-type: none"> Accurate standards connection was selected for the lesson/project. Summary meets criteria defined in lesson template. Commentary meets criteria defined in lesson template. 	<ul style="list-style-type: none"> The selected standards do not fully address the instruction taking place in the lesson/project (<i>A more effective standards connection could have been made to address this lesson/project</i>). Summary meets criteria defined in lesson template. Commentary meets criteria defined in lesson template. 	<ul style="list-style-type: none"> Standards connections selected for the lesson/project were not accurate. Summary and commentary did not meet criteria defined in lesson plan template.
<ul style="list-style-type: none"> Pre-Assessment Post-Assessment 	<ul style="list-style-type: none"> Pre-Assessment measures the prerequisite skills needed for a student to participate in the lesson/project. Post-Assessment measures all student learning specified in the standards, benchmarks and indicators. 	<ul style="list-style-type: none"> Pre-Assessment is included but does not fully measure what is being taught. Post-Assessment is included but does not fully measure what is being taught. 	<ul style="list-style-type: none"> Pre-Assessment is not included or does not measure what is being taught. Post-Assessment is not included or does not measure what is being taught.
<ul style="list-style-type: none"> Instructional Procedures Differentiation Vocabulary Technology Connections Library Research Connections Homework Connections Material and Resources 	<ul style="list-style-type: none"> All instructional components of the lesson plan are included and described in detail so that this lesson/project could be replicated by others 	<ul style="list-style-type: none"> All instructional components of the lesson plan are included but are not fully described so that this lesson/project could be replicated by others 	<ul style="list-style-type: none"> Instructional components are not present or not described
Section 4: Artifact	<ul style="list-style-type: none"> Contains an artifact that is an outcome of best practice (BP) or lesson/project. Articulates the purpose of the BP or lesson/project and embodies the learning achieved as a result of this BP or lesson/project. 	<ul style="list-style-type: none"> Contains an artifact that is an outcome of the BO or lesson/project, but the artifact on its own does not fully explain the learning that resulted from this BP or lesson/project. 	<ul style="list-style-type: none"> Does not contain an artifact.

