

Exemplary Instructional Programs or Services

Purpose:

To recognize a Florida librarian or team who designed, planned, executed or evaluated a continuing program or special project of library instruction. Further, the purpose of this award is to recognize best practices of sound design and the implementation of products and services in order to enhance learning in libraries. Continuing programs or special projects may include classes written and taught by library staff, structured tutorial programs coordinated by libraries, online tutorials or programs, or paper-based fact finders.

Eligibility:

This award is open to all libraries in the State of Florida including but not limited to academic, public, special, and school libraries. Both nominator(s) and nominee must be current members of the Florida Library Association.

Criteria:

- Outstanding and sustained work on continuing programs or projects concerned with library instruction
- Innovative and creative achievement in the development of library instruction programs or projects
- Leadership in the promotion of library instruction on the local, state, regional or national level
- Contributions to the knowledge of instructional librarianship through publications, lectures, etc.
- Effectively implement each stage of the ADDIE model: analysis, design, development, implementation and evaluation
- Demonstrate a structured approach to the design, development and implementation of a quality learner-centered activity
- Demonstrate furthering the mission of the library where created/implemented

Required Information: Submit completed application form, which details:

- Learning objectives
- Description of the program/event/material
- Process used for design and development
- Relation to the mission of the library
- How this program/event/material was evaluated
- Results (Offered how many times? How many participants?)
- Includes testimonial letter(s) from one or more participants stating: What was learned? How did this promote learning?

Rubric is on following page

Rubric: Exemplary Instructional Programs or Services

	4	3	2	1
Outstanding and sustained work on continuing programs or projects concerned with library instruction	Outstanding and sustained work on continuing programs or projects concerning library instruction is demonstrated with a specific explanation and timeline in the nomination.	Good and sustained work on continuing programs or projects concerning library instruction is demonstrated with a specific explanation and timeline in the nomination.	Fair and somewhat sustained work on continuing programs or projects concerning library instruction is demonstrated with a specific explanation and timeline in the nomination.	Little sustained work on continuing programs or projects concerning library instruction is demonstrated with a specific explanation and timeline in the nomination, or not enough information provided.
Innovative and creative achievement in the development of library instruction programs or projects	The development of the instructional program or service reflects a high level of innovation and creativity which contributed to its success.	The development of the instructional program or service reflects innovation and creativity which contributed to its success.	The development of the instructional program or service reflects innovation and creativity, but the connection to the program's success is not present or not demonstrated.	The development of the instructional program or service does not reflect innovation and creativity, or not enough information provided.
Leadership in the promotion of library instruction on the local, state, regional or national level	Librarian or team demonstrates exceptional leadership in promoting instructional programs or services on the local, state, regional or national level.	Librarian or team demonstrates good leadership in promoting instructional programs or services on the local, state, regional or national level.	Librarian or team demonstrates some leadership in promoting instructional programs or services on the local, state, regional or national level.	Librarian or team demonstrates little or no leadership in promoting instructional programs or services on the local, state, regional or national level.
Contributions to the knowledge of instructional librarianship through publications, lectures, etc.	Contribution to the knowledge of instructional librarianship through multiple publications and/or presentations with far reaching impact.	Contribution to the knowledge of instructional librarianship through at least one publication and/or presentations with far reaching impact.	Contribution to the knowledge of instructional librarianship through at least one publication and/or presentations with minimal impact.	No contribution to the knowledge of instructional librarianship through publications and/or presentations
Effectively implement each stage of the ADDIE model: Analysis, Design, Development, Implementation and Evaluation.	Instructional programs or services effectively implement each stage of the ADDIE model.	Instructional programs or services implement three or four stages of the ADDIE model.	Instructional programs or services implement one or two stages of the ADDIE model.	Instructional programs or services do not implement any stage of the ADDIE model, or not enough information is given to determine.
Demonstrate a structured approach to the design, development and implementation of a quality learner-centered activity	Demonstrates an extremely structured approach to the design, development and implementation of a quality learner-centered activity.	Demonstrates a relatively structured approach to the design, development and implementation of a quality learner-centered activity.	Demonstrates a somewhat structured approach to the design, development and implementation of a quality learner-centered activity.	Demonstrates no structured approach to the design, development and implementation of a quality learner-centered activity, or not enough information given.