

Exemplary Instructional Programs or Services

Purpose:

To recognize a Florida librarian or team of librarians and staff members who design, plan, execute or evaluate 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.

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
- Promotion of positive images of libraries in the minds of library users
- 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
- Greater consideration will be given to examples that can be replicated or modified for use in other locations
- Participation in FLA activities

Eligibility:

This award is open to all libraries in the State of Florida including but not limited to academic, public, special and school libraries

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 was this program/event/material evaluated?
- Results (Offered how many times? How many participants?)
- Include testimonial letter from participant stating: What was learned? How did this promote learning?

Did the program or project demonstrate furthering the mission of the library where created/implemented? ____ Yes ____ No

Participation in FLA activities? ____ Yes ____ No

Are learning objectives stated? ____ Yes ____ No

Is the evaluation process described? ____ Yes ____ No

Is there a testimonial letter from a participant? ____ Yes ____ No

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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.

Promotion of positive images of libraries in the minds of library users	Instructional programs or services have a positive measurable effect on the image of libraries in the minds of library users.	Instructional programs or services have an effect on the image of libraries in the minds of library users based on some anecdotal evidence.	Instructional programs or services promote positive images of libraries, although the success of the promotion was not measured.	Instructional programs or services did not provide evidence of positive images of libraries.
Leadership in the promotion of library instruction on the local, state, regional or national level	Librarians/staff/other show exceptional leadership in promoting instructional programs or services on the local, state, regional or national level.	Librarians/staff/other show good leadership in promoting instructional programs or services on the local, state, regional or national level.	[Intentionally left blank]	Librarians/staff/other show little or no evidence of 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.	Instructional programs or services presented as contribution to the knowledge of instructional librarianship through multiple publications and/or presentations with far reaching impact.	Instructional programs or services presented as contribution to the knowledge of instructional librarianship through at least one publication and/or presentations with far reaching impact.	Instructional programs or services presented as contribution to the knowledge of instructional librarianship through at least one publication and/or presentations with minimal impact.	Instructional programs or services not presented 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 some stages of the ADDIE model.	[Intentionally left blank]	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	Nomination demonstrates an extremely structured approach to the design, development and implementation of a quality learner-centered activity.	Nomination demonstrates a relatively structured approach to the design, development and implementation of a quality learner-centered activity.	[Intentionally left blank]	Nomination demonstrates no structured approach to the design, development and implementation of a quality learner-centered activity, or not enough information given.
Greater consideration will be given to examples that can be replicated or modified for use in other locations	The program or service can easily be replicated or modified for use in other locations and the nominee has taken steps to make this possible.	The program or service can potentially be replicated or modified for use in other locations (i.e., costs, staffing, or other barriers).	[Intentionally left blank]	The program or service cannot easily be replicated or modified for use in other locations.