Where do we see ourselves in evidence-based practice?
Chart from *The Whole School Library Learning Commons: An Educator’s Guide* (Sykes, 2016)

<table>
<thead>
<tr>
<th>Where is our school on the continuum of evidence-based practice phases in developing a Whole School Library Learning Commons?</th>
<th>What examples from our school support our response?</th>
<th>Goals and Actions for moving forward through the phases.</th>
</tr>
</thead>
</table>
| **EMERGING:**  
Teacher-librarians/LLC teachers work with the LLC leadership team to review the LLC learning experiences and set goals for improvement. | | |
| **EVOLVING:**  
Teacher-librarians and teachers build and share their professional knowledge of approaches and environments to support inquiry learning and assess its effectiveness. | | |
| **ESTABLISHED:**  
Teacher-librarians initiate collaborative action research with teachers to build best practice strategies and approaches to learning in the LLC and assess its effectiveness. | | |
| **LEADING INTO THE FUTURE:**  
Teacher-librarians contribute their knowledge of best practice results in their LLC to the broader education community. | | |