

OUTSTANDING LABORATORY SCHOOLS AWARD CRITERIA FOR RECOGNITION

The International Association of Laboratory Schools awards special recognition during the Annual Conference, acknowledging an outstanding laboratory/university-affiliated school that holds a current membership in IALS. The criteria for recognition are based on the [five tenets of laboratory schools](#). Submission to the IALS Outstanding Laboratory School Review Committee is due by **February 1** of each calendar year.

Applications for this award must include:

1. Evidence of the school's performance regarding the five tenets of laboratory schools. Schools may submit more than one representative artifact per indicator, but not more than three. Artifacts may include, but are not limited to, pictures, research abstracts, published articles, printed programs, PowerPoint presentations, etc. Extra credit will not be afforded for additional artifacts.
2. For each indicator, provide a concise written explanation of how the representative artifact meets the criteria. Responses should be no more than two typed pages per indicator; shorter responses are encouraged when appropriate.

Please include the following information with an application:

1. School Name
2. Director's Name
3. Mailing Address
4. Phone number
5. Email contact
6. School Website
7. Name of person(s) completing the application
8. Email of person(s) completing the application

Once all application materials are organized and compiled, please submit the application as a **single PDF file** via email to Nicolas Ramos at ialslabschools@gmail.com. Priority consideration will be given to schools that have not been recipients of the award in the preceding five years.

Indicators and Scoring for the Five Tenets of Laboratory Schools

TENET	INDICATORS	SCORE
Pre-Service Educator Training Integrated with University and College degree and diploma programs in education, Lab schools offer aspiring educators placements in quality educational environments, where they are observed and guided by experienced mentors. They provide opportunities for these adult students to observe, study, reflect on, and practice education theory, while integrating themselves into classroom environments alive with children.	1. The school has provided solid mentorship to student teachers and other school personnel, with the goal of improving educational experiences for all learners.	0 – The school provides no mentorship to those at the observation level. 1 – The school provides mentorship to student teachers and other school personnel through shared practice. 2 – The school provides mentorship, coaching, and supervision to student teachers and other school personnel.
	2. The school works cooperatively with a college of education to fully implement programs designed to assist student teachers and professionals in training during their field experience.	0 – The school has little to no collaboration with college programs. 1 – The school implements the college program to assist student teachers during their field experience. 2 – The school designs, coordinates, and implements programs with college colleagues.
Dissemination of Practice Lab schools are known for providing high-quality academic programs and serve as models for the educational community. Their innovative and exemplary practices are sought after by pre-service and in-service educators, researchers, faculties of education, education ministers, and policy makers, both	1. The school shares its practices through conferences, presentations, workshops, hosting visits, curriculum development, website, social media posts, and/or publications with the goal of improving educational experiences for all children.	0 – The school does not disseminate its practice 1 – The school disseminates its practice through one or two methods 2 – The school disseminates its practice through multiple methods
		0 – The evidence does not show the impact the dissemination has had on the educational experiences of children. 1 – The evidence demonstrates one way educational experiences of children have been impacted by the

locally and globally. Dissemination efforts are broad and varied, encompassing such means as conference presentations, professional learning workshops, hosting onsite visits, curriculum development, website and social media posts, and printed publications. These avenues serve the public purpose of Lab Schools to improve education for all children.	2. The school can demonstrate that its dissemination has a positive impact on the learning experiences of children.	school's dissemination of practice. 2 – The evidence demonstrates multiple ways the educational experiences of children have been impacted by the school's dissemination of practice.
Research and Professional Inquiry Laboratory schools are committed to both formal research and professional inquiry, recognizing that each plays a crucial role in advancing education. We honor the phronesis, or practical wisdom, of our practitioner-scholars, understanding that the professional knowledge they cultivate through experience and reflection is as valuable as academic research. By integrating rigorous research with the lived expertise of educators, we create a dynamic environment where theory and practice inform and enrich each other.	1. The school has consistently conducted or collaborated in research that underscores the lab school's important role in enhancing the educational experiences of all learners.	0 – The school has done no research. 1 – The school has conducted some research 2 – The school's research is thorough and collaborative
	2. This research was published or presented at a local, state, or national level. (Include dates of presentation/publication; must have been within the past 3 years.	0 – The research has been turned down for presentation/publication 1 – The research has been or is scheduled to be presented/published at the local level. 2 – The research has been or is scheduled to be presented/published at the state, national, or international level.

Professional Learning At the heart of the laboratory school's vision is a commitment to professional learning, a term we intentionally choose over 'development' to emphasize continuous growth and inquiry. Our approach to professional learning recognizes that it is deeply interconnected with professional inquiry, fostering a culture where educators engage in ongoing exploration and reflection. We are dedicated to addressing a broad spectrum of educational issues—global, national, local, and community-based—seeking common ground while valuing the diverse perspectives that each brings. In our lab schools, professional learning is an active, dynamic process, driven by a shared pursuit of excellence in education. By continuously asking 'why,' we challenge ourselves to expand the boundaries of our educational capacity, ensuring that learning remains at the core of our practice. The environment of laboratory schools welcomes questioning and researching to understand the needs of educators and learners.	1. There is evidence of collaboration with other international, public, private, or laboratory schools.	0 – The school has no evidence of collaboration. 1 – The school has cooperated with one other school. 2 – The school has developed collaboration with two or more schools.
	2. The lab school has engaged in outreach/ consultation to help other area schools improve educational experiences for all learners.	0 – The school has not engaged in outreach/consultation. 1 – The school has provided a moderate amount of outreach/consultation. 2 – The school is fully committed to providing outreach and consultation to local schools.

	3. A solid institutional plan regarding Professional learning for teachers and staff is evident.	0 – The school does not have a formal Professional Learning plan for teachers and staff. 1 – The school offers professional learning opportunities for teachers and staff at a moderate level. 2 – The school has a written Professional Learning plan for teachers and staff that is fully implemented.

Innovative Education Lab school innovation is a dedication to advancing the science and art of teaching by continually developing and refining practices that respond to the evolving needs of students. A commitment to innovation means that our teaching methods are always learner-centered, prioritizing the holistic development of each child. By focusing on responsive, research-driven approaches, we lead the way in shaping the future of education	1. The school has designed its own curriculum for teaching and learning in at least one area.	0 – The school has not designed its own curriculum for teaching. 1 – The school has modified an externally published curriculum to better meet the needs of student learning. 2 – The school has fully designed, written, and implemented its curriculum for teaching and learning in at least one area.
	2. There is evidence of child-centered or teacher-centered innovation in the areas of research, teaching, and professional learning	0 – The school does not engage in innovation. 1 – The school demonstrates, through evidence, that it is currently engaged in at least one innovative project. 2 – The school demonstrates through evidence the implementation, continuous improvement, and evaluation of innovative practices.
	3. The school has a solid track record of carrying out innovative projects over the last three years.	0 – The school has not undertaken innovative projects in the past. 1 – The school has undertaken one or two innovative projects over the last three years. 2 – The school has undertaken at least three innovative projects over the last three years that promote the work of a laboratory school.