Overarching Goals of the Highly Effective School Library Program (HESLP) Rubric

PURPOSE The highly effective school library program rubric guides administrators and teacher librarians in sustaining and growing the school's library program. While this document is designed to align with the look and feel of CDE's State Model Evaluation System for Teachers, this is not to be considered a replacement of that rubric; rather, it can serve as a supplement to that rubric. This can also be used as a supplemental rubric in districts that are using their own unique evaluation system for school staff. This also fulfills the statutory requirement for services standards in §24-90-105(2)(a.3) to guide development and improvement of school libraries.

AUDIENCE Administrators and teacher librarians. **We recommend that the administrator and teacher-librarian complete this assessment together. Most components are directed to the teacher-librarian, and a few are directed to the school administrator(s).**

RUBRIC DEFINITIONS

Digital Literacy consists of digital citizenship, technology literacy and information literacy (Adams 12, 2015).

Digital Citizenship are the norms of appropriate, responsible behavior with regard to technology use.

Technology literacy is ability to use online tools and applications to collaborate, share, create, inform, and enrich.

Information Literacy is the access of information efficiently and effectively by reading and understanding essential content of a range of informational texts and documents in all academic areas. This involves evaluating information critically and competently; accessing appropriate tools to synthesize information; recognizing relevant primary and secondary information; and distinguishing among fact, point of view, and opinion.

Digital Learning - Any instructional practice that effectively uses technology to strengthen a student's learning experience including interactive learning and access to online databases and other primary source documents (ESSA, 2015)

Colorado's 21st century skills - Colorado has defined these five learning skills as Colorado's "21st Century Skills" and integrated these skills into the 10 content areas of the Colorado Academic Standards.

Critical Thinking and Reasoning are vital to advance in the technologically sophisticated world we live in. In order for students to be successful and powerful readers, writers, and communicators, they must incorporate critical thinking and reasoning skills. Students need to be able to successfully argue a point, justify reasoning, evaluate for a purpose, infer to predict and draw conclusions, problem-solve, and understand and use logic to inform critical thinking.

Collaboration Reading, writing, and communicating must encompass collaboration skills. Students should be able to collaborate with each other in multiple settings: peer groups, one-on-one, in front of an audience, in large and small group settings, and with people of other ethnicities. Students should be able to participate in a peer review, foster a safe environment for discourse, mediate opposing perspectives, contribute ideas, speak with a purpose, understand and apply knowledge of culture, and seek others' ideas.

Self Direction Students who read, write, and communicate independently portray self-direction by using metacognitive skills. These important skills are a learner's automatic awareness of knowledge and ability to understand, control, and manipulate cognitive processes. These skills are important not only in school but throughout life, enabling the student to learn and set goals independently.

Invention is applying new ways to solve problems is an ideal in reading and writing instruction. Invention is one of the key components of creating an exemplary writing piece or synthesizing information from multiple sources. Invention takes students to a higher level of metacognition while exploring literature and writing about their experiences.

Information Literacy is the access of information efficiently and effectively by reading and understanding essential content of a range of texts and formats in all academic areas. This involves evaluating information critically and competently; accessing appropriate tools to synthesize information; recognizing relevant primary and secondary information; and distinguishing among fact, point of view, and opinion.

Staff Terms

Teacher librarian. This document uses the term "teacher librarian" to refer to the person running the school library program. Endorsement rules under consideration by the State Board of Education define the teacher librarian as a person who **"***... shall hold a bachelor's degree from an accredited institution of higher education; hold an Initial, alternative, or Professional Teaching License; completed an approved program in library science or the equivalent; have completed a minimum of one-year of teaching experience in the classroom; and have demonstrated knowledge and performance competency including but not limited to those listed below*." - (10.02 Teacher Librarian Endorsement (Grades K-12)

The Department of Education recognizes that staff employed to run school libraries are often referred to by other names such as librarians, media specialists, media/tech specialists, or other terms--and may have degrees or expertise that don't match the strict definition of teacher librarian. This document is not intended to change how schools refer to such staff, or direct the level of training or degree(s) that the person has. While there is currently no requirement in Colorado that schools to employ fully degreed teacher librarians, research in Colorado and other states has shown that libraries run by staff with professional endorsement and post-graduate training in library services have a greater, measurable influence on student academic performance than schools that do not.

Support staff personnel in the school library allow the teacher librarian to have more time to plan, collaborate, and teach students and staff around instruction designed to meet school and district goals. Support staff are typically assigned to handle clerical duties related to running the library. The position(s) may be full- or part-time, with any level of experience and training the school/district feel is needed to fulfill the job responsibilities. Support staff may also work in other areas of the school in addition to the library depending on scheduling and staff needs in the school.

Table of Contents

Program Standard 1: Planning

Planning for the future is an essential role for a successful teacher librarian and library program. Annual review of school focus goals, library data and collaborative input from the school community is part of developing a plan of action for continuous quality improvement

Component A: Planning
The teacher librarian, along with the principal, creates and uses school-aligned goals as a guide for developing a library program and instruction that positively impacts student achievement and helps students thrive in today's society.
The teacher librarian uses data and reflection to measure implementation of goals. [For a sample goal setting scenario, see p. 6 of CDE's Practical Guide for Evaluating Teacher Librarians and/or this sample growth plan.]

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Provides no evidence of school-aligned goals.	TEACHER LIBRARIAN Exhibits little or no knowledge of the School Improvement Plan, and the library program is not connected to school-aligned goals.	TEACHER LIBRARIAN Develops goals that are driven by the school's improvement plan.	TEACHER LIBRARIAN Develops goals that are aligned with the school's improvement plan. He or she gathers evidence and reflects on progress with principal on a regular basis.	...and ADMINISTRATOR works with the teacher librarian in creating a school-aligned growth plan and reviews evidence that demonstrates the effectiveness and progress of these goals.

Program Standard 2: Instructional Specialist for Staff and Students

The teacher librarian demonstrates his or her role as an essential and equal partner in the instructional process.

Component A: Collaboration

The teacher librarian collaborates with other teachers from a variety of disciplines and grade levels to systematically integrate Colorado Academic Standards, 21st century skills and digital literacy skills. [video]

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Provides no evidence of collaboration with other teachers or students.	TEACHER LIBRARIAN Collaborates with a few staff. Cooperative planning occurs when possible.	TEACHER LIBRARIAN Collaborates with most staff. Collaborative planning and co-teaching are school-wide expectations.	...and PRINCIPAL AND STAFF Develop a collaborative culture where co-teaching frequently happens and collaboration occurs with students, staff and/or the community.	...and STUDENTS Demonstrate the ability to work collaboratively and provide evidence of their new thinking and learning.

Component B - Instructional Planning

The teacher librarian systematically and thoughtfully plans high quality instruction that meaningfully integrates 21st century and digital literacy skills that align with Colorado Academic Standards. The teacher librarian analyzes student achievement data and collaborates with teachers to use data to guide differentiation and instruction. [video]

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Does not plan lessons with staff. 21st century and digital literacy skills, if taught, are taught in isolation.	TEACHER LIBRARIAN Plans 21st century and digital literacy skills instruction that may or may not be integrated with district curriculum.	TEACHER LIBRARIAN Backward plans with staff to meaningfully and systematically integrate 21st century and/or digital literacy skills with district curriculum. Embeds differentiation and reflection in the planning process.	...and TEACHERS Collaborate in planning digital and 21st century skills into existing curricula and develop interdisciplinary lessons.	....and STUDENTS Apply digital and/or 21st century skills when demonstrating knowledge of content.

Component C: Instructional Delivery

The teacher librarian differentiates instruction in standards-based lessons and incorporates best instructional practice. Students are able to choose the learning style that best meets his or her learning needs. [video]

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Provides no instruction for students or staff.	TEACHER LIBRARIAN Is aware of the importance of a variety of delivery methods and resources and applies them when possible. Little evidence of differentiation or effective planning.	TEACHER LIBRARIAN Implements a variety of delivery methods that meet the needs of all students.	TEACHER LIBRARIAN Employs backward design, differentiated instruction, reflection and other best practices to encourage all learners to succeed.	...and STUDENTS Are actively involved in the learning process. They are encouraged to use inquiry methods to pursue learning that is meaningful and authentic to the individual learner. Show evidence of achievement and growth.

Component D: Evidence of Student Growth

The teacher librarian, in conjunction with the classroom teachers, develops consistent means of assessing how well students are acquiring 21st century skills and digital literacy proficiency through the use of formative or summative assessments, such as rubrics, checklists, and journaling. The teacher librarian provides evidence of this student learning to teachers, staff, administration and the community. Some suggested 21st century skills sample assessment rubrics can be found here and here.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Does not assess student work. Provides no evidence or documentation that they are involved in student achievement.	TEACHER LIBRARIAN Occasionally assesses student work and has some evidence of student growth. Provides some data that may or may not offer evidence of the teacher librarian's impact on student growth and achievement.	TEACHER LIBRARIAN Collaboratively sets expectations for the desired outcomes. Formative and possibly summative assessments are used appropriately to evaluate student understanding and proficiency with skills that are taught. Provides data from lessons to a variety of stakeholders that shows evidence of student learning and the teacher librarian's impact on student growth and achievement.	...and TEACHERS Work together to incorporate 21st century skills assessments into lessons and assignments. Share assessment results of student academic growth within the school, district, and community.	....and STUDENTS Provide input in the creation of their assessments. Demonstrate evidence of post secondary readiness.

Component E: Reading Development

The teacher librarian encourages and models reading in a variety of formats (print and digital). [video]

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Is aware of the need for independent use of the library by students and faculty and attempts to provide materials to support personal interests.	TEACHER LIBRARIAN Selectively works with students and staff to promote reading enjoyment. Offers a few innovative formats. Reading is promoted sporatically rather than systematically.	TEACHER LIBRARIAN Works with all learners to promote lifelong reading. Provides a variety of formats to develop critical, creative, and independent thinking and to differentiate for a variety of learners.	TEACHER LIBRARIAN Works within the school-wide culture to foster curiosity for learning and the joy of reading. Reading development is strongly tied to goals of the school and district.	...and STUDENTS Share their interests and joy of reading through a variety of media and discussion, and promote reading through a variety of means. Understand that reading leads to school and postsecondary success and lifelong learning.

Component F: Digital Literacy Modeling

The teacher librarian provides 21st century skills and digital literacy coaching and instruction throughout the school.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Does not coach or teach staff or students.	TEACHER LIBRARIAN Provides limited coaching and instruction to the students or staff.	TEACHER LIBRARIAN Provides current and meaningful coaching, mentoring, and/or team teaching for staff and students.	...and TEACHERS Work with the teacher librarian to integrate 21st century skills, digital literacy and other school initiatives into the content curriculum.	...and STUDENTS Are empowered to use 21st century skills to be digitally savvy and act as positive contributing members of society.

Program Standard 3: Leadership

As a leader the teacher librarian creates an environment in which collaboration and creative problem solving thrive. The teacher librarian influences staff and students to embrace a growth mindset by demonstrating lifelong learning in practice.

Component A: School Leader

Teacher librarians are instructional leaders in their schools. The teacher librarian models professional learning networks, and guides staff for personal and professional development. [video]

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Does not seek leadership opportunities.	TEACHER LIBRARIAN Engages in library-specific leadership opportunities. Attends educational technology and/or information literacy professional development opportunities.	TEACHER LIBRARIAN Serves in a leadership role, including on school committees that support instructional school goals. Facilitates professional development centered around 21st century professional development opportunities.	...and TEACHERS View the teacher librarian as an instructional leader Participate in a variety of school-aligned instructional and/or educational technology and 21st century professional development opportunities.	...and STUDENTS View the library as a cutting edge classroom and think of the teacher librarian as an academic leader and the library as the academic learning center of the school.

Component B: Professional Leader

Teacher librarians participate in and coordinate professional learning at the local, state, and national level.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Does not belong to a professional organization.	TEACHER LIBRARIAN Belongs to a professional library or education organization.	TEACHER LIBRARIAN Is an active member of a professional library or educational organization. Attends workshops, conferences, and/or continuing education opportunities.	TEACHER LIBRARIAN Is an active member of a professional library organization and coordinates or presents professional learning opportunities.	TEACHER LIBRARIAN Takes a leadership role in, and represents the district or fellow librarians at the local, state, or national level on library committees or in library association leadership positions and attends conferences.

Component C: Administrative Support

School administrators regularly meets with teacher librarian and encourages teachers to plan, co-teach, and assess learning in collaboration with the teacher librarian.

School or district administrators provide a sufficient budget and resources to maintain an effective library program.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
ADMINISTRATOR Does not meet with the teacher librarian and provides no systematic, planned budgetary support for the library.	ADMINISTRATOR Meets occasionally with the teacher librarian and does not encourage a collaborative culture among teachers, nor provide adequate budget for library program growth.	ADMINISTRATOR Meets regularly with the teacher librarian and encourages collaboration between the teacher librarian and teachers to integrate the 21st century skills into classroom curriculum. Provides a sufficient budget and resources for an effective library program.	ADMINISTRATOR Collaborates with the teacher librarian to develop a dynamic budget for long-term growth of the library program.	...and STUDENTS Have the instructional guidance and materials to demonstrate evidence of postsecondary readiness.

Component D: Endorsed Teacher Librarian

The school has a teacher librarian licensed and endorsed by CDE.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
LIBRARY PROGRAM Has a library manager assigned to the library.	LIBRARY PROGRAM Has a non-library endorsed teacher assigned to the library.	LIBRARY PROGRAM Has a full-time certified teacher working toward library or comparable endorsement and/or one part-time licensed teacher librarian in the library.	LIBRARY PROGRAM Has full-time licensed teacher librarian(s) in the library.	LIBRARY PROGRAM Has full time licensed teacher librarian(s) in the library who serves in a school leadership capacity.

Program Standard 4: Environment

The quality of the school library space and how conducive it is to encouraging use by students and staff reflects the school's commitment to providing a high-quality learning experience for all.

Component A: Safe and Inclusive Environment

Teacher librarian establishes a safe, inclusive and respectful learning environment for a diverse population of students.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Creates a classroom environment conducive to learning.	TEACHER LIBRARIAN Creates a classroom environment that features: Mutual respect, positive relationships between and among students and empathy for each student.	TEACHER LIBRARIAN Creates a classroom environment which values diverse perspectives. Establishes a nurturing and caring relationship with each student.	… and STUDENTS Respect their classmates and the teacher librarian.	…and STUDENTS Engage in respectful and open dialogue with each other student and the teacher librarian.

Component B: Welcoming and Flexible Space

The school library space is open, warm welcoming, and flexibly designed to meet a wide variety of needs. It is a place for all that fosters learning and curiosity.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Does not use library space to meet the needs of students and teachers. Does not provide access to the library at a student's point of need.	TEACHER LIBRARIAN Creates a library space that is clean and organized. May or may not provide access to the library at a student's point of need.	TEACHER LIBRARIAN Creates and continually reviews that the space is open, welcoming and flexibly designed to meet the needs of a wide variety of learners. Is available to teach at point-of-need.	… and STUDENTS Have access to the library for collaboration and individual interests. Consider the library to be an essential part of their learning process. They find the space irresistible.	… and STUDENTS Have access to a teacher librarian who provides guidance and respects and encourages their interests and point of view. Have input on the design and space of the library.

Component C: Current and Responsive Space

The school library provides diverse, equitable, current, 24/7 access to technology and resources for a diverse group of learners.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN May or may not have current technology available.	TEACHER LIBRARIAN Makes current technologies available; however, does not model meaningful uses.	TEACHER LIBRARIAN Serves as a model classroom for current, effective, and meaningful use of technologies.	...and TEACHERS Are effective users of and models for current collaborative tools.	...and STUDENTS Are effective users of current collaborative tools.

Program Standard 5: Management

The library is a non-profit organization that requires behind-the-scenes daily operations in order to help students and staff thrive. School library management includes managing staff, space, and resources.

Component A: Library Staff*

Support staff for the teacher librarian is essential to manage the day to day activities of the library program. This allows teacher librarians to focus on instruction and coaching of staff and students.

*If there is a library assistant working with the teacher librarian, use Component A and B. If no library assistant, skip to Component C.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
ADMINISTRATOR Provides no library assistant.	ADMINISTRATOR Uses volunteers to replace library support staff.	ADMINISTRATOR Provides part-time support staff assigned to the library to assist users with non-instructional library needs.	ADMINISTRATOR Provides full-time support staff assigned to the library to assist users with non-instructional library needs.	ADMINISTRATOR Provides one or more full-time support staff assigned to the library to assist students and faculty with non-instructional library needs, run the daily operations and offer additional library support.

Component B: Library Staff Management

The teacher librarian effectively manages the library assistant and/or seeks partners such as volunteers, students, parents and community members to help with daily management tasks of the library space and program to ensure equitable access for all at point of need.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Provides no guidance to support staff or volunteers.	TEACHER LIBRARIAN Provides some guidance to support staff and/or volunteers; however, the teacher librarian still assumes daily operations of the library.	TEACHER LIBRARIAN Provides guidance to support staff and/or volunteers. The teacher-librarian delegates some daily management responsibilities in order to coach and teach with staff and students.	TEACHER LIBRARIAN Provides guidance and coaching to support library staff and/or volunteers. Support staff is fully responsible for daily management tasks, while the teacher librarian assumes the education, collaboration, and meeting-related responsibilities of the library.	… and STUDENTS Feel welcome seeking help and assistance from library support staff.

Component C: Scheduling

A 'flexible' schedule allows the teacher- librarian to co-instruct wherever and whenever at point-of-need. Multiple learning activities can occur simultaneously in the school library. Students and staff are able to access the facility and resources at points of need.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
ADMINISTRATOR Requires fixed schedule with no open hours to meet student, staff, and curricular needs outside of the classroom day. Teacher librarian is unavailable to teach and collaborate with staff.	ADMINISTRATOR Supports the teacher librarian in scheduling open times based on student and curricular need; but the teacher librarian has limited availability to teach and collaborate.	ADMINISTRATOR Advocates for open scheduling of the teacher librarian's time, which allows the teacher librarian to co-teach, collaborate and/or coach at point-of-need for staff and students.	...and TEACHERS Have flexible access to the teacher librarian as a co-teacher, co-planner coach and mentor.	...and STUDENTS Have flexible access to the library and library support staff at point-of-need.

Component D: Collection Development

Print, multimedia, and electronic materials are core ingredients for building a foundation for literacy, reading pleasure, and research skills.

A strong collection :
- includes professionally selected print and digital resources that are easily accessible, align to curriculum, foster independent reading needs, and reflect diverse points of view.
- is regularly weeded to create a viable and current collection, resulting in an aesthetically pleasing environment that facilitates and encourages users to select relevant materials.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
LIBRARY COLLECTION Is aged, periodically weeded, and minimally responsive to the needs of students and staff.	LIBRARY COLLECTION Is minimally managed by the library staff. There are some current materials and/or access to online materials. Weeding may occur.	LIBRARY COLLECTION Is current, responsive to, and anticipates the needs of staff and students. Systematic, ongoing selection and deselection occurs to maintain a strong collection.	…and TEACHERS Have access to a responsive collection that anticipates diverse perspectives and curricular needs.	…and STUDENTS Are consistently able to find resources that meet their learning needs and personal interests. Have access to a responsive collection that reflects a diversity of cultures in order to anticipate curricular and recreational needs.

Component E: Policies, Procedures and Practices

School libraries are guided by thoughtful, professionally-driven policies--adopted at the district level--along with school-level procedures and practices to assure consistent operations, fair access to information, and open exchange of ideas in an appealing environment.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
ADMINISTRATOR & TEACHER LIBRARIAN Have no policies guiding the library practices.	ADMINISTRATOR & TEACHER LIBRARIAN Have minimal policies that may or may not be consistent with standard library policies and practices. Generally follow practices unique to the school.	ADMINISTRATOR & TEACHER LIBRARIAN Follow district policies adopted to guide library operations.	ADMINISTRATOR & TEACHER LIBRARIAN Follow appropriate policies for acquiring and weeding materials, challenges, copyright, intellectual freedom, acceptable use,, and confidentially. Policies are available to the public.	ADMINISTRATOR & TEACHER LIBRARIAN Participate in the creation and frequent review of appropriate policies approved by the district board and shared regularly with school staff.

RESOURCES

- [AASL Standards for the 21st Century Learner](#)
- [AASL on ESSA](#)
- Adams 12 "Digital Literacy in Adams 12 Schools - Adams 12 Five Star ..." 2014. 8 Dec. 2015 <https://www.adams12.org/files/Adams12DigitalLiteracyInstruction.pdf>
- Academy 20 [21st Century Skills Assessment Link Examples](#), compiled by Nancy White
- CDE Standards "21st Century Skills in Colorado's Reading, Writing and ..." 2015. 8 Dec. 2015 <https://www.cde.state.co.us/coreadingwriting/rwc_21st_century_skills>
- [CDE's Model Teacher Evaluation Rubric](#)
- CDE's "[Practical Ideas for Evaluating Teacher-Librarians](#)"

- [Crosswalk guide](#) for the State Model Evaluation for Teachers
- [Every Student Succeeds Act](#) (ESSA)
- [ISTE Standards for Students](#)
- [School Library Impact Studies](#)
- [Tool for Real-Time Assessment of Information Literacy Skills](#) (TRAILS), a project of Kent State University Libraries

Acknowledgements
We wish to thank the following professionals for their guidance on this document:

Katy Anthes, Interim Associate Commissioner for Achievement and Strategy, Executive Director of Educator Effectiveness
Doug Bean, Twin Peaks Elementary Dean of Students-St. Vrain Valley School District
Colorado School Library Leaders (COSLL) members
Lindsay Garlow, Teacher Librarian, Ralston Elementary, Jefferson County
Karol Gates, Director, Standards and Instructional Support
Gwen Giddens, Director, Learning Resource Services/Instructional Technology, Colorado Springs School District 11
Eugene Hainer, Assistant Commissioner, Colorado State Library
Caroline Hughes, Director of Library Services, Denver Public Schools
Ashley Kazyaka, Project Manager, Colorado State Library
Sharon Morris, Director, Library Development, Colorado State Library
Jan Novak, Library Director, Aurora Public Schools
Dawn Pare, Director, Educator Effectiveness, CDE
Becky Russell, 21st Century Skills Instructional Specialist, CDE
Casey Veatch, Digital Literacy Specialist, Colorado State Library