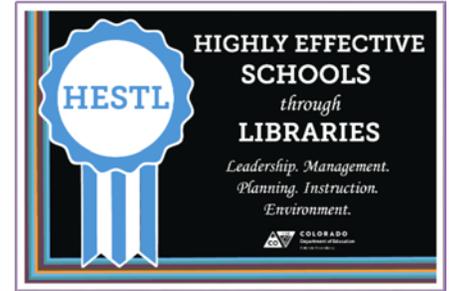


HIGHLY EFFECTIVE SCHOOLS THROUGH LIBRARIES: GUIDANCE FOR GROWTH



HIGHLY EFFECTIVE SCHOOLS THROUGH LIBRARIES GUIDANCE DOCUMENT



Vision:

The focus of the Highly Effective Schools Through Libraries is:

- 1) To provide guidance for K-12 educators in helping students thrive in school and in their postsecondary lives, and to help school staffs and the school community thrive in school and in their futures.
- 2) To recognize outstanding school library programs and librarians.

Our goal is that all schools will value an exemplary teacher-librarian and library program to facilitate student success for ALL students in school and in their postsecondary pursuits. They have a highly-qualified professional and educator in the library who values student voice in learning opportunities and decision-making.

To earn "Highly Effective Recognition," principals and teacher librarians collaborate and submit applications for five credentials, using the Highly Effective Schools Through Libraries (HESTL) guidance document or HESTL Rubric. After earning all five exemplars, the school will acquire the "Highly Effective Schools Through Libraries" Recognition.

WHO THIS DOCUMENT IS FOR:

- Administrators: This document provides guidance and an overview for a highly effective teacher-librarian and library program and may be used to supplement the teacher evaluation rubric.



GROWTH GRAPH



- Teacher-Librarians: This document provides guidance and an overview for a highly effective teacher-librarian to lead the school library program. It may be used as a supplement to a teacher evaluation rubric.
- Library Staff: This document provides guidance and an overview for running and overseeing a thriving school library program and space.
- Highly Effective Schools Through Libraries Credentialing Program: This document provides guidance for providing high-quality evidence to earn credentials for recognition as a Highly Effective Schools Through Libraries. See supplemental document.

USE OF THIS DOCUMENT:

Future Forward Practice indicators are described in this document, with the intent that the evaluator/assessor and teacher-librarian/staff will identify where their school is on the continuum (Future Forward being the highest) and will collaboratively brainstorm the library staff/program's strengths as well as strategies for growth.

This rubric can serve multiple purposes: self-assessment/growth, program assessment, teacher assessment supplement, credential application evidence indicators.) Ultimately, it serves as a guide for all to leverage the school library program to help students and staff thrive during K-12 years and beyond.

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PROGRAM STANDARD 1: PLAN OF ACTION*

A future-forward teacher-librarian (TL) or library staff identifies their core values (see “Questions to think about”) and vision for the library. This library educator works alongside the building administrators to align their vision with the school’s goals/focus. They are intentional about creating one-year and multi-year goals for teaching and programming that will result in students and staff who will thrive and grow.

Element 1A: Vision

The teacher-librarian or library staff identifies their core values and uses those to develop a vision for themselves and the library program. The teacher-librarian and/or library staff communicates the vision/values to the school community. (School community = administrators, teachers, school staff, students, and parents).

QUESTIONS TO THINK ABOUT FOR STANDARD 1

GUIDANCE FOR EVALUATION

Emerging – An emerging K-12 library educator

- is in the process of exploring and creating a set of core values and vision for the library.
- is learning ways in which to compile evidence that demonstrates how they are affecting students’ growth, especially the area of [CO Essential \(learning\) skills](#).

Future Forward – A future forward K-12 library educator

- articulates and demonstrates core values for themselves and vision for the library program in ways that the community-at-large can recognize and understand what the TL values are and where the library program is headed.
- has begun compiling ways to assess how their vision is contributing to student/staff growth and success.

Element 1B: Goal Setting

A TL and/or library staff sets 2 – 3 goals, at least one of which is aligned with the school’s goals which focus on student and adult learners growing and thriving in school and beyond. The goals include embedded reflection to check for evidence of success and/or needed adjustments along the way.

GUIDANCE FOR EVALUATION

Emerging – An emerging K-12 library educator

- is learning to write [SMARTIE](#) goals/objectives.
- is beginning to compile data about school demographics and will be meeting with the administrators to find out more about the school’s focus/goals.

Future Forward – A future forward K-12 library educator

- ❑ honors student and/or staff voice in their decision-making around setting goals and objectives.
- ❑ reflects on goals with the principal and others throughout the year and adjusts objectives and possibly the goal itself, based on qualitative feedback and/or quantitative measures.



PROGRAM STANDARD 2: LIBRARIAN AS TEACHER/GUIDE

A Future Forward TL plans lessons with intentionality, begins with the end in mind, and looks for ways to meaningfully integrate the essential learning skills for both younger and adult learners. The TL and administration value collaboration and co-teaching, realizing that co-taught lessons are an effective differentiation strategy that honors the unique ways in which each individual learns. A highly effective TL embeds learner reflection into lessons and adjusts instruction as needed. The TL values student and adult voice and choice when designing and guiding learning opportunities that learners find authentic.

Element 2A: Instructional Design

The TL plans lessons with the end in mind, focusing on working with school staff to incorporate Colorado's essential learning skills into learning opportunities for students. The TL works with staff to design lessons that engage young learners and, when possible, are authentic learning opportunities. (See Resources page for authentic learning guidance).

QUESTIONS TO THINK ABOUT FOR STANDARD 2

GUIDANCE FOR EVALUATION

Emerging – An emerging TL

- ❑ is learning how to integrate essential learning skills into instruction.
- ❑ is learning about and designing lessons that are authentic and with the end in mind.

Future Forward – A future forward TL

- ❑ seamlessly integrates [Colorado's Essential Learning Skills](#) (collaborating and co-teaching critical thinking types of learning experiences).
- ❑ values student voice in their learning and guides all teachers in valuing and embedding student voice and feedback in creating formal lessons and informal library experiences.
- ❑ ensures students share reflections or other evidence that their voice is a valued part of the learning experience and that they are excited about their learning journey.

Element 2B: Collaborative Relationships

The administrators and school staff value a collaborative culture and view the TL as an instructional partner who co-teaches lessons on a wide variety of essential learning and higher-order thinking skills. The librarian is not viewed as a teacher in isolation or as a supplemental staff member. Rather, the librarian is regarded as a valued teaching partner in helping to differentiate instruction to meet the varying needs of student and adult learners.

GUIDANCE FOR EVALUATION

Emerging – An emerging TL

- is beginning to build relationships with staff and is starting the collaboration process with some teachers.
- is developing skills to integrate into the school co-teaching culture.

Future Forward – A future forward TL

- collaborates with a majority of the staff and is valued by the administration and staff as an integral co-teaching partner.
- partners with a majority of the staff on a wide variety of learning skills, ensuring that all staff values and embed the CO essential learning skills into instruction.
- Staff and students value these co-taught, differentiated, learning experiences.

Element 2C: Measuring Impact and Growth

The TL regularly collects evidence, analyzes, self-reflects, and adjusts instruction accordingly for learning opportunities they provide for student/adult learners in order to determine impact. The TL gathers reflections and uses other means of formatively assessing the lessons/workshop sessions (Exit tickets, student reflection, etc.).

GUIDANCE FOR EVALUATION

Emerging – An emerging TL

- is learning about/starting to develop assessment measures for ways to collect and analyze outcomes.
- is developing self-reflective skills to help improve instructional activities.

Future Forward – A future forward TL

- involves students in developing assessment measures to determine growth and learning based on the instruction.
- embeds reflection in all student and school staff learning experiences.
- gathers input from staff through various means in order to adjust lessons for the future and communicates the improvements with administration

PROGRAM STANDARD 3: LIBRARIAN AS INFLUENCER*



The administration, faculty, and community regard the TL as a school leader. The TL works in partnership with the principal and administrative staff to help all learners in the school community (educators, students, administrators, parents) grow and thrive. As a result, the administration supports the vision and activities of the TL by providing adequate funding for materials to meet the diverse needs of a wide variety of learners. When the school library has one or more highly effective TL, the administration recognizes the need for support staff to manage the library day-to-day operations.

QUESTIONS TO THINK ABOUT FOR STANDARD 3

Element 3A: Leadership

Administrators, staff, and community view the TL as an influential teacher-leader who is in an essential role in helping staff and student learners thrive in K-12 world and beyond. The administrators and teacher-librarian value meeting regularly and strategizing ways to help students and faculty thrive now and in their futures.

GUIDANCE FOR EVALUATION

Emerging – An emerging K-12 library educator

- ❑ is beginning to learn more about change management for adult and student learners.
- ❑ is learning about the focus of the school and its initiatives, as well as the needs of the student and staff learners in order to help administrators in implementing that school's goals/focus.

Future Forward – A future forward K-12 library educator

- ❑ is an influential leader/change agent who helps staff and students transform their thinking and practice.
- ❑ Students, staff, and/or community members provide reflections and feedback that indicate how the TL has transformed their behavior and/or thinking.

Element 3B: Administrative Partnership

The TL and administrator regard one another as collaborative partners who help staff and students thrive. The administration recognizes the impact a highly effective TL and thriving library have on the school community. They provide ample funding for materials and resources. The administration provides necessary clerical support to manage operations while the TL is teaching, collaborating, co-teaching, providing learning opportunities for staff, coordinating student programs, etc.

GUIDANCE FOR EVALUATION

Emerging – An emerging K-12 library educator

- ❑ is building positive relationships with students, staff, and administrators.
- ❑ is beginning to compile evidence of need for healthy budget and/or support staff.

Future Forward – A future forward library educator

- ❑ positively and seamlessly advocates for themselves, their staff, and the library program with administrators with the end goal of focusing on equitable opportunities for all learners.
- ❑ Students, administrators, and staff appreciate the TL as a collaborative teaching partner and guide who is available to them at point of need and who empowers them to thrive in K-12 and beyond.

PROGRAM STANDARD 4: CLIMATE/ENVIRONMENT*

The library is an irresistible learning space that is adaptable at point of need. The community views the teacher-librarian and/or library staff as warm, welcoming, and trusting professionals. Students feel their voice and preferences are valued by the TL and/or library staff. Learners and community

members seamlessly use the space for a wide variety of activities and learning, including intrinsically motivated growth and learning. All types of learners can easily access library materials.

Element 4A: Flexibility/Adaptability

The library space has flexible/adaptable furniture (bookshelves, tables, and/or seating, mobile and/or self-checkout stations) so that the space can easily be rearranged for many different types of learning opportunities (collaborative, social, quiet, creativity, manipulatives, technology, etc). The TL and/or library staff works with administration for funding opportunities to enhance flexible use that supports differing learning needs. The librarian and/or library staff collaborate with the principal and school community to ensure the library space is available at point of need.

QUESTIONS TO THINK ABOUT FOR STANDARD 4

GUIDANCE FOR EVALUATION

Emerging – An emerging K-12 library educator

- gathers information (surveys, library statistics, etc.) for library space needs through collaboration with staff, students and community.
- develops a welcoming environment by finding ways to use the library flexibly.

Future Forward – A future forward K-12 library educator

- ensures that furniture, materials, and/or shelving can be rearranged as needed for different types of learning opportunities. This may mean seeking external ways to fund the learning environment.
- seamlessly communicates and collaborates with the principal, faculty, and students to ensure the library space is available at point of need for the school and community.

Element 4B: Appealing

The library is a space that is irresistible and fosters curiosity and wonderment. The decor, furniture and materials set a warm and inviting tone. Additional criteria that indicates an appealing space:

- Shelves have 'breathing room' and are not overly crowded.
- Displays are prevalent, including out-facing materials, student-arranged displays
- Seating is comfortable throughout
- Light is sufficient and includes natural light, when possible
- Friendly and easy checkout point and/or or self-checkout station(s).*

Students, staff, and community members describe the library as a comfortable, thriving and essential place in which they enjoy learning in multiple ways.

*See *Designing Engaging Library Spaces* from Demco Interiors in Resources section.

GUIDANCE FOR EVALUATION

Emerging – An emerging K-12 library educator

- gathers information (surveys, library statistics, etc.) and needs for library through collaboration with students and staff and school community.
- develops a welcoming environment by finding ways for students to use the library flexibly.

Future Forward – A future forward library educator

- has most or all of criteria of appealing space.
- collects student and staff evidence and feedback that guide them in creating a library space that all are eager to use.

Element 4C: Safe and Welcoming Space

The library space is one that students and staff feel safe and welcomed in. The library staff and/or librarians communicate space expectations in a positive way as opposed to a punitive/negative way. The librarian/library staff honor student voice in library space decision making. Library signage is easy to understand by all who use the space. The library space ensures that users enjoy comfortable, ergonomic furniture, materials, and technology access that accommodate all users and is ADA-compliant.

GUIDANCE FOR EVALUATION

Emerging – An emerging K-12 library educator

- develops space expectations for the library.
- communicates library expectations to staff and students.

Future Forward – A future forward K-12 library educator

- Students and staff consistently rate the library staff and library space as a valued and safe place that the school must have to thrive.
- The community supports the library as an essential space that all enjoy using.

PROGRAM STANDARD 5: LIBRARIAN AS MANAGER OF PEOPLE, SPACE, AND COLLECTION*



In a sense, the library is a unique non-profit business that empowers curiosity, learning, and deeper thinking skills for its student and staff clients. To help the library program fulfill this aspect of their role, the administration supports the TL/library staff in the elements of this standards: staffing, managing staff, a healthy/diverse/innovative collection, and adherence and knowledge of issues and policies for library-related issues.

Element 5A: Library Staffing

The administration and staff view the TL/staff as peers in collaboration, co-planning, co-instruction, student and/or adult program coordinator, and more. As such, the school/district provides an adequate support staff so that the TL or library staff member can be actively engaging with students, staff, and community in initiatives that help all learners thrive in school and beyond.

QUESTIONS TO THINK ABOUT FOR STANDARD 5

GUIDANCE FOR EVALUATION

Emerging

- An Emerging TL or library staff member is seeking ways to provide student engagement beyond the day-to-day logistical duties of running the library.

- ❑ An emerging TL or library staff member is discovering strategies to advocate for library support (self-advocacy, student advocacy, staff advocacy, volunteer advocacy).

Future Forward

- ❑ A Future Forward TL or library staff has a strong partnership with the administrator in order to provide an active and engaging library program for students and staff.
- ❑ Students, staff, and administration provide feedback that the TL/library staff are integral and essential to the school and community.

Element 5B: Managing Library Staff and Others

A TL and/or library staff member must have strong supervisory skills if they are working with other support staff, volunteers, and student aides. The TL provides strengths-based guidance for those who work in the library. The TL provides feedback to staff that helps them grow and thrive. The TL self-advocates and empowers others in the library to also self-advocate in order to create a safe and healthy work environment.

GUIDANCE FOR EVALUATION

Emerging – An emerging K-12 library educator

- ❑ is learning management and/or change management.
- ❑ is finding ways to proactively and positively communicate with administrators, staff, and students.

Future Forward – A future forward K-12 library educator

- ❑ demonstrates the ability to communicate and provide guidance that leads to a well-run library and healthy staff dynamics.
- ❑ has library staff/volunteers provide feedback that demonstrate they enjoy their role in the library and receive meaningful guidance to be productive and engaged.

Element 5C: Collection Development – Building a Responsive and Culturally Diverse Collection

The TL and/or library staff provides current, appealing, and culturally diverse materials in a variety of formats, based on the unique needs of the school/community. The collection and materials reflect the school focus and community demographics, while also offering a variety of viewpoints and cultures.

GUIDANCE FOR EVALUATION

Emerging – An emerging K-12 library educator

- ❑ is analyzing the collection, including all materials in the library and electronic resources.
- ❑ is developing a collection plan based on the data (such as a collection analysis report). They are seeking to build a collection that meets schools' goals as well as building a collection that exposes their learners to a variety of viewpoints and cultures.
- ❑ is seeking feedback from students and staff about their needs.
- ❑ is learning how to share data in a meaningful way beyond the number of materials circulated.

Future Forward – A future forward K-12 library educator

- ❑ knows what the school/administrator's goals are and aligns the collection according to the values/unique needs of the school.

- ❑ involves student voice and choice in helping to build a collection that appeals to students. Circulation statistics and student and staff reflections and feedback provide evidence that the library collection meets the needs of users at point of need. If appropriate, the Future Forward librarian uses circulation data to advocate for building the collection in various areas and/or evidence of impact of the collection
- ❑ can provide ample evidence of a collection that has diverse perspectives and viewpoints.

Element 5D: Collection Development – Weeding Materials

The TL and/or library staff is aware of the retail aspect* of the library and knows that an appealing library collection involves deleting materials in order to make room for new materials. The TL and/or library staff weeds the collection regularly to withdraw and/or replace materials for numerous reasons such, as condition, outdated materials, materials that are not used, and more.

*Retail Aspect - A way to think of this is that a library is like a bookstore business or any business that provides updated and appealing materials/services that clients and customers value.

GUIDANCE FOR EVALUATION

Emerging – An emerging K-12 library educator

- ❑ is learning about weeding methods (i.e., CREW Method)
- ❑ is developing a 2-5 year plan for weeding, replacing and/or updating print and non-print materials.

Future Forward – A Future Forward K-12 library educator

- ❑ regularly weeds and leaves adequate space on shelves for newer and appealing materials to be displayed.
- ❑ have students and staff, through surveys and reflections, give feedback that the collection is appealing and easy to navigate.
- ❑ shares circulation and/or collection statistics to advocate for areas to purchase various materials that may have been purged or in areas where the TL noticed gaps while weeding.

Element 5E: Policies, Procedures and Practice

Student-centered policies and procedures provide ways to effectively manage the library and reflect the library’s values, goals, and community needs. The library/district have policies and procedures for:

- Handling requests for reconsideration of materials
- Selection and deselection
- Conservation/preservation
- Accepting and processing gifts and donation
- Student Library Material Privacy (Privacy of Records)
- Student Data Privacy/Data Access
- Ensuring return of library materials without charging late fines or lost/damaged item fees.
- Technology expectations and guidelines.

GUIDANCE FOR EVALUATION

Emerging – An emerging library educator

- ❑ is seeking examples of school policies for selecting materials, weeding materials, book challenges, student rights and student privacy
- ❑ is communicating policy needs to administrators.

Future Forward – A future forward K-12 library educator

- ❑ works with district and/or school administration to ensure that there are current policies in place for challenged materials, material selection, weeded materials, gifts/donations, students' right to privacy, material returned, and student data privacy.
- ❑ ensures that school and district administrators are aware and knowledgeable of all library-related policies.

*To earn a credential, candidates will submit evidence for 2 elements in each of the 5 Standards. All 5 Standards Credentials = HESTL Recognition. Credential information/applications can be found at <http://www.cde.state.co.us/cdelib/highlyeffective>

RESOURCES

Online Professional Guidance

[AASL Standards Framework for Learners](#)

[AASL Position Statements on Scheduling, Confidentiality, Book Labeling, and More](#)

[ALA Office of Intellectual Freedom Challenge Support](#)

[ALA's Library/Data Privacy Guidelines for Students.](#)

[Future Ready Framework, Data and Privacy.](#)

[CDE Privacy Statement](#)

[Colorado Public Library Standards](#)

[Colorado Academic Standard's Essential Skills](#)

[CO Library District Policy Links](#)

[CREW: A Weeding Manual for Modern Libraries.](#)

[ISTE Standards](#) (ISTE Students, ISTE Educators, and ISTE Coaches)

Relevant Articles

[Designing Engaging Library Spaces For Children.](#) Demco Interiors. *Gower, Stephen; Beal, Amber, and Loewecke, Angela

[Authentic Learning: What, Why, and How.](#) E-teaching. April 2016

AASL Position Statement on [School Library Scheduling](#)

[Digital Literacy and Learning Resources](#) (including Digital Citizenship). Schein, Christine. Colorado State Library

[Delivering 21st Century Student Engagement and Education](#)

[Taking it to the Streets: Community Mapping](#)

[Solving 3 Key PBL Challenges](#)

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