



**COLORADO**  
Department of Education

# Colorado State Model Educator Evaluation System: Practical Ideas for Evaluating Teacher Librarians

Developed by:  
**Teacher Librarians and the Colorado Department of Education**

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To provide feedback, please email: [Educator\\_Effectiveness@cde.state.co.us](mailto:Educator_Effectiveness@cde.state.co.us)

## Foreword

***\*PLEASE NOTE: The purpose of this document is to highlight possible approaches for districts and BOCES to consider when constructing their approach to evaluating teacher librarians. CDE will be collecting on-going feedback to improve this guidance. To submit your feedback, email [Educator\\_Effectiveness@cde.state.co.us](mailto:Educator_Effectiveness@cde.state.co.us).***

## Introduction

Colorado's S. B. 10-191 requires schools, school districts, and the Colorado Department of Education (CDE) to evaluate all licensed educators with state approved quality standards and elements at least annually. This requirement applies to evaluating the performance of principals, assistant principals, teachers and special services providers. The Colorado State Model Educator Evaluation System, developed in response to the passage of S. B. 10-191, requires all teachers, including those in non-traditional classroom roles, to be evaluated using the same processes and materials used for classroom teachers. Throughout the development and pilot testing of the evaluation system, teachers in non-traditional classroom roles have expressed questions about the applicability of the evaluation system for educators such as themselves. Because of the content they teach and their responsibilities, the teacher evaluation materials may not provide evaluators opportunities to review and rate all facets of the educator's work. This practical ideas guide is intended to help these types of educators and their evaluators maximize the flexibility options built into the system to ensure a fair, valid and reliable evaluation for all educators. Educators across Colorado generously gave their time and expertise to write this practical ideas guide as a service to their colleagues. It is their hope that the brief will be used as an informal set of suggestions and ideas to better understand the Colorado State Model Educator Evaluation System and how it applies to them.

## The Colorado State Model Educator Evaluation System

The evaluation system focuses on continuously improving educator performance and student results. To support school districts in implementing the evaluation requirements, the Colorado Department of Education (CDE) developed a model system that provides consistent, fair and rigorous educator evaluations, saves district resources and enables them to focus on improving teaching, learning and leading. Districts are not required to use the State Model System, but if they choose not to, then they are required to create their own system that meets all state laws and regulations.

The basic purposes of this system are to ensure that all licensed educators:

- Are evaluated using multiple, fair, transparent, timely, rigorous and valid methods.
- Are assessed through two main avenues: measuring student learning (50%) and evaluating teacher professional practices (50%).
- Receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness.
- Are provided the means to share effective practices with other educators throughout the state.
- Receive meaningful feedback to inform their professional growth and continuous improvement.

Successful implementation of the Colorado State Model Educator Evaluation System is dependent upon attending to the following priorities, or guiding principles for the evaluation system:

1. Data should inform decisions, but human judgment is critical.
2. The implementation of the system must embody continuous improvement.
3. The purpose of the system is to provide meaningful and credible feedback that improves performance.
4. The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.
5. Educator evaluations must take place within a larger system that is aligned and supportive.

The Colorado State Model Educator Evaluation System uses a meaningful process for educator evaluation. The year-long cycle includes regular conversations between the evaluator and person being evaluated; it is not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated. S. B. 10-191 requires that at least one observation be conducted annually for non-probationary teachers and at least two for probationary teachers. Districts may choose to conduct additional observations in order to provide high quality feedback and/or to confirm the accuracy of final professional practices ratings prior to finalization.

The State Model System evaluation process connections include, but are not limited to:



## Acknowledgements

The many contributions of the teacher librarians who contributed to this work are gratefully acknowledged. This group of educators generously gave their time and expertise to write this implementation brief as a service to their colleagues. It is their hope that the brief will be used as an informal set of suggestions and ideas to help teacher librarians and their evaluators better understand the Colorado State Model Educator Evaluation System and how it applies to them. Teacher librarians and others who contributed to the development of this document include:

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## Reviewers

Colorado School Library Leaders (COSLL)

## Who Should Use This Brief

Teacher librarians will be rated on both professional practices and measures of student learning. All teacher librarians whose positions require a CDE license are required to be evaluated under S. B. 10-191. This implementation brief is targeted primarily for teacher or school librarians. Depending on the district, teacher-librarians include, but are not limited to:

- School librarians
- Teacher-librarians
- Library Media Specialists
- Digital Literacy Coaches

## How to Appropriately Interpret the Rubric Components for Teacher Librarians

One of the most frequently cited issues regarding the use of the Rubric for Evaluating Colorado Teachers for evaluating teacher librarians is that it is difficult for the teachers to be rated accomplished or exemplary because of the expectation that students will demonstrate behaviors reflecting the skills and knowledge they have been taught. The vignette below provides an excellent example of how the Colorado State Model Educator Evaluation Process for Teachers may be effectively used for teacher-librarians. Please note: All documents referred to in this brief are listed in the “Resources” section at the conclusion of the brief.

Teacher-librarians are endorsed based upon having a teacher license and are qualified to instruct in the role of a classroom teacher. A majority of a licensed librarian’s job involves instruction<sup>1</sup>. This document focuses on the aspects to the teacher librarian’s job that are similar to those of classroom teachers. For the purposes of the Rubric for Evaluating Colorado Teachers, ‘visible’ parts of the teacher-librarian’s job are included in the rubric as professional practices. The other ‘invisible’ areas of a teacher-librarian’s job, such as collection development or program management, while not evaluated as part of this rubric, provide a foundation for effective student instruction. Teacher librarians and their evaluators may choose to use CDE’s “Highly Effective Schools through Libraries Program Rubric” Competencies as the basis for determining the teacher librarian’s level of performance on the ‘invisible’ components of their work.

## An Example of the Goal-Setting Conference

“Sharon,” a teacher-librarian at “Anywhere Elementary,” meets with her principal for a beginning-of-the-year goal-setting meeting and brings with her 3 documents:

1. A copy of her district’s or CDE’s “Rubric for Evaluating Colorado Teachers”
2. The “Highly Effective Schools Through Libraries Program Competencies Rubric”
3. The “Highly Effective School Librarian Growth Plan” (goal-setting) template

As a prerequisite for this initial meeting, Sharon has completed a self-assessment using both the evaluation rubric required by her district and the Highly Effective Schools through Libraries Program Competencies Rubric. The self-assessment documents will help determine her two or three year-long goals. Using the Highly Effective School Librarian Growth Plan template, the principal or a designee and Sharon collaboratively set goals that are aligned with the school’s goals and that are also meaningful areas of professional growth for Sharon. In other words, together, they ensure that the teacher librarian is impacting student achievement in ways that are also aligned with the school’s School Improvement Goals included in the School’s Improvement Plan.

<sup>1</sup> For the purposes of this vignette, instruction refers to describe individual, small group, and/or large group instruction.

### ***A Sample Professional Growth Goal for Sharon***

1. ***“Anywhere Elementary School’s Improvement Plan (SIP) Goal 1:*** “Continued Focus on Formative Assessment Practices K-5 in all grades. This includes setting clear learning targets, providing high quality descriptive feedback, and progress monitoring on the part of the staff and students with intentional communication of assessments to family partners so that they may also be informed and support their children at home; continued data-driven instruction in reading.”
2. ***Sharon’s Teacher-Librarian Goal That Aligns with Anywhere Elementary School Improvement Plan Goal 1:*** “I will develop a new model of collaboration with the 1st grade team that allows us to continue to team-teach and collaboratively assess planned units, yet still respects the new rotation structure of the first grade Literacy Block. This new rotation structure allows for individualized and small group instruction, assessment and goal setting, which help support our school’s Improvement Plan goal.”

### ***Sharon’s Action Steps***

1. “I will collaborate with the 1st grade team on two units: Organisms and Their Offspring (Science) and Leadership (Social Studies). Through these content area units, we will target, teach and assess nonfiction reading and writing skills; specifically use of text features to locate information and gather information to answer a question. In at least one of these two units, we will embed use of technology that includes evidence of students collaborating with one another.”
2. “I will participate in a book study with other members of the school’s Literacy Team to better understand the Daily 5 structure.”

### ***Sharon’s Evidence/Artifacts***

Sharon and others will know she is successful when she:

1. Creates a Google doc folder (or other appropriate and easily shareable technology) of her growth plan goal’s evidence so that she can easily share her evidence with her principal (and possibly other staff members).
2. Collaboratively develops a backwards plan. This backwards plan will include enduring understandings, essential questions for unit learning, differentiation strategies used, examples of student collaborations, pre-post assessments, resources, and more. She will upload backwards plans of her the two units above.
3. Increases proficiency in the use of non-fiction text features to locate information to ensure 80% of 1st grade students can use text features to locate information needed (based on teacher-created formative assessments). Sharon will upload the pre-post assessment results to her online evidence folder.
4. A backwards plan that includes a reflection with classroom teachers on ways to improve the units and new collaborative model in the future.
5. She will complete the book study by March of this school year and upload a reflection of how the book study has impacted her work.

### ***Sharon’s Professional Growth Targets with This Goal***

1. **Highly Effective School Libraries (HESTL) Professional Growth Target:**
  - a. Instructional Delivery Strategies
  - b. Collaboration
2. **Colorado State Model Educator Evaluation System Teacher Rubric Growth Targets:**

- a. Teacher Quality Standard 1A, B, C
- b. Teacher Quality Standard IIC
- c. Teacher Quality Standard III A – F
- d. Teacher Quality Standard IV A –D

Sharon will need to show evidence of how/if she has successfully accomplished her goal. By starting with “I know I will be successful when...” or “Others will know I’m successful when...,” she is intentionally reminding herself of how she can provide and easily show others quantifiable evidence of her performance.

Sharon targeted two specific learning targets related to non-fiction texts that she and her teachers have identified as needing improvement:

1. Use of text features to locate information and
2. Gather information to answer a question.

There are numerous ways she might show growth for these two learning targets. In this example, Sharon told her 1<sup>st</sup> grade teammates that she would design several pre/post assessment questions on these 2 specific non-fiction text elements. Rather than doing a separate assessment in her library classroom, Sharon has asked the teachers to include these assessment questions into a co-developed reading assessment that they had already planned to administer to these students. Sharon will then help the teachers analyze the pre/post formative assessments and upload the results to her online evidence folder or wiki.

Teacher-librarians can also provide meaningful student impact evidence in other areas. For example, a high school teacher librarian may have a school-aligned growth goal focused more on student impact through such activities as book clubs, technology clubs, and other library program-sponsored student activities. Some examples of student achievement that impact the teacher librarian’s professional growth goals might be a pre- and post- student reflection, student reading logs, and/or student-created videos featuring their reflections about how much they have grown. In numerous schools, teacher-librarians are instructional leaders for other teachers and demonstrate best practices in lesson design and information literacy as well as coaching teachers on best practices in these and other areas.

## Colorado’s Essential Skills

In many cases, teacher librarians are tasked with showing growth in the area of Essential Skills, which differ from traditional content in that they are generally concept-driven and target *how* we learn and teach.

Promising practices for teaching essential or learning skills is an iterative process, and staffs and teacher librarians need to be flexible in their approaches and look for opportunities for feedback from colleagues in trying new approaches and techniques. A variety of formative assessments (whether checklist, exit tickets, or rubrics) are very useful for teachers and for students. From a teacher perspective, these assessments can be useful in helping to incrementally shift teaching practice. From a student perspective, since Essential Skills focus on student growth in behavior and learning, these ongoing formative assessments can help measure student growth in these abstract areas. Teachers are encouraged to use some of these assessments for ongoing learning of student growth. (See CDE’s Essential Skills Rubric in Resources).

## Examples of Artifacts/Evidence and Look-Fors for Teacher Librarians

School districts and BOCES are required to include at least one of the following measures as part of the annual evaluation process:

1. Student perception measures (e.g., surveys) where appropriate and feasible;
2. Peer feedback;
3. Feedback from parents or guardians; or
4. Review of teacher lesson plans or student work samples.

At least one of the required measures should be discussed during the final evaluation conference along with self-assessment information and the evaluator's assessment of the teacher librarian's performance throughout the year. The teacher librarian and/or evaluator may bring additional artifacts or evidence to the end of year review to support their professional practices ratings. While such additional **artifacts are not a required component of the Colorado State Model Educator Evaluation System**, they have proven to be a valuable catalyst for meaningful discussions and lend a degree of objectivity to performance feedback. In many cases, the artifacts and/or additional evidence form the basis for setting reasonable goals and help the evaluator ground feedback in real-world data and specific relevant examples. The chart below provides options for artifacts and other evidence that are closely aligned to the teacher librarian's roles and responsibilities. It is important to note that the artifacts and types of evidence mentioned in Exhibit 1 are ideas and should not be considered requirements or an all-inclusive list that every teacher librarian should provide. Instead, Exhibit 1 is intended to serve as a catalyst for identifying specific evidence that may or may not be included in Exhibit 1, to illustrate the teacher librarian's performance throughout the year.

It must be noted that it is possible to complete an evaluation without using any additional evidence or artifacts. If the teacher librarian and evaluator agree on all final ratings during the final evaluation conference, they do not need to review artifacts or additional evidence.



## Exhibit 1: Observations, Required Measures and Other Evidence/Artifacts

This exhibit includes information about requirements for observations and multiple measures as described in S. B. 10-191. In addition, examples of artifacts and other evidence that may be used to support final evaluation ratings or to demonstrate proficiency on professional practices are provided. It should be noted that artifacts and other evidence are not required by S. B. 10-191, but are suggested by the Colorado State Model Educator Evaluation System as a way to confirm that final ratings are fair and accurate.

**S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR.** For teacher librarians, this requirement is defined as observations, required measures and optional additional measures (evidence/artifacts). While the teacher rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

### OBSERVATIONS REQUIRED BY S.B. 10-191:

- **Probationary teachers** – At least two documented observations and at least one evaluation that results in a written evaluation report each year.
- **Non-probationary teachers** – At least one documented observation every year and one evaluation that results in a written evaluation report including fair and reliable measures of performance against Quality Standards.

The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Written evaluation reports shall be based on performance standards and provided to the teacher at least two weeks before the last class day of the school year.

### REQUIRED MEASURES FOR TEACHERS:

Include at least one of the following measures as a part of the annual evaluation process.

- Student perception measures, where appropriate and feasible;
- Peer feedback;
- Feedback from parents or guardians;
- Review of teacher lesson plans or student work samples.

*Continued on next page.*

### ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

#### Backwards plan that contains:

- Enduring understandings.
- Essential or enduring questions/outcomes
- Needs-based Essential Skills Focus, jointly identified with collaborating teacher
- Differentiation strategies, and standards targeted (e.g., [http://www.grantwiggins.org/documents/UbD\\_Quikvue1005.pdf](http://www.grantwiggins.org/documents/UbD_Quikvue1005.pdf)).
- Evidence of collaboration with other professionals throughout the school and/or district.

#### Teacher librarian online site that includes:

- Self-reflection.
- Highly Effective Schools through Libraries Growth Plan.
- Evidence of professional development taught.
- Use HESTL rubric to guide gathering evidence of effective staff professional development opportunities.
- Video clips of teaching.

#### Plans lessons that:

- Illustrate evidence of sequence and an understanding of the various developmental and academic needs of students.
- Use group lessons within a lesson plan.
- Might contain standards from either HESTL rubric, AASL, ISTE, or Future Ready

#### Variety of assessments to obtain information about program and teaching quality, such as:

- Exit Tickets <https://knowledgequest.aasl.org/using-exit-tickets-for-assessment/>
- Literacy assessments (e.g., <https://docs.google.com/file/d/0B6W4FbpMB6sxWV9MdzRBVDQyOGM/edit?hl=en&forcehl=1>)
- [Highly Effective Schools Through Libraries Rubric](#) and evidence uploaded.
- Student perception pre-/post-survey; survey participants reflect the school's demographics
- Student Reflections.
- Evidence that collection meets the unique needs of the learners of that particular school.
- Library collection map signifying that the collection is culturally responsive and meets the unique needs of the school and its students.
- Taking on leadership roles in school or district, state, or nationally.
- Based on student/staff input, and/or with graphic design guidance, create a welcoming interactive webpage that is easily accessible for staff and students.
- Evidence of parent communication uploaded for easy reference for teacher-supervisor.
- Grade-wide or subject-level curriculum map showing interdisciplinary linkages between math and other curricular areas.
- Artifacts from a PLC related to student data

In addition to artifacts and other evidence, teacher librarians and their evaluators need to understand the professional practices that should be evident in their rooms/settings. Exhibit 2 is a rich source of ideas for “look fors,” or examples of practices that may be evident during observations of teacher librarians. The charts are presented by Teacher Quality Standards and their associated elements to align specific behaviors/practices to the approved standards.

## Exhibit 2: Teacher Quality Standards and Examples of Practices that May be Evident during Classroom Observations

This exhibit provides information about behaviors of teacher librarians that evaluators may observe. The behaviors illustrate that the professional practices included in the Rubric for Evaluating Colorado Teachers are appropriate for evaluating teacher librarians. They are articulated here to provide specific information about how effective teacher librarian practices not only meet Colorado’s Teacher Quality Standards but also how they meet the educational needs of students who represent a wide range of ages and developmental levels.

<b>QUALITY STANDARD I</b>	
Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he/she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his/her content endorsement area(s).	
<b>Elements</b>	<b>Examples of Practices that May be Evident During Classroom Observations*</b>
A. Teachers provide instruction that is aligned with the Colorado Academic Standards and their District’s organized plan of instruction.	<ul style="list-style-type: none"> <li>• Differentiated instruction.</li> <li>• Essential Skills of CO Academic Standards.</li> <li>• Authentic learning experiences embedded into the lesson for more meaningful student engagement and learning.</li> <li>• Standards targeted are clearly articulated and/or displayed in the room</li> </ul>
B. Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.	<ul style="list-style-type: none"> <li>• Connections to lessons being studied in the core classroom are articulated throughout instruction.</li> <li>• Math-aligned lessons in the library. For instance, if a teacher is teaching measurement, student could come to the library for an extension of this lesson. The librarian and math teacher could co-teach (a differentiation strategy) some of the math concepts, and the teacher-librarian could help the math teacher embed essential skills concepts into his or her lessons (Essential skills enhancing college and workforce ready skills.)</li> <li>• Creating a math lab space where students can work together on math problems.</li> <li>• Providing access to math tutoring sessions within the library.</li> <li>• Provided guided access to simulations and Khan Academy-like online tutorials for math.</li> <li>• Curriculum map.</li> <li>• Backward-designed lesson plans.</li> </ul>
C. Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics of the disciplines being taught.	<ul style="list-style-type: none"> <li>• Student feedback document (print or digital)</li> <li>• Student pre/post reflections.</li> <li>• Backward-designed lesson plans.</li> <li>• Evidence embedded in a backward-designed lesson plan.</li> <li>• Engagement/immersion stage of inquiry.</li> </ul>

\*The practices included in these tables are examples only and should not be considered requirements or a n all-inclusive list. They are provided to help the evaluator and teacher understand how Teacher Quality Standards may be met by teacher librarians.

**QUALITY STANDARD II**

Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

Elements	Examples of Practices that May be Evident During Classroom Observations*
<p>A. Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<ul style="list-style-type: none"> <li>● Student perception survey.</li> <li>● Video clip.</li> <li>● Establishing predictable routes and positive expectations for students.</li> <li>● Library space is welcoming and safe for all community members...students, staff, parents, and community-at-large</li> <li>● Welcoming, easily navigable, and straightforward library web page.</li> <li>● Teacher or supervisor observation.</li> </ul>
<p>B. Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</p>	<ul style="list-style-type: none"> <li>● Student perception survey.</li> <li>● Backwards-designed lesson plan.</li> <li>● Video clip.</li> <li>● Design Thinking with students on creating authentic cultural experiences</li> <li>● Family culture night.</li> <li>● Recording of family stories that are showcased in the library.</li> <li>● Awareness of culturally responsive literature selection choices.</li> <li>● Purchasing resources that reflect a diversity of cultures in our society.</li> </ul>
<p>C. Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.</p>	<ul style="list-style-type: none"> <li>● Student perception survey.</li> <li>● Exit Tickets</li> <li>● Pre/Post survey questions</li> <li>● Differentiating and personalizing instruction through co-teaching and more,</li> <li>● Differentiation embedded in backwards-designed lesson plan</li> <li>● Identified differentiated resources for student (e.g., choice in readings).</li> </ul>
<p>D. Teachers work collaboratively with the families and/or significant adults for the benefit of students.</p>	<ul style="list-style-type: none"> <li>● Parent webinars or tutorials</li> <li>● Online tutorials or podcasts/video casts of demos.</li> <li>● Back-to-school night.</li> <li>● Workforce readiness event.</li> <li>● Digital citizenship facilitation.</li> <li>● Newsletter.</li> <li>● Parent Survey.</li> <li>● Emails/other types of correspondence with parents.</li> </ul>

\*The practices included in these tables are examples only and should not be considered requirements or a non-inclusive list. They are provided to help the evaluator and teacher understand how Teacher Quality Standards may be met by teacher librarians.

**QUALITY STANDARD III**

**Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.**

Elements	Examples of Practices that May be Evident During Classroom Observations*
A. Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, social, and emotional development of their students.	<ul style="list-style-type: none"> <li>● Video of their lesson.</li> <li>● Students reflect about what they learn.</li> <li>● Professional development (in-person or online) reflections.</li> <li>● Book study reflections.</li> </ul>
B. Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.	<ul style="list-style-type: none"> <li>● Essential Skills rubrics/digital literacy rubrics embedded into classroom teacher rubrics (various suggestions for rubrics found in “Resources” component of this document).</li> <li>● Exit Tickets (article of ideas in “Resources”)</li> <li>● District assessments.</li> <li>● Staff Reflections/feedback</li> <li>● Student-brainstormed rubrics/formative assessment</li> <li>● Written or audio notes captured from informal conversations with teachers.</li> <li>● Reflection notes that are embedded into a backwards-designed lesson plan.</li> </ul>
C. Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.	<ul style="list-style-type: none"> <li>● Digital literacy and Essential Skills rubrics and standards as found in the “Resources” component of this document.</li> <li>● Use of technology across the “SAMR Model”</li> <li>● Backwards-designed lesson plan that has the learning and/or digital skills embedded into the lessons or units.</li> </ul>
D. Teachers establish and communicate high expectations and use processes to support the development of critical thinking and problem solving skills.	<ul style="list-style-type: none"> <li>● Suggestions for guidance include: HESTL Rubric, CO Academic Standards “Essential Skills” Rubric, ISTE Student, Teacher standards, AASL Standards and ISTE Student, Teacher (and more) standards; Future Ready Framework, etc. in “Resources”</li> <li>● See “Adams 12 School District’s Digital Literacy Curriculum” found in the “Resources” component of this document.</li> </ul>
E. Teachers provide students with opportunities to work in teams and develop leadership qualities.	<ul style="list-style-type: none"> <li>● Use of collaborative groupings and cooperative learning strategies such as Kagan.</li> <li>● Co-teaching</li> <li>● Co-designing authentic learning opportunities that students care about.</li> </ul>
G. Teachers model and promote effective communication.	<ul style="list-style-type: none"> <li>● Discussion and display of outcomes or focus.</li> <li>● Student feedback</li> <li>● Exit Tickets.</li> <li>● Double-checking with students to determine level of understanding of objective.</li> </ul>

Teacher Quality Standard IV is not included in Exhibit 2 because the professional practices are not easily observable during classroom observations. This standard is well-represented in Exhibit 1, which provides ideas for evidence/artifacts.

## Conclusion

The evaluation of teacher librarians presents unique challenges for both evaluators and teacher librarians who are being evaluated. The most common concern regarding such evaluations is that the full range of teacher librarian responsibilities are not reflected in the Rubric for Evaluating Colorado Teachers.

This guide addresses the first concern by explaining how teacher librarians and their evaluators can take advantage of the flexibility built into the Rubric for Evaluating Colorado Teachers to address the unique responsibilities of teacher librarians. The exhibits in this guide are particularly helpful in understanding how evaluation requirements may look for teacher librarians.

It is CDE's hope that this guide will prove helpful to teacher librarians and their evaluators by providing them with real-life examples of evidence/artifacts, observation look-fors, and ways in which teacher librarians may discuss their performance with their evaluators.

## Resources

**Adams 12 School District.** (2014). *Adams 12 digital literacy curriculum matrix*. Thornton, CO: Author.  
<https://docs.google.com/spreadsheets/cc?key=0AkeRz4h67Es7dEs5U2N2Ujd6UzlLMmNmchJuUfJUmC&usp=sharing#gid=14>

**Adams 12 School District.** (2014). *Rubrics for Adams 12 Digital Literacy 2<sup>nd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grades*. Thornton, CO:  
[https://docs.google.com/document/d/1KR7aBPQfdWgkIIsT3JrxeJUE0a\\_B2h\\_FE6UfXe9lrQ/edit](https://docs.google.com/document/d/1KR7aBPQfdWgkIIsT3JrxeJUE0a_B2h_FE6UfXe9lrQ/edit)

**American Association of School Libraries Learner Framework (2017):**

<https://standards.aasl.org/wp-content/uploads/2018/08/180206-AASL-framework-for-learners-2.pdf>

**American Library Association Office of Intellectual Freedom.** (2018):

<http://www.ala.org/aboutala/offices/oif>

**Babb, J.,** (2014). *Jessica Babb's Information Literacy Rubric*. Colorado Springs, CO, Academy 20 District.  
<https://docs.google.com/file/d/0B6W4FbpMB6sxWV9MdzRBVDQyOGM/edit?hl=en&forcehl=1>

**Colorado Academic Standards (CDE) [Essential Skills Rubric](#)**

**Colorado Department of Education [Teacher Evaluation Rubric](#)**

**Colorado Education Initiative.** (n.d.). "Transforming School Climate: Creating Safe, Caring and Engaging Schools. Denver, CO: <http://www.coloradoinitiative.org/resources/transforming-school-climate-toolkit/>

**Common Sense Media** (2014): <http://www.commonsensemedia.org/educators/curriculum>

**Digital Literacy Resources (Colorado State Library):** <https://www.coloradovirtuallibrary.org/learning/digital-literacy-resources/>

**Exit Tickets/Evidence of Impact:** <https://knowledgequest.aasl.org/using-exit-tickets-for-assessment/>

**Future Ready Librarians Framework:**

[http://1gu04j2l2i9n1b0wor2zmgua.wpengine.netdna-cdn.com/wp-content/uploads/2017/01/Library\\_flyer\\_download.pdf](http://1gu04j2l2i9n1b0wor2zmgua.wpengine.netdna-cdn.com/wp-content/uploads/2017/01/Library_flyer_download.pdf)

**Highly Effective Schools Through Libraries (HESTL) Rubric (CDE/CSL) (2017):**

<http://www.cde.state.co.us/cdelib/2016heslprogram>

**Highly Effective Schools Through Libraries growth plan template (CDE/CSL):**

<http://www.cde.state.co.us/sites/default/files/growth%20plan%20template%20%289%29.pdf>

**Highly Effective Schools Through Libraries Sample Growth Plan (CDE/CSL):**

<https://www.cde.state.co.us/cdelib/samplelgrowthp>

**International Society for Technology in Education.**

- [ISTE 2016 Student Standards](#)
- [ISTE 2017 Standards for Educators](#)
- [ISTE Redefining Learning in a Technology-Driven World Report](#)