REVISED 2013

Colorado's Highly Effective School Library Programs

An Evaluative Rubric
for 21st-Century Colorado School Librarians
and their Library Programs

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Highly Effective School Library Programs: Helping Fulfill the Mandates of the Colorado Department of Education

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*Highly Effective Essential Competencies

If you are a HESLP recognition applicant, please provide evidence of how you are highly effective in these essential competencies as 80% of scoring is weighted in these areas.

Yearly Growth Plan
Collaboration
Instruction
Instructional Delivery Strategies
Assessment of Student Work
Reading Development
Library Environment
Special Programming
Productivity
Curriculum Development Advisor
School Leadership
Professional Leadership
Administrative Support
Program Marketing and Promotion

This document employs the term "school librarian" to mean a professional who holds a teacher license and a Master's degree in library science and/or a school library endorsement. Other title variations for this position include:

- Teacher-Librarian
- Library Technology Coach
- Library Media Specialist

Highly Effective School Library Programs:
Helping Fulfill the Requirements of
the Colorado Department of Education

Colorado has recently passed several initiatives that make it a more vital time than ever for all Colorado schools to have highly effective library programs led by a certified and/or endorsed School librarian. The intent of this rubric is to help librarians, administrators and staff members create a highly effective library program that will help fulfill the following Colorado Department of Education initiatives:

Senate Bill 212
Senate Bill 212 establishes readiness for Postsecondary and Workforce success as Colorado's overarching goal for all students. In August of 2010, the Colorado State Board of Education adopted the Common Core State Standards (CCSS), and requested the integration of the CCSS and the Colorado Academic Standards (CAS). These standards represent the integration of the combined academic content of both sets of standards, and include personal financial literacy, 21st century skills, school readiness competencies, postsecondary and workforce readiness competencies, and preschool expectations.

<div align="right">

Colorado Department of Education, Office of Standards and Assessments
www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html

</div>

Senate Bill 191
Among other requirements, this law requires that at least 50 percent of teachers' evaluation be determined by the academic growth of their students and at least 50 percent of principals' evaluation be determined by the academic growth of the students in the principal's school. One aspect of this bill is to ensure that every Colorado classroom has an effective teacher, and that every public school is led by an effective principal.

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Colorado Department of Education, Department of Educator Effectiveness
www.cde.state.co.us/scripts/reforms/detail.asp?itemid=181271

</div>

Senate Bill 163
The Education Accountability Act of 2009 (SB 09-163) holds the state, districts, and individual public schools accountable for performance on the same set of indicators and related measures statewide. The Accountability Alignment Bill builds upon and incorporates HB-07-1048, which established student academic growth as the cornerstone of Colorado's educational accountability system; SB-08-212, which establishes readiness for Postsecondary and Workforce success as Colorado's overarching goal for all students; SB-00-186, by updating its core concepts in recognition of lessons learned and new technology, while retaining its high expectations and accountability for student results; Revised district accreditation process established by CDE in 2008 in cooperation with school districts throughout the state; and Approval by the U.S. Department of Education of the Colorado Growth Model for AYP purposes.

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Colorado Department of Education Accountability Alignment
http://www.cde.state.co.us/scripts/reforms/detail.asp?itemid=623952

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The Role of School Librarians in Fulfilling CDE Initiatives
At an unprecedented time in history, when students require development of complex 21st century skills to succeed, a robust school library program is a requirement for students' success. "School library programs continue to undergo momentous changes that have heightened the importance of technology and evidence-based learning. The focus of school library programs has moved from the library as a confined place to one with fluid boundaries that is layered by diverse needs and influenced by an interactive global community. Guiding principles for school library programs must focus on building a flexible learning environment with the goal of producing successful learners skilled in multiple literacies." Defining the future direction of highly effective and successful school library programs lies at the foundation of this rubric.

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American Association of School Librarians
www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/guidelines.cfm

</div>

<div align="center">

and International Society for Technology in Education (ISTE) Media Specialists SIG (SIGMS) Executive Advocacy Committee

</div>

Highly Effective School Library Program Competencies

*indicates an essential competency

I. Planning

1. Yearly Growth Plan*

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

> **Evidence Outcomes:**
> - The school librarian along with the principal and teachers and school community creates and uses a yearly growth plan as a guide to creating a library program and instruction that positively impacts student achievement and helps students thrive in today's society.
> - The school librarian uses data to measure implementation of yearly growth plan goals.

The librarian's yearly growth plan…

Is driven by the school's improvement plan. Performance management (aka SMART) goals are reviewed by the school librarian and principal on a regular basis and updated annually. The school librarian and principal have co-created attainable measurements that demonstrate the effectiveness and progress of these growth plan goals.	**Highly Effective**
Is tied to the school's improvement plan. Goals are written in Performance Management (aka SMART) format, are reviewed on a regular basis and updated annually.	**Effective**
Contains goals that are not necessarily driven by the school's improvement plan. Additional quantitative data and statistics may or may not be submitted to the school principal.	**Progressing Toward Effective**
There may or may not be library program goals. The school librarian and staff have little or no knowledge of the School Improvement Plan goals. The school librarian is heading a program that is not tied to school initiatives.	**Ineffective**
No evidence of Performance Management (SMART) goals. A statistical report on quantitative data is not submitted to the school principal.	**No evidence at this time.**

II. Instructional Specialist for Staff and Students

2. Collaboration*

Collaboration between the school librarian and faculty is a key indicator of a successful, effective library program. Research has shown the quality and frequency of the collaboration contributes to improving student achievement. [Video]

Evidence Outcomes:
- The <u>school librarian and other teachers</u> from a variety of disciplines and grade levels, collaborate to systematically integrate Colorado Academic Standards 21st century skills.
- **<u>Students</u>** work collaboratively with one another and provide evidence of their new thinking and learning

The school librarian and the school...

Have a well-developed collaborative culture that encourages the librarian to work with a majority (75% or more) of the classroom teachers and instructional coaches. The school values collaborative planning as a school wide expectation.	**Highly Effective**
Have a collaborative culture that encourages the school librarian to work with many (at least 50% to 75%) of the classroom teachers and instructional coaches. Collaborative planning is generally a school wide expectation.	**Effective**
Have a collaborative culture that encourages the school librarian to work with some (at least 30% to 50%) of the classroom teachers and instructional coaches. Collaborative planning is generally a school wide expectation.	**Progressing Toward Effective**
Encourage the school librarian to work with a few (25% or less) of the teachers, instructional coaches, departments, or grade level groups. Cooperative planning occurs when possible.	**Ineffective**
	No evidence at this time.

3. Instruction*

Effective school librarians work with teachers to integrate and teach Colorado Academic Standard's 21st century skills and concepts [Video].

Evidence Outcomes:
- The <u>school librarian and other teachers</u> integrate 21st century skills of the Colorado Academic Standards (i.e., critical thinking, invention, information literacy, digital citizenship) with curriculum content.
- The **<u>students</u>** demonstrate mastery of 21st century learning skills, and their new thinking and learning is obvious to school and parent community.

The school librarian...

Has examined the 21st century skills of the Colorado Academic Standards and systematically and meaningfully integrates them in all lessons at his or her school. The school librarian has an interactive school library web page.	**Highly Effective**
Has examined some of the 21st century skills of the Colorado Academic Standards for his or her building levels and integrates these 21st Century skills into some of the lessons. The school librarian has a web page with resources for students.	**Effective**
Has some knowledge of the 21st century skills in the new Colorado Academic Standards but is not integrating these skills in a systematic way. The school librarian has several links on a school library web page.	**Progressing Toward Effective**

Does not integrate 21st century skills of the Colorado Academic Standards in a meaningful way. The librarian may or may not have a school library web page.	**Ineffective**
	No evidence at this time.

4. Instructional Delivery Strategies*

Effective school librarians take a leadership role in exploring and implementing best practices in curriculum-aligned differentiated instruction. [Video]

> **Evidence Outcomes:**
> - The <u>school librarian</u> differentiates instruction in standards-based lessons and incorporates best practice models.
> - The **<u>student</u>** is able to choose the learning style that best meets his or her learning needs.

The school librarian...

Is a highly skilled teacher who employs backward design, differentiated instruction and other best practices to reach *all* learners.	**Highly Effective**
Is a highly skilled teacher who utilizes best practices in delivering instruction. The teacher-librarian is sometimes using differentiation to reach all learners and is aware of and has started using backward-planning for lessons and units.	**Effective**
Delivers instruction in a variety of settings in a teacher-focused manner and has little differentiation. A unit or two may have some elements of backwards planning design.	**Progressing Toward Effective**
Is aware of the importance of a variety of delivery methods and resources and applies them when possible. Little to no differentiation or effective planning is happening.	**Ineffective**
	No evidence at this time.

5.   Assessment of Student Work*

The school librarian, in conjunction with the classroom teachers, should develop consistent means of assessing how well students are acquiring essential research and 21st century skills through the use of formative or summative assessments such as rubrics, checklists, and journaling.

> **Evidence Outcomes:**
> - The <u>school librarian</u> helps analyze student achievement data and collaborates with teachers to create authentic assessments that include the 21st century skills of the Colorado Academic Standards.
> - **<u>Students</u>** provide input in the creation of their 21st century skills assessments.

The school librarian encourages the use of rubrics and assessments that are developed...

Collaboratively and sets expectations for the desired outcomes of the finished product including the process used to achieve that outcome. Formative assessment is used to evaluate student understanding of the skills taught.	**Highly Effective**

Sometimes collaboratively or individually and assesses student work through formative and summative means.	**Effective**
Individually and occasionally assesses student work through formative and summative means.	**Progressing Toward Effective**
The school librarian seldom assesses student work.	**Ineffective**
	No evidence at this time.

6. Reading Development*

Effective Library programs encourage reading for the intrinsic reward of learning, enrichment, and personal pleasure. [Video]

> **Evidence Outcomes:**
> - The school librarian promotes reading in traditional and innovative ways such as social media, digital media and print.
> - The **students** share their reading interests through a variety of media and discussion.

The school librarian and staff...

Work within the school-wide culture to foster curiosity in student and staff learners by providing a variety of innovative formats to teach, enrich and expand critical, creative, and independent thinking. Reading development is strongly tied to the school's goals.	**Highly Effective**
Foster curiosity in learners by providing a variety of formats to develop critical, creative, and independent thinking.	**Effective**
Selectively work with students and staff to promote reading enjoyment. There is few innovative formats, and reading is promoted randomly rather than systematically.	**Progressing Toward Effective**
Are aware of the need for independent use of the library by students and faculty and attempts to provide materials to support personal interests.	**Ineffective**
	No evidence at this time.

7.   Library 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.

> **Evidence Outcomes:**
> - The school library is user-friendly, with equitable access to resources and technology for a diverse group of learners. The school library space is open, warm, and encourages users to want to be there.
> - It is evident that **students** enjoy using the library for a variety of learning activities.

The library environment is . . .

Consistently safe, clean, organized, and welcoming to students, staff, and community members. The environment enhances learning opportunities. It is consistently used by students to actively seek learning opportunities and interact with a variety of resources as	**Highly Effective**

information consumers. The school librarian is an active partner in supporting students and faculty. In addition, the library is a state-of-the-art 21st Century learning commons with flexible learning spaces that accommodate multiple user needs. It is the hub of the school and students find it irresistible.	
Usually seen as clean, organized, safe, and welcoming to students, staff, and community members. The environment enhances learning opportunities. It is used by students to actively seek learning opportunities and interact with a variety of resources as information consumers. The school librarian is an active partner in supporting students and faculty.	**Effective**
Is seen as a somewhat organized, clean and safe space. The environment is working towards becoming more clean, organized, and welcoming to students and staff. Students seek opportunities to access the library and to interact as information consumers with a variety of resources. The school librarian takes a passive role in assisting students and faculty.	**Progressing Toward Effective**
The library is seen as overcrowded and cluttered. It may or may not feel organized and welcoming. There is a traditionally quiet atmosphere that is used mainly for class visits. Students seldom come to the library on their own. The shelves are overcrowded and unappealing.	**Ineffective**
	No evidence at this time.

8. Special Programming*

Effective library programs provide a variety of programming tied to essential learning throughout the year to engage students.

> *Evidence Outcomes:*
> - The school librarian organizes and initiates school-aligned programs that encourage learning and offer cultural and global opportunities for school community.
> - **Students** are involved in fun, meaningful, and engaging program activities

The school librarian...

Collaboratively plans with the school community a wide variety of relevant programs that supports specific school goals in conjunction with school and outside agencies.	**Highly Effective**
Offers several program opportunities to students and staff and successfully develop special programming opportunities in conjunction with outside agencies.	**Effective**
Provides a few library-related program opportunities for students and staff. The programs are not yet systematically related to the school's goals.	**Progressing Toward Effective**
Offers one library-related program opportunities to students and staff.	**Ineffective**
	No evidence at this time.

9. Productivity*

Highly effective school library programs offer current, equitable, and high-quality educational productivity resources for students and staff.

> **Evidence Outcomes:**
> - The <u>school librarian</u> encourages students and staff to utilize productivity tools to create and share information in a variety of formats.
> - **<u>Students</u>** consistently use productivity tools to collaborate and share their learning and thinking.

The school librarian provides...

The ability for students and staff to virtually collaborate and create products using a variety of tools. The school librarian models these practices on a consistent basis.	**Highly Effective**
The ability for students and staff to virtually collaborate and create products using a variety of tools.	**Effective**
Links to tools.	**Progressing Toward Effective**
Limited tools for student project development.	**Ineffective**
	No evidence at this time.

III. Leadership

10. Curriculum Development Advisor*

The school librarian is an active participant in curriculum development, working in conjunction with the administration and faculty to incorporate school and district-wide instructional goals, plans, and processes.

> **Evidence Outcomes:**
> - The school librarian works with teachers to ensure that the 21st century skills in the Colorado Academic Standards are meaningfully incorporated into lesson content.

The school librarian...

Takes the leadership role in school and district-wide curriculum development and implementation of the 21st century skills of the Colorado Academic Standards. The school librarian is aware of and incorporates state and national trends in 21st century learner standards and library curriculum development into future planning and existing building-level curriculum content.	**Highly Effective**
Participates in school and district-wide curriculum development, and implementation of the 21st century skills of the Colorado Academic Standards. The school librarian is aware of national trends in 21st century learner standards and is integrating some of these skills into building-level curriculum content	**Effective**
Matches information literacy skills lessons with some curriculum content. The school librarian is aware of some of the 21st century (digital literacy) skills in the Colorado Academic Standards and may be starting to teach these skills and/or is ready to begin their	**Progressing Toward Effective**

implementation.	
Teaches information literacy and/or digital literacy skills independently. The school librarian may or may not be aware of the 21st century skills and transformative practice of the Colorado Academic Standards.	**Ineffective**
The teacher-librarian or library parapro is teaching traditional library skills independently or not teaching at all.	**No evidence at this time.**

11. School Leadership*

School librarians are instructional leaders in their schools who serve on curriculum, school improvement and planning committees. The school librarian keeps abreast of cutting edge professional practices in order to provide professional development in areas related to instructional and technology resources [Video]

Evidence Outcomes
- The school librarian shares knowledge and expertise with colleagues regularly (e.g., service on school committees, organizing school events, planning and leading professional development, etc.).
- The school librarian models professional learning networks, and guides staff on the use of digital tools for personal and professional development.
- **Students** with school librarian leaders see the library as a digital literacy classroom and think of the library/librarian as the hub of the school.

The school librarian...

Is viewed universally by the school as an instructional leader and serves as chair of committees that support instructional school goals. In addition, he or she develops and leads a variety of educational technology and 21st Century professional development opportunities (aligned with school's goals) for staff and community members and articulates his or her personal learning network.	**Highly Effective**
Is viewed as an instructional leader and serves on committees that support instructional school goals. The school librarian provides and participates in a variety of school-aligned educational technology and 21st Century professional development opportunities for staff members.	**Effective**
Is working towards serving in a leadership role and serves on school committees that support instructional school goals. The school librarian sometimes attends 21st Century professional development opportunities.	**Progressing Toward Effective**
Understands the importance of instructional school goals. The school librarian sometimes attends educational technology and/or information literacy professional development opportunities when possible.	**Ineffective**
	No evidence at this time.

12. Professional Leadership*

School librarians are effective leaders in their profession who serve on district, state, and national boards and committees.

The school librarian…

Takes a leadership role, 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.	**Highly Effective**
Is a member of a professional library organization and attends conferences.	**Effective**
Is a member of a professional library organization.	**Progressing Toward Effective**
Belongs to some type of professional organization.	**Ineffective**
	No evidence at this time.

13. Administrative Support*

Administrative support within the building and within the school district is an essential component to building and maintaining an effective, high-quality 21st century school library program. The principal supports and facilitates collaboration between the librarian and teacher to integrate the 21st century skills of the Colorado Academic Standards (CAS).

The building and district level administration support the school library program.
The school librarian…

Is able to schedule and/or attend meetings to strategically plan effective programs, policies, and procedures. The principal makes it possible for collaboration between the school librarian and teachers to integrate the 21st century skills of the Colorado Academic Standards into classroom curriculum.	**Highly Effective**
Is able to schedule and/or attend meetings to strategically plan lessons and units. The principal encourages collaboration between the school librarian and teachers to integrate the 21st century skills of the Colorado Standards with classroom curriculum.	**Effective**
Has an awareness of the need for collaboration between the school librarian and teachers to integrate the 21st century skills of the Colorado Academic into classroom curriculum.	**Progressing Toward Effective**
Is able to offer sporadic collaboration. The principal meets with the school librarian occasionally.	**Ineffective**
	No evidence at this time.

14.   Program Marketing and Promotion*

Program marketing and promotion are critical activities to build an effective program that is supported within the school and by the parents and community.

> **Evidence Outcomes:**
> - The <u>school librarian</u> provides evidence of student learning and library use to the community.
> - **<u>Students</u>** connect their digital and information literacy skills to the school library.

The school librarian and staff...

Consistently takes a leadership role by using a variety of communication tools to show evidence of student learning and the librarian's impact on student achievement to school, district, and/or national community.	**Highly Effective**
Sometimes takes a leadership role by using a variety of communication tools to show evidence of student learning and the librarian's impact on student achievement to school, district, and/or national community	**Effective**
May provide data at the end of the year in an annual report. Sometimes promotes the library program within the school, community, and district.	**Progressing Toward Effective**
There is little evidence or documentation that the librarian is involved in student achievement.	**Ineffective**
	No evidence at this time.

15.   Endorsed Teacher Librarian

"A large body of research show that a strong library program, staffed by certified school librarians, correlates with significantly greater student achievement." - ISTE/NETS document

> **Evidence Outcomes:**
> - The school has a school librarian licensed and endorsed by CDE (either school library endorsement or teacher librarian endorsement).

The school library program has...

One or more full time professional, endorsed school librarians in the library.	**Highly Effective**
One full-time professional school librarian in the library.	**Effective**
One full-time certified teacher working towards library endorsement and/or one part-time professional, endorsed librarian in the library.	**Progressing Toward Effective**
A para-professional or non endorsed teacher is assigned to the library.	**Ineffective**
	No evidence at this time.

IV. Library Management

16. Support Staff

Support staff assumes the day to day activities of the library program. This allows certified school librarians to focus on creating key components of a highly effective library program.

> **Evidence Outcomes:**
> * The school provides ample library paraprofessional support, which gives the school librarian more time to teach and collaborate.

The school librarian has...

One or more full-time support staff (para-librarian) assigned to the library. He or she assists users with non-instructional needs and runs daily operations and support of the library. Volunteers assist with other duties as well.	**Highly Effective**
One full-time support staff assigned to the library to assist users with non-instructional needs; some volunteers provide assistance to the para-librarian.	**Effective**
One part-time support staff assigned to the library to assist users with non-instructional needs; volunteers may or may not provide assistance to the para-librarian.	**Progressing Toward Effective**
Volunteers replace para-librarian role and sporadic library assistance occurs.	**Ineffective**
	No evidence at this time.

17. Scheduling

Scheduling that is integrated with the overall goals and mission of the school is a critical component of an effective school library program.

> **Evidence Outcomes:**
> * The school librarian is available to teach at point-of-need.
> * Students and staff are able to access the facility and resources at points-of-need.

The school library ...

Is scheduled flexibly to enable the school librarian to teach, collaborate, and integrate 21st Century Skills. This flexible schedule allows multiple learning activities to occur simultaneously in the school library. The school librarian has total flexibility to collaborate at team meetings, teaches both inside and outside the library as needed, and is available for extended hours both before and after the school day. The library is also available for parent and community use.	**Highly Effective**
Is scheduled flexibly with open access during all school hours, including before and after the school day.	**Effective**
Offers a mix of fixed and flexible scheduled times based on student and curricular needs. It is open for some extended hours. The school librarian has limited availability to teach and collaborate with classroom teachers.	**Progressing Toward Effective**
Has a fixed schedule with little or no open hours to meet student, staff, and curricular needs outside of the classroom day. School librarian is	**Ineffective**

seldom available to teach and collaborate with classroom teachers.	
	No evidence at this time.

18. Collection Development

Print and non-print items are a core ingredient in any library collection. Ready access to the library collection helps build a foundation for literacy, information fluency, reading for pleasure, and research skills.

Evidence Outcomes
- The collection includes professionally selected print and digital resources that are easily accessible, aligns to curriculum, independent reading needs, and reflects diverse points of view.
- The collection is regularly weeded to create a viable and current collection. This also results in an aesthetically pleasing environment that makes it easier for users to select materials.
- **Students** are consistently able to find resources that meet their learning needs and personal interests.

The school library collection...

Includes print materials as well as materials available virtually in multiple formats to allow students access to reference, pleasure reading, publication and collaboration tools outside of the school library space. Materials reflect the needs of the community. Materials reflect the diversity of cultures and offers access to multiple languages as appropriate. Weeding is systematically built into the yearly plan and is ongoing each year.	**Highly Effective**
Current, responsive to and anticipates the curricular and recreational needs of the students and the school community. It usually reflects a diversity of cultures with materials in multiple languages as appropriate. Weeding usually happens each year.	**Effective**
Current in some areas and somewhat responsive to the curricular and recreational needs of the students. It provides access to databases and has a few materials in languages other than English as appropriate. Weeding is sporadic and not built into a systematic, yearly cycle.	**Progressing Toward Effective**
Aged, sporadically weeded, and minimally responsive to the curricular and recreational needs of the students. It has little or no materials in languages other than English and limited culturally diverse items. There is limited access to non-print information such as electronic databases.	**Ineffective**
	No evidence at this time.

19. Resource Development

Effective school programs aggressively seek resources that support programs, materials, and improvements. Working with support groups such as district foundations, parent groups, and local business is an essential part of building and sustaining a growing library.

> **Evidence Outcomes**
> - The <u>school librarian</u> articulates his or her resource needs, identifies funding sources, writes grants, and advocates for resources for the library and/or building.
> - **<u>Students</u>** and community members suggest and/or create resources to be included in the library collection.

The school librarian and staff...

Actively pursues school-aligned grants and sponsorships at the local, state, and national level to enhance library funding and general program support.*****	**Highly Effective**
Investigates and pursues funding sources outside of district budget allocations.*****	**Effective**
Is aware of the availability of outside funding resources and/or has a book fair.	**Progressing Toward Effective**
May have a book fair or similar type of fundraiser. The school librarian has scant evidence of having a mechanism in place for fundraising and resource development outside of the allocated budget.	**Ineffective**
	No evidence at this time.

* School district policy will govern this activity.

20.   Innovative Technology Infrastructure

A technology infrastructure comprised of computers, current hardware for displaying student work and curriculum content, and Internet access aligned to district criteria is crucial for an effective school library program.

> **Evidence Outcomes**
> - <u>School librarian</u> consistently recommends current and meaningful use of technology and is a part of school-level technology discussions.
> - **<u>Students</u>** demonstrate that the library is the model classroom for Colorado Standards 21st century skills integration

The school library program...

Serves as a model classroom for current, effective, and meaningful use of technologies. Replacement cycles exceed established district guidelines.	**Highly Effective**
Has current technologies available for use in the library and classroom. Replacement cycle aligns with established district guidelines.	**Effective**
Has some current technologies; replacement is not done in a consistent manner.	**Progressing Toward Effective**
Has limited circulation work stations for collection look up, connection to a school intranet, and access to the Internet. Replacement cycle is sporadic.	**Ineffective**
	No evidence at this time.

21.   Policies, Procedures, & Practices

Policies should be in place for purposes of intellectual freedom, consistency in maintaining a current, balanced, and quality collection, for consistency in having an appealing library space and more. "The school library is managed within a clearly structured policy framework." - IFLA School Libraries Guidelines.

Evidence Outcomes:
- The school and library follow policies such as selection, reconsideration and collection development policies and others in order to meet curricular needs.
- **Students** and the community demonstrate compliance and understanding of policies that apply to them.

The school librarian...

Participates in the creation or review of appropriate policies on selection and de-selection of materials, challenges, copyright, intellectual freedom, acceptable use policy, and confidentially. Policies are approved by the district board and shared regularly with school staff.	**Highly Effective**
Follows appropriate policies on selection and de-selection of materials, challenges, copyright, intellectual freedom, acceptable use policy, and confidentially. Policies are made available as needed.	**Effective**
Generally adheres to district policy.	**Progressing Toward Effective**
May have a few policies in place that may or may not be consistent with national policies.	**Ineffective**
	No evidence at this time.

SCHOOL LIBRARY PROGRAM RUBRIC SCORESHEET

Read the Evaluation Rubric and use this score sheet to track results.
*Indicates an Essential Competency

I.   Planning

	HE	E	PTE	I	NE
1. Yearly Growth Plan*					
	❑	❑	❑	❑	❑

COMMENTS:

SCORESHEET (CONTINUED)

II. Instructional Specialist for Staff and Students

	HE	E	PTE	I	NE
2. Collaboration*					
	❑	❑	❑	❑	❑
3. Instruction*					
	❑	❑	❑	❑	❑
4. Instructional Delivery Strategies*					
	❑	❑	❑	❑	❑
5. Assessment of Student Work*					
	❑	❑	❑	❑	❑
6. Reading Development*					
	❑	❑	❑	❑	❑
7. Library Environment*					
	❑	❑	❑	❑	❑
8. Special Programming*					
	❑	❑	❑	❑	❑
9. Productivity*					
	❑	❑	❑	❑	❑

COMMENTS:

III. Leadership

10. Curriculum Development Advisor*					
	❏	❏	❏	❏	❏

11. School Leadership*					
	❏	❏	❏	❏	❏

12. Professional Leadership*					
	❏	❏	❏	❏	❏

13. Administrative Support*					
	❏	❏	❏	❏	❏

14. Program Marketing and Promotion*					
	❏	❏	❏	❏	❏

15. Administrator Support—Endorsed Teacher Librarian					
	❏	❏	❏	❏	❏

COMMENTS:

IV. Library Management

16. Support Staff					
	❑	❑	❑	❑	❑

17. Scheduling					
	❑	❑	❑	❑	❑

18. Collection Development					
	❑	❑	❑	❑	❑

19. Resource Development					
	❑	❑	❑	❑	❑

20. Innovative Technology Infrastructure					
	❑	❑	❑	❑	❑

21. Policies/Procedures					
	❑	❑	❑	❑	❑

COMMENTS:

History

Information Power (1988), published by the American Association of School Librarians (AASL), was the first school library standards document to make the transformation from measuring school libraries in terms of the number of items to measuring school library programs in terms of program guidelines. *Information Power* (1998) was the first school library standards document to make the transformation from measuring school libraries in terms of the number of items to measuring school library programs in terms of program guidelines followed by *Information Power: Building Partnerships for Learning* (1998).

Empowering Learners: Guidelines for the School Library Media Programs (2009) is the latest iteration of the AASL guidelines for the development of school library programs.

Policies and Procedures Recommended for Schools and Districts to adopt:

1. Reconsideration Policies
2. Collection development and weeding
3. Job Descriptions
4. Competencies (for staff, librarian, support staff, students assistants)
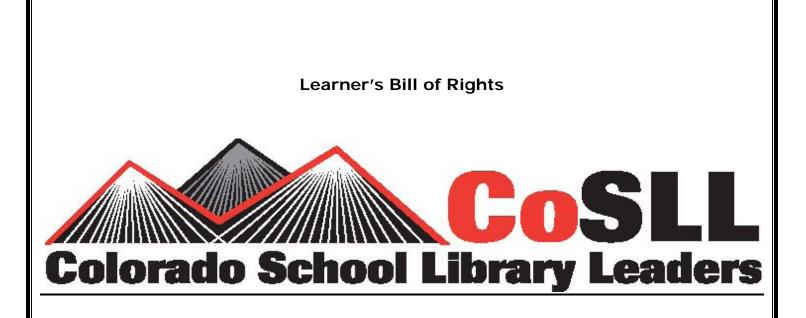5. Evaluation of staff, programs

Resources

AASL – American Association of School Libraries
http://aasl.org

ISTE/NETS – Internation Society for Technology in Education/National Education Technology Standards
http://iste.org

CDE's School Library Development Website - Provides links to AASL/ISTE/NETS Standards, Best Practices, cutting-edge school library web pages, and more
www.coloradostatelibrary.org (Select "For Librarians" and then "School Libraries")

Colorado Academic Standards http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html

Highly Effective School Library Program Wiki: highlyeffectiveschoollibraryprogram.wikispaces.com

Learner's Bill of Rights

The learner has the right to:

1. Question and be curious.

2. Have personal ideas.

3. Choose how to learn and share understanding.

4. Plan and participate in learning at an appropriate level.

5. Grapple with challenging ideas or concepts.

6. Access the information and resources needed.

7. Participate in and contribute to a learning network.

8. Think critically, solve problems and make decisions.

9. Make mistakes and learn from them.

10. Reflect on learning.

The *Learner's Bill of Rights wa*s endorsed by *CoSLL* Fall 2008.

The *Learner's Bill of Rights* committee:
   Chair: Jody Gehrig, Director of Libraries, Denver Public Schools, Denver, Colorado
   Mary Beth Bazzanella, ET/IL Specialist, Jefferson County Public Schools, Golden, Colorado
   Cheri Hilton, School librarian, South High School, Denver Public Schools, Denver, Colorado
   Nance Nassar, School Library Senior Consultant, CO Department of Education, State Library, Denver, Colorado
   Carol Peterson, Educational Technologist-ITC, Poudre School District, Fort Collins, Colorado
   Nancy White, ET-IL Information Literacy Specialist, Academy 20 School District, Colorado Springs, Colorado

Teacher-Librarian's Bill of Responsibilities

Throughout the learning community the 21st-century teacher-librarian will collaborate with other educators to:

1.
Foster the free exchange of ideas.

2.
Provide open access to unrestricted resources for intellectual growth and personal enrichment.

3.
Support multiple paths to understanding for individual learning styles.

4.
Design student-centered learning experiences.

5.
Nurture students as they grapple ethically with challenging ideas and concepts.

6.
Cultivate creative and critical thinking, problem solving, and decision making.

7.
Promote questioning and curiosity.

8.
Value experimentation and risk-taking.

9.
Learn through inquiry and self-reflection.

10.
Learn from students, peers, and other professionals.

Inspired by the "Learner's Bill of Rights," produced by the Colorado School Library Leaders, 2008,
http://aasl.ala.org/essentiallinks/images/e/e2/Learners_Bill_of_Rights1_24_09.pdf

Kristin Fontichiaro, Judi Moreillon and Debbie Abilock

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