HIGHLY EFFECTIVE SCHOOLS THROUGH LIBRARIES:
HESTL RUBRIC 2020

HIGHLY EFFECTIVE
SCHOOLS
through
LIBRARIES

Leadership. Management.
Planning. Instruction.
Environment.

HESTL

COLORADO
Department of Education
Colorado State Library

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INSTITUTE *of*
Museum and **Library**
SERVICES

PLANNING   INSTRUCTIONAL   LEADER   ENVIRONMENT   MANAGEMENT

Contents

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.

- 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

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.

Program Standard 1: Plan of Action*

A future forward teacher-librarian identifies their core values and vision for the library. The teacher-librarian works alongside the building administrators to align their vision with the school's goals/focus in mind. They are intentional about creating several year and multi-year goals for teaching and programming that will result in students and staff who will thrive and grow.

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

Component A: Vision
The teacher-librarian or library staff identifies their core values and uses those to develop a vision for themselves and the library program that aligns with the school community. The teacher-librarian and/or library staff communicates the vision and values known to the school community (administrators, teachers, school staff, students, and parents)

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN	...and ADMINISTRATOR
Starts to develop an understanding of his or her core values and vision.	Identifies a few core values and begins to develop a library vision.	Develops a vision with recognizable core values.	Develops an aspirational vision that is aligned with the school's improvement plan. Effectively communicates core values through vision.	works with the teacher librarian in creating school-aligned vision and reviews evidence that demonstrates the vision is being implemented.

Program Standard 1: Plan of Action

Component B: Goal Setting

The teacher librarian, along with the principal, creates and uses school-aligned goals as a guide for developing a library program and instruction that positively impacts student achievement and helps students thrive in today's society.

The teacher librarian uses data and reflection to measure implementation of goals. [For a sample goal setting scenario, see p. 6 of CDE's Practical Guide for Evaluating Teacher Librarians and/or this sample growth plan.]

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Begins the process of understanding the school-aligned goals by meeting with stakeholders and administration.	TEACHER LIBRARIAN Develops knowledge and understanding of school's demographics and school-aligned goals.	TEACHER LIBRARIAN Develops goals that are driven by the school's improvement plan.	TEACHER LIBRARIAN Develops goals that are aligned with the school's improvement plan. He or she gathers evidence and reflects on progress with principal on a regular basis.	...and ADMINISTRATOR works with the teacher librarian in creating a school-aligned growth plan and reviews evidence that demonstrates the effectiveness and progress of these goals/growth plan.

Program Standard 2: Librarian as Teacher/Guide*

A highly effective teacher librarian (TL) plans lessons with intentionality and begins with the end in mind taking into consideration the essential learning skills for learners (whether young or adult). The TL works with educational staff and administration to prioritize the 'process of learning' (i.e., critical thinking, design thinking, media literacy, etc.) and ensures that these learning skills are embedded to enrich learning for all.

The TL secures administrative support to collaborate for co-teaching opportunities with classroom teachers, realizing that co-teaching is a strategy that better meets the differentiating needs of all learners. A highly effective TL embeds learner reflection into lessons to inform and adjust instruction. The TL values student and adult voice and choice in designing learning opportunities that learners find relevant and authentic in the real-world.

Component A: Instructional Design

The teacher librarian plans lessons with the end in mind, focusing on working with other educators to incorporate essential learning skills into learning opportunities for students. The TL collaborates to design lessons that engage learners and, when possible, are authentic learning opportunities.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN and TEACHERS	...and STUDENTS
Is learning how to integrate essential learning skills into instruction.	Is learning about and designing lessons that are authentic and have the end in mind.	Plans lessons with the end in mind and collaborates with teachers to incorporate essential learning skills in an authentic manner.	Provide learning experiences for students in which critical thinking and other learning skills are a primary focus.	Are excited to learn and be at school. They feel confident their voices are part of the learning experience.
			Value, prioritize, and create learning experiences that offer students voice and real-life issues.	Have multiple ways to thrive in school as they also learn strategies to succeed in their postsecondary pursuits.

Component B: Collaborative Relationships

The administrators and school staff value a collaborative culture and view the teacher librarian (TL) as an instructional partner who co-teaches lessons on a wide variety of essential learning and higher-order thinking skills. The TL is not viewed as a teacher in isolation nor as a supplemental staff member. Rather, the TL is regarded as a valued teaching partner in helping to differentiate instruction to meet the varying needs of student and adult learners.

❑ Basic	❑ Partially Proficient	❑ Proficient	❑ Accomplished	❑ Exemplary
TEACHER LIBRARIAN Is building relationships with staff and starting the collaboration process with a few teachers.	TEACHER LIBRARIAN Is developing skills to build a collaborative culture and learning how to become an integral co-teaching partner.	TEACHER LIBRARIAN Collaborates with most of the teaching staff and is valued as a co-teaching partner. The teacher-librarian works with teachers to ensure that student reflection is embedded in all learning experiences.	…and ADMINISTRATION and TEACHERS Value the teacher librarian as an integral partner who differentiates instruction and embeds learning skills and reflection into lessons.	…and STUDENTS View the teacher-librarian as a highly-qualified teacher who enhances their learning experiences through co-teaching and other programs that the TL offers, based on student feedback.

Component C: Measuring Impact and Growth

The teacher librarian (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 assessing the lessons/workshop sessions (i.e., exit tickets, student reflection, etc.).

❑ Basic	❑ Partially Proficient	❑ Proficient	❑ Accomplished	❑ Exemplary
TEACHER LIBRARIAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN	...and STUDENTS
Is learning about and starting to develop assessment measures and ways to collect and analyze data, including outcomes.	Is developing self-reflective skills to help improve instructional activities.	Collaboratively embeds learning skills as a primary focus of learning, and embeds reflection in all learning experiences. Uses formative and summative assessments to evaluate student understanding and proficiency with learning skills.	Gathers input from teachers through various means in order to adjust lessons for the future and communicates the improvements with educational staff and administrators.	Are valued partners in in developing assessment measures in order to use reflective practice and to determine growth and future learning goals.

Program Standard 3: Leadership (Librarian as Influencer)*

The teacher librarian is viewed as a leader by administrators, staff, and community. The teacher librarian collaboratively partners with the principal and administrative staff to help all learners in the school community (staff, students, administrators, parents) grow and thrive. As a result, the administration supports the vision/direction of the TL by providing adequate funding for materials to meet the diverse needs of a wide variety of learners. If the library position is staffed by a highly effective teacher, the administration recognizes the need for support staff to manage the library's daily operations.

Component A: Leadership

Administrators, staff, and community view the teacher librarian as an influential and essential teacher-leader who helps staff and student learners thrive in K-12 world and beyond.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN	...and SCHOOL STAFF	...and STUDENTS
Seeks ways to participate in leadership opportunities.	Engages in library-specific leadership opportunities.	Serves in ~~leadership~~ roles, such as, but not limited to school committees that support instructional school goals.	View the teacher librarian as an instructional leader	View the library as a cutting-edge classroom and think of the teacher librarian as an academic leader and the library as the academic learning center of the school.
Is learning about their strengths and ways to lead based on their unique strengths?	Attends educational technology and/or information literacy professional development opportunities.	Facilitates professional development for school staff and/or the school community	Collaborate with and/or participate in a variety of school-aligned professional development opportunities provided by the teacher librarian.	Feel their voice is valued in library decision making.

Component B: Administrative Partnership

The teacher librarian and administrator view one another as collaborative partners and leader who want to help staff and students thrive. The administration recognizes the impact a teacher-librarian and thriving library has on the community. They provide adequate funding for materials. The administration provides adequate clerical support for when the teacher-librarian is teaching, collaborating, co-teaching and/or providing professional learning opportunities for staff.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN	ADMINISTRATORS	...and
				STUDENTS AND STAFF
Learns about how to advocate for budgetary support for the library.	Advocates for a sufficient budget for library program growth.	Meets regularly and collaborates with the administration and teachers to integrate CO Essential Skills and/or digital literacy skills into school curriculum.	Collaborates with the teacher librarian to develop a dynamic budget for long-term growth of the library program.	Have the instructional guidance and materials to demonstrate evidence of postsecondary readiness.
Builds positive relationships with school community.	Collaborates with a percentage teachers.			View the teacher-librarian as a collaborative teacher, partner, and guide who is available 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. Learners and community members are able to easily use the space for a wide variety of activities and learning. Materials are easy to access by many different types of learners. The community views the teacher-librarian and/or library staff as warm, welcoming, and trusting professionals. Students feel their voice is valued by the TL and/or library staff.

Component A: Flexible/Adaptable Space

The library space has movable furniture and bookshelves so that the space can easily be rearranged for many different types of learning opportunities (collaborative, social, quiet, creativity, manipulatives, technology, etc). The teacher librarian and/or library staff also works with administration for funding opportunities to ensure the furniture can be easily rearranged as needed for differing learning opportunities. The teacher librarian and/or library staff collaborate with the principal and school community to ensure the library space is available at point of need.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN	… and	...and
			STUDENTS	STUDENTS
Learns about how to use library space to meet the needs of students and teachers.	Creates a library space that is clean and organized.	Creates and continually reviews that the space is open, welcoming and flexibly designed to meet the needs of a wide variety of learners.	Have access to the library for collaboration and individual interests.	Have access to a teacher librarian who provides guidance and respects and encourages their interests and point of view.
Learns about and gathers data about access to the library at a student's point of need.	Provide basic access to the library at a student's point of need.	Is available to teach at point-of-need.	Consider the library to be an essential part of their learning process. They find the space irresistible.	Have input on the design and space of the library.

Component B: 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:

❏ A majority of shelves have ample 'breathing room' and are not overly crowded.

❏ Out-facing displays and display areas.

❏ Comfortable seating conducive to learning.

❏ Natural light, when possible.

❏ Friendly checkout point and/or or self-checkout station(s).

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

*Gower, Stephen; Beal, Amber, and Loewecke, Angela. Designing Engaging Library Spaces For Children. Demco Interiors." https://www.demcointeriors.com/blog/designing-library-spaces-for-children/

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN	… and	… and
			ADMINISTRATION	STUDENTS
Develops a plan for a classroom/library environment conducive to learning.	Creates a classroom/library environment that features appealing décor, furniture, and materials to focus on learning.	Creates a classroom/library environment which fosters curiosity and joy.	Helps the teacher librarian by providing support in acquiring décor, furniture, and materials.	…and SCHOOL STAFF Engage in learning in multiple ways. Provide feedback that shows they value the library space.

Component C: Safe and Welcoming Space

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

❑ Basic	❑ Partially Proficient	❑ Proficient	❑ Accomplished	❑ Exemplary
TEACHER LIBRARIAN Begins establishing an environment that is safe and welcoming and gathers information to set expectations.	TEACHER LIBRARIAN Establishes an environment that is safe and welcoming with basic visuals and expectations.	TEACHER LIBRARIAN Establishes an environment that is: • safe and welcoming by setting positive expectations • is visually pleasing • fits the needs and values of the community they serve	...and STUDENTS ...and SCHOOL STAFF Participate in establishing an environment that is safe and welcoming through advocacy.	...and COMMUNITY-AT-LARGE Uses the library space and feel safe and welcomed due to the teacher librarian's work to establish an exemplary space.

Program Standard 5: Management*

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 teacher librarian(s) (TL) and library support staff in the elements of this standard: staffing, management of staff, a healthy/diverse/innovative collection, and adherence and knowledge of issues and policies for library-related issues.

Component A: Library Support Staff

The administration and educational 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 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.

❑ Basic	❑ Partially Proficient	❑ Proficient	❑ Accomplished	❑ Exemplary
TEACHER LIBRARIAN/STAFF	TEACHER LIBRARIAN/STAFF	ADMINISTRATOR	ADMINISTRATOR	…and STUDENTS AND SCHOOL STAFF
Assists users with non-instructional library needs and daily operations.	Use volunteers to help with non-instructional library functions.	Provides part-time support staff assigned to the library to assist users with non-instructional library needs and daily operations.	Provides adequate and/or full-time support staff assigned to the library to assist users with non-instructional library needs and daily operations.	Have reliable support for library use
	TL offers instruction while continuing to handle the bulk of daily operations (book circulation, shelving, inventory, etc.)	Ensures the TL has the capacity to offer instruction and collaborate on lessons with some classes.	Ensures the TL has the sufficient clerical support so the TL can co-teach with most or all classrooms.	Have access to co-taught lessons, an instructional collaborator for meaningful lessons in a variety of areas, and dynamic programs for students.

Component B: Library Staff Supervision and Management

A teacher librarian (TL) must have effective management and supervisory skills as they oversee support staff, volunteers, and student aides. The TL provides strengths-based guidance to those who work in the library, offers encouragement and feedback to help staff, volunteers, and student aides grow and thrive, and is able to self-advocate and empower others in the library to have agency in order to create a healthy work environment.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN Is working with the principal to learn about managing other people.	TEACHER LIBRARIAN Has begun learning about supervision and managing others (book, webinars, articles, etc.).	TEACHER LIBRARIAN Is implementing supervisory and management strategies with their library support team. Is implementing ways to positively communicate with library staff and with school administrators.	TEACHER LIBRARIAN Demonstrates the ability to communicate and provide guidance that leads to a well-run library and healthy staff dynamics.	…and STAFF and VOLUNTEERS Provide feedback that demonstrate they enjoy their role in the library and receive meaningful guidance to be productive, grow and stay engaged. Indicate that the TL communicates in a positive way and also self-advocates for her or himself in a proactive and positive way.

Component C: 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 (including online), 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.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
TEACHER LIBRARIAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN	...and TEACHERS	...and STUDENTS
Is analyzing the collection and compiling data to update the collection and to plan for ways to align the collection with the school's priorities.	Is working on building a collection that represents a variety of viewpoints, cultures, and materials that meet the unique needs of all student.	Is seeking feedback from students and staff about the collection to reflect the school focus and community demographics. Has an ongoing plan/direction for building an appealing, balanced, and diverse collection.	Have access to a responsive collection that anticipates diverse perspectives and curricular needs.	Feel their voice is honored in developing the collection. Find books that represent themselves and help develop their desire to read. Are excited to discover books and other materials they love to read.

Component D: Collection Development - Weeding

The teacher librarian 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 teacher librarian and/or library staff weeds the collection regularly to withdraw and/or replace materials for numerous reasons, such as material that is outdated, unused, unappealing, and/or lacks diversity, authority, relevance, and other issues.

❏ Basic	❏ Partially Proficient	❏ Proficient	❏ Accomplished	❏ Exemplary
LIBRARY COLLECTION	LIBRARY COLLECTION	TEACHER LIBRARIAN	TEACHER LIBRARIAN	…and STUDENTS
Has not been weeded for several years.	Is weeded sporadically and/or in limited manner over several years.	Has an ongoing plan/direction for purchasing and removing materials.	Maintains a strong collection using a multi-year action plan that focuses on the needs of the school community. Educates the school community about weeded materials and adheres to district policies on removal of materials.	Have access to a responsive collection that reflects a diversity of cultures and perspectives in order to anticipate curricular and recreational needs. Are excited and able to easily discover books and other materials that they love to read.

Component E: Policies, Procedures and Practices

Policies and procedures, and consistent practices are in place to effectively manage the collection and reflect the library's values, goals, and community needs. The Collection Management Plan includes policies and procedures for:

● Handling challenged materials/requests for reconsideration of materials

● Selecting, purchasing, and weeding

● Handling gifts and donations

● Conservation/preservation

● Student Library Material Privacy (Privacy of Records)

● Student Data Privacy

● Equity Policies and Guidelines (i.e., eliminating fines that create inequitable access to materials, etc.)

❑ Basic	❑ Partially Proficient	❑ Proficient	❑ Accomplished	❑ Exemplary
TEACHER LIBRARIAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN	TEACHER LIBRARIAN	…and ADMINISTRATION
Is seeking examples of school policies for selecting materials, weeding materials, book challenges, student rights, and student privacy.	Has policies that may or may not be consistent with standard library policies and practices. Generally, follows practices unique to the school.	Follows district policies adopted to guide library operations and shares with administration.	Works with district and/or school administration to ensure that policies are in place to manage challenged materials, material selection, weeded materials, gifts/donations, students' right to privacy, and student data privacy and student equity.	Participates in the creation and scheduled review of policies that are approved by the district board and shared regularly with school staff.

*Credentials and HESTL Recognition:

To earn credentials, candidates will submit evidence for 2 elements in each of the 5 Standards. We award a credential for each standard. All 5 Standard credentials = HESTL Recognition).

Resources

ONLINE PROFESSIONAL GUIDANCE

[AASL (American Association of School Librarians) Standards Framework for Learners](#)

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

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

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

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

[CDE (Colorado Department of Education) Privacy Statement](#)

[CSL (Colorado State Library) Library Standards](#)

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

[Colorado Library District Policy Links](#)

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

[ISTE (International Society for Technology in Education) Standards](#) (ISTE Students, Educators, and 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

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

[Stop Talking and Start Doing: How to Deliver 21st-Century Engagement and Education](#)

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

[Solving 3 Key PBL Challenges](#)