

Highly Effective Schools Through Libraries (HESTL)

Teacher Librarian Rubrics



COLORADO
Department of Education
Colorado State Library



HESTL: Teacher Librarians



MISSION AND VISION

Highly Effective Schools Through Libraries (HESTL) is a credentialing program with a dual purpose:

1. To recognize outstanding school library programs and school library professionals.
2. To provide guidance in school librarianship best practices.

A highly effective school library program benefits every learner in the school community. Highly effective school librarians lead information, media, and digital literacy instruction, manage the school library print collection and digital resources, and promote a school culture of independent reading and lifelong learning.

To earn the Highly Effective Schools Through Libraries (HESTL) School Designation, teacher librarians earn five credentials: Planning, Instruction, Leadership, Environment, and Management. To earn credentials, teacher librarians submit evidence that demonstrates accomplished and exemplary levels of practice as defined by each of the five rubrics.

WHO IS THIS DOCUMENT IS FOR?

- Administrators: This document defines the role of a highly effective teacher librarian, describes how the teacher librarian role positively impacts student learning, and may be used to supplement Colorado Department of Education (CDE) or district teacher evaluation tools.
- Teacher Librarians and District Library Coordinators: This document provides guidance on best practices in school librarianship and may be used for professional learning and as a supplement to CDE or district teacher evaluation.

HOW TO USE THIS DOCUMENT

The primary purpose of this document is to define school librarianship best practices in the areas of planning, instruction, leadership, environment and management to guide HESTL program participants. The rubrics can also be used as tools for self-assessment and growth, school library program assessment, or as a supplementary tool for evaluating teacher librarians.

Program Standard 1: Planning

Component A: Vision

Planning for the future is essential for a highly effective teacher librarian and thriving library program. The teacher librarian identifies their core values and uses those values to collaboratively develop a vision for the library program that aligns with the needs and goals of their school community.

The teacher librarian communicates the vision of the library program to the school community, including school administrators, teachers, other school staff, students, and parents.

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER LIBRARIAN: Starts to explore their core values as a teacher librarian.	THE TEACHER LIBRARIAN: Identifies their core values as a teacher librarian and begins to develop a vision for the library program.	THE TEACHER LIBRARIAN: Develops a vision for the library program that reflects their core values.	THE TEACHER LIBRARIAN: Develops a vision for the library program that reflects their core values and aligns with school goals. Communicates the library program vision to the school community.	...and THE ADMINISTRATOR: Collaborates with the teacher librarian to develop a library program vision that aligns with school goals. Annually reviews evidence that demonstrates the library program vision is being implemented.

Program Standard 1: Planning

Component B: Goal Setting

A highly effective teacher librarian collaboratively develops a multi-year growth plan for the library program that reflects the needs and goals of the school community. The growth plan includes at least two goals written in SMART format (Specific, Measurable, Achievable, Results-Focused, Time-Bound) that span two to five years into the future.

The teacher librarian gathers evidence of measuring implementation of the growth plan, reflects on growth plan progress, and regularly shares this progress with the school administrator.

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER LIBRARIAN: Begins the process of understanding school goals by meeting with school community members, including building administrators.	THE TEACHER LIBRARIAN: Develops knowledge and understanding of the school community, including student demographics and school goals.	THE TEACHER LIBRARIAN: Develops annual goals for the library program that reflect the needs and goals of their school community.	THE TEACHER LIBRARIAN: Develops a multi-year growth plan for the library program that reflects the needs and goals of their school community. The growth plan includes at least two SMART goals. Gathers evidence that demonstrates implementation of the growth plan. Reflects on growth-plan progress and regularly shares this progress with the school principal.	...and THE ADMINISTRATOR: Collaborates with the teacher librarian to develop a multi-year growth plan for the library program that reflects the needs and goals of their school community. Reviews evidence that demonstrates implementation of the growth plan.

Program Standard 2: Instruction

Component A: Instructional Design

A highly effective teacher librarian collaboratively develops authentic learning experiences that integrate library skills/standards, promote [Colorado Essential Skills](#), and accommodates students' unique learning needs. Library skills/standards include but are not limited to information literacy, medial/news literacy, digital citizenship, and reading.

The teacher librarian plans instruction that reflects learners' goals and interests and prioritizes learner agency and engagement.

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER LIBRARIAN: Integrates library skills/standards into instruction.	THE TEACHER LIBRARIAN: Designs lessons that integrate library skills/standards and engage students and adult learners in authentic learning.	THE TEACHER LIBRARIAN: Designs authentic learning experiences that integrate library skills/standards, promote Colorado Essential Skills , and accommodates students' unique learning needs.	...and TEACHERS or THE ADMINISTRATOR: Collaboratively design authentic learning experiences that integrate library skills/standards, promote critical thinking and creativity, and accommodate students' unique learning needs.	...and STUDENTS or ADULT LEARNERS: Contribute their voice to guide instructional design and are active participants in their own learning.

Program Standard 2: Instruction

Component B: Collaborative Relationships

A highly effective teacher librarian collaboratively guides and develops authentic learning experiences that integrate essential learning skills/standards, promote critical thinking and creativity, and accommodates students' unique learning needs.

The teacher librarian plans instruction that reflects learners' goals and interests and prioritizes learner agency and engagement.

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER LIBRARIAN: Builds relationships, trust, and mutual respect with the school community.	THE TEACHER LIBRARIAN: Collaborates with other teachers as a co-teaching partner. Curates resources to enhance instruction.	THE TEACHER LIBRARIAN: Regularly collaborates with other teachers as a co-teaching partner. Curates resources to enhance and differentiate instruction.	...and TEACHERS or THE ADMINISTRATOR Provide feedback that demonstrates the teacher librarian is a valued co-teaching partner who enhances and differentiates instruction.	...and STUDENTS: Provide feedback that demonstrates the teacher librarian enhances their learning experiences through co-teaching, library resources, and library programming.

Program Standard 2: Instruction

Component C: Measuring Impact and Growth

A highly effective teacher librarian regularly collects evidence that measures learner impact and growth; evidence includes both formative and summative assessments of learners and feedback from teachers.

The teacher librarian analyzes this evidence, engages in self-reflection, adapts instruction, and communicates instructional improvements to educational staff, including building administrators.

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER LIBRARIAN: Develops strategies for collecting evidence that measures learner impact and growth.	THE TEACHER LIBRARIAN: Reflects on evidence that measures learner impact and growth to adapt instruction.	THE TEACHER LIBRARIAN: Uses formative and summative assessments to evaluate learner impact and growth. Reflects on assessment evidence to adapt instruction.	THE TEACHER LIBRARIAN: Uses formative and summative assessments and teacher feedback to adapt instruction. Communicates instructional improvements to educational staff, including building administrators.	...and STUDENTS or ADULT LEARNERS: Participate in developing assessments that provide opportunities to reflect on growth and identify future learning goals.

Program Standard 3: Leadership

Component A: Leadership

A highly effective teacher librarian serves in school or district leadership roles and leads professional learning for school staff and/or the school community that aligns with school goals.

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
<p>THE TEACHER LIBRARIAN:</p> <p>Seeks ways to participate in leadership opportunities.</p> <p>Explores leadership strategies based on their unique strengths.</p>	<p>THE TEACHER LIBRARIAN:</p> <p>Engages in leadership opportunities related to the library program.</p> <p>Participates in professional learning related to school librarianship (i.e. reading, information literacy, media literacy, educational technology, digital citizenship).</p>	<p>THE TEACHER LIBRARIAN:</p> <p>Serves in school or district leadership roles that impact student learning (i.e. committees that support school or district goals).</p> <p>Leads professional learning for school staff and/or the school community.</p>	<p>...and TEACHERS:</p> <p>Participate in professional learning aligned with school goals that is led or co-led by the teacher librarian.</p>	<p>...and THE ADMINISTRATOR:</p> <p>Provides feedback that demonstrates the teacher librarian is a valued leader in professional learning.</p>

Program Standard 3: Leadership

Component B: Administrative Support

Administrators of highly effective school libraries allocate adequate funding for the library program and resources to meet school goals and students' diverse needs, and provide library support staff to increase the teacher librarian's capacity to teach, lead, and collaborate.

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
<p>THE TEACHER LIBRARIAN:</p> <p>Learns strategies for sharing the impact of the library program and advocating for budgetary and staff support.</p>	<p>THE TEACHER LIBRARIAN:</p> <p>Practices strategies for sharing the impact of the library program and advocating for budgetary and/or staff support.</p>	<p>THE TEACHER LIBRARIAN:</p> <p>Regularly meets with their administrator to:</p> <p>(1) share the impact of the library program;</p> <p>(2) discuss how library budget funds are used to meet school goals and students' diverse needs and share budget needs for the following year;</p> <p>(3) share how library support staff increases their capacity to teach, lead, and collaborate without impacting the school community's access to the library space and its resources.</p>	<p>...and THE ADMINISTRATOR:</p> <p>Collaborates with the teacher librarian to develop a budget for the library program to meet school goals and students' diverse needs.</p>	<p>...and THE ADMINISTRATOR:</p> <p>Provides library support staff to increase the teacher librarian's capacity to teach, lead, and collaborate without impacting the school community's access to the library space and its resources.</p>

Program Standard 4: Environment

Component A: Flexible and Adaptable Space

A highly effective teacher librarian creates a flexible and adaptable library space that meets the needs of the school community.

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER LIBRARIAN: Provides students and teachers with access to the library space. Learns about library design.	THE TEACHER LIBRARIAN: Provides students and teachers with access to a library space that is clean and organized. Gathers data about how the library space can meet the needs of the school community.	THE TEACHER LIBRARIAN: Applies knowledge of library design to create a flexible, adaptable library space that meets the diverse needs of the school community and its learners.	...and STUDENTS: Have point-of-need access to a library space that can be flexibly rearranged to support different types of learning (i.e. individual, collaborative, social, and creative learning). Provide feedback that demonstrates the library is an essential learning space.	...and THE SCHOOL COMMUNITY: Has access to a library space that can be flexibly arranged to support adult learning and school events. Provide feedback that demonstrates the library is an essential community space.

Program Standard 4: Environment

Component B: Appealing Space

A highly effective teacher librarian creates a library space with décor, furniture and materials that are irresistible, foster curiosity and learning, and reflect students' needs and interests.

Additional criteria that indicate an appealing space:

- Shelves with ample 'breathing room'
- Out-facing books and eye-catching displays
- Comfortable seating conducive to different types of learning
- Natural light (when possible)
- Zones for quiet study and collaborative learning

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER LIBRARIAN: Develops a plan for designing a library environment that appeals to students and fosters curiosity and learning.	THE TEACHER LIBRARIAN: Creates a library environment that features décor, furniture, and materials that appeal to students.	THE TEACHER LIBRARIAN: Creates a library environment that features décor, furniture, and materials that appeal to students and foster curiosity and learning.	...and STUDENTS: Provide input that guides library design. Provide feedback that demonstrates the library environment is appealing and fosters curiosity and learning.	...and THE ADMINISTRATOR: Provides support to acquire library décor, furniture, and materials.

Program Standard 4: Environment

Component C: Safe, Inclusive and Welcoming Space

A highly effective teacher librarian collaborates with the school community to create a safe, inclusive and welcoming library environment that meets the needs of all users and reflects students' identities, languages, and lived experiences.

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
<p>THE TEACHER LIBRARIAN:</p> <p>Sets a welcoming tone by communicating library space expectations in a positive way.</p> <p>Ensures the library design meets ADA requirements.</p>	<p>THE TEACHER LIBRARIAN:</p> <p>Creates library signage and displays that empower students to independently access library resources and communicate the library space is safe, inclusive and welcoming.</p>	<p>THE TEACHER LIBRARIAN:</p> <p>Creates a safe, inclusive and welcoming library environment that meets the needs of the school community, reflects students' identities, languages, and lived experiences, and empowers students to independently access library materials.</p>	<p>...and THE SCHOOL COMMUNITY:</p> <p>Are active participants in creating a safe, inclusive and welcoming library environment.</p>	<p>...and THE SCHOOL COMMUNITY:</p> <p>Provide feedback that demonstrates the library is a safe, inclusive and welcoming environment for all library users.</p>

Program Standard 5: Management

Component A: Instructional Capacity

A highly effective teacher librarian has the schedule flexibility and capacity to collaboratively plan instruction, co-teach, and lead professional learning.

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER LIBRARIAN: Assists users with non-instructional library needs and daily operations.	THE TEACHER LIBRARIAN: Uses volunteers to help with non-instructional library functions. Collaboratively plans, co-teaches, and/or leads professional learning as capacity allows; manages the bulk of daily library operations (book circulation, shelving, inventory, etc.)	THE ADMINISTRATOR: Provides part-time support staff assigned to the library to assist users with non-instructional library needs and daily operations. Ensures the TL has the schedule flexibility and capacity to collaboratively plan, co-teach and/or lead professional learning.	THE ADMINISTRATOR: Provides adequate and/or full-time support staff assigned to the library to assist users with non-instructional library needs and daily operations. Ensures the TL has the schedule flexibility and capacity to regularly engage in collaborative planning, co-teaching and/or leading professional learning.	...and THE SCHOOL COMMUNITY: Receives reliable support for library use. Receive the instructional guidance and support of the TL as a collaborative planning partner, co-teacher, and professional learning coach.

Program Standard 5: Management

Component B: Library Support Staff Management and Supervision

A highly effective teacher librarian creates a positive work climate for library support staff, volunteers, and student aides by consistently providing meaningful, strengths-based guidance and modeling effective self-advocacy and interpersonal communication skills.

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
<p>THE TEACHER LIBRARIAN:</p> <p>Seeks out a variety of professional learning resources and training about people management and supervision (i.e. articles, books, webinars, and professional mentors).</p>	<p>THE TEACHER LIBRARIAN:</p> <p>Learns people management and supervision best practices from a variety of professional learning resources and trainings (i.e. articles, books, webinars, and professional mentors).</p> <p>Offers encouragement and feedback to help staff, volunteers, and student aides grow and thrive.</p>	<p>THE TEACHER LIBRARIAN:</p> <p>Applies people management and supervision best practices to provide strengths-based guidance to library support staff.</p> <p>Models effective self-advocacy and interpersonal communication skills.</p>	<p>THE TEACHER LIBRARIAN:</p> <p>Consistently demonstrates people management and supervision best practices.</p> <p>Consistently models effective self-advocacy and interpersonal communication skills.</p> <p>Fosters a positive work climate.</p>	<p>..and LIBRARY SUPPORT STAFF, VOLUNTEERS, and STUDENT AIDES:</p> <p>Provide feedback that demonstrates the TL provides meaningful, strengths-based guidance, models effective self-advocacy and interpersonal communication skills, and fosters a positive work climate.</p>

Program Standard 5: Management

Component C: Collection Development

A highly effective teacher librarian builds an appealing, balanced and inclusive library collection that aligns with curriculum and school goals, reflects students' needs and interests, and is guided by input from the school community.

Additional criteria of an appealing, balanced, and inclusive collection:

- engages students, facilitates student agency, and motivates reading
- presents accurate and current information from reliable sources
- presents a variety of viewpoints
- authentically represents the cultures and groups that comprise the school community and society
- responsive to the language needs of the school community
- represents a variety of formats and reading levels that meet students' diverse learning needs

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER LIBRARIAN: Uses collection and circulation data to assess the library collection through the lens of students and curriculum/school goals and determine priority areas of collection development. Uses professional reviews to guide selection of library materials.	THE TEACHER LIBRARIAN: Develops a plan for selecting library materials to address priority areas.	THE TEACHER LIBRARIAN: Develops and implements an ongoing plan for assessing and building an appealing, balanced, and inclusive collection that meets students' needs and interests and aligns with curriculum and school goals.	...and THE TEACHER LIBRARIAN: Seeks input from students and school staff to guide collection development.	...and THE SCHOOL COMMUNITY: Provide feedback that demonstrates the TL uses their input, needs and interests to guide collection development.

Program Standard 5: Management

Component D: Weeding

A highly effective teacher librarian develops and implements an ongoing plan to weed library materials that meet district policy criteria for removal.

The teacher librarian educates the school community about district policy on the removal of library materials and the importance of weeding to maintain an appealing, balanced, and inclusive library collection.

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
THE TEACHER LIBRARIAN: Learns the purpose of weeding and weeding best practices. Reviews district policy criteria and procedures for removing library materials. Uses collection and circulation data to determine weeding priorities.	THE TEACHER LIBRARIAN: Follows district policies and weeding best practices to deselect materials in priority areas. <i>In the absence of district policies, develops and follows internal procedures that align with best practices for deselection of library resources (i.e. the CREW weeding method).</i>	THE TEACHER LIBRARIAN: Maintains an appealing, balanced and inclusive collection by developing and implementing an ongoing plan to weed library materials that meet district policy criteria for removal.	...and THE TEACHER LIBRARIAN: Educates the school community about district policy on the removal of library materials and the importance of weeding.	...and THE SCHOOL COMMUNITY: Provide feedback that demonstrates an understanding of weeding and district policy on removal of library materials.

Program Standard 5: Management

Component E: Policies and Procedures

A highly effective teacher librarian ensures school library policies and procedures align with best practices, including selection of library materials, reconsideration of challenged materials, weeding library materials, evaluating library material gifts and donations, protecting student privacy (i.e. library records and student data), and protecting students' equitable access to library resources (i.e. eliminating fines).

Basic	Partially Proficient	Proficient	Accomplished	Exemplary
<p>THE TEACHER LIBRARIAN:</p> <p>Learns the purpose of library policies and policy best practices.</p> <p>Follows existing district policies related to school library materials and operations.</p> <p><i>In the absence of district policies, collaborates with their administrator to create school procedures for selecting, reconsidering and removing library materials and protecting student privacy and equitable access to library resources.</i></p>	<p>THE TEACHER LIBRARIAN:</p> <p>Follows district policies (or, in the absence of district policies, school procedures) related to school library materials and operations and annually reviews these policies or procedures with their administrator.</p> <p>Seeks exemplars of school library policies to assess strengths and weaknesses of existing district policies or school procedures.</p>	<p>THE TEACHER LIBRARIAN:</p> <p>Follows district policies or school procedures related to school library materials and operations and annually reviews these policies or procedures with their administrator and school community.</p> <p>Applies knowledge of school library policy exemplars to evaluate existing district policies or school procedures.</p>	<p>...and THE TEACHER LIBRARIAN:</p> <p>Collaborates with district administration, district library professionals, and/or school administration to draft changes to district library policies and/or school procedures to align with best practices related to selection, gifts/donations, weeding, and reconsideration of library materials, protecting student privacy, and providing equitable access to library resources.</p>	<p>...and THE ADMINISTRATOR:</p> <p>Participates in the annual review of district library policies (or school procedures) and demonstrates understanding of the processes to select, deselect, and reconsider library materials.</p> <p>Collaborates with the TL to ensure the school library program follows policy best practices.</p>

HESTL: Teacher Librarians



RESOURCES

[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](#)