Date: Sept. 23, 2016

ESSA Key Decision Points

COLORADO
Department of Education

Submitted By (Stakeholder or Committee):
CSL

Items that are in purple pertain to School Librarian and Library Programs **added by** CO State Library
(Topic or Issue – school libraries and library staff)

For Which Spoke Committee:
Effective Instruction and Leadership

ESSA citation	Requirement	Decision Point	School Librarian/Library Program Definitions/Guidance	School Librarian/Library Program Recommendations
1. §1111(h)(1)(C)(ix)	State and LEA report cards must include information on the number and percentage of: 1) Inexperienced teachers, principals, and other school leaders 2) Teachers teaching with emergency or provisional credentials Teachers who are not teaching in the subject or field for which the teacher is certified or licensed	States must adopt a uniform statewide definition of the term "inexperienced" and the phrase "not teaching in the subject or field for which the teacher is certified or licensed".	The Rules approved by the CO State Board of Education define an experienced teacher librarian as the following: *To be endorsed as a Teacher Librarian, an applicant shall:* • *hold an earned bachelor's degree from an accepted institution of higher education;* • *hold a Colorado initial, alternative, or professional teacher license;* • *have completed an approved program in library science or the equivalent, including field work in diverse K-12 settings and grade levels and a supervised practicum or internship which includes both elementary and secondary school library experience (the practicum or internship may be waived by the accepted institution upon comparable teacher-librarian experience as determined by the educator preparation program);* • *have demonstrated knowledge and performance competency including but not limited to those listed [in the licensure rules].* Based on the above definition, an 'inexperienced' person in charge of a school library program would be defined as one of the following: • A person leading the program without a teaching degree • A person leading the program without a school library endorsement	1) Use the Highly Effective School Library Program (HESLP) Rubric from CDE and the State Library to guide districts in recruiting experienced teachers who will have a much higher likelihood of providing meaningful learning and postsecondary success for students, especially in areas of critical thinking, information literacy, technology literacy, and digital citizenship. 2) Work with district administrators to promote the CO Highly Effective School Library Program in order to enhance student achievement and postsecondary success. 3) District administration support, promote and encourage participation in the annual *CO School Library Program Survey (CRS 24-90-105 (1)(h)* to assist in tracking the number of experience/inexperienced staff teaching in and managing school library programs.
3. §1111(g)(1)(B)	States must ensure that low-income and minority students are not taught at disproportionate rates by		CDE's Highly Effective School Library Program (HESLP)and Rubric, revised in 2016, aligns with the American Association of School Library's definition of an effective school library program:	1) Use the HESLP Rubric as a guide for districts in recruiting experienced teachers who will have a much higher likelihood of providing meaningful learning and postsecondary

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	ineffective, out-of-field, or inexperienced teachers.		*The American Association of School Librarians (AASL) supports the position that an effective school library program has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student. As a fundamental component of college, career, and community readiness, the effective school library program:* *1) is adequately staffed, including a state-certified school librarian who* *a) is an instructional leader and teacher,* *b) supports the development of digital learning, participatory learning, inquiry learning, technology literacies, and information literacy, and* *c) supports, supplements, and elevates the literacy experience through guidance and motivational reading initiatives;* *2) has up-to-date digital and print materials and technology, including curation of openly licensed educational resources; and* *3) provides regular professional development and collaboration between classroom teachers and school librarians.* Additional information about the definitions of an effective library program can be found [here](#).	success for students, especially in areas of critical thinking, information literacy, technology literacy, and digital citizenship. 2) Work with district administrators to promote the CO Highly Effective School Library Program in order to enhance student achievement and postsecondary success. 3) Provide coaching and training opportunities for teacher librarians and district administrators on leadership, collaboration, information and technology literacy, digital citizenship, and data-driven instruction, all key elements of the CO Highly Effective School Library Program. 4) Continue to provide guidance and consulting to district administrators and library personnel for developing equitable and culturally responsive collections consisting of both digital and print materials. 5) District administration support, promote and encourage participation in the annual *CO School Library Program Survey (CRS 24-90-105 (1)(h)* to assist in tracking the number of experience/inexperienced staff teaching in and managing school library programs.
Sec. 1111(a)(1)(B)	Data on disproportionality must be reported annually to ensure transparency for parents and stakeholders regarding progress towards			1) Create programs to encourage retention of students and train library staff to support potential dropouts with additional access to e-resources and learning opportunities outside of the classroom.

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Sec. 1111(g)(1)(D)	closing equity gaps (proposed regulation). SEA will describe how it will support LEAs to meet the needs of students at all levels of schooling…including to decrease risk of students dropping out.			2) Provide grant opportunities to public libraries to implement cooperative support programs outside of school hours to help close equity gaps and provide students at high risk of dropping with additional learning outlets. 3) The State Library will promote the importance of effective school library programs in meeting student needs, as indicated by research showing that schools that gained teacher librarians between 2005 and 2011 are significantly more likely to have higher advanced reading scores and higher increases in advanced reading scores (49%) than schools that without teacher librarians (33%).
4. §1111(g)(1)(B)	Must provide an assurance that the State has professional standards for paraprofessionals working in a program supported with [Title I funds], including qualifications that were in place under NCLB (prior to ESSA).			Use the Highly Effective School Library Program Rubric as a guide for districts in recruiting experienced teachers and establishing the basic framework an effective library program in the school, including the role of the paraprofessional in supporting the library program.
5. § 2101(d)(2)(E)	If the SEA plans to use funds to improve equitable access to effective teachers, consistent with section 1111(g)(1)(B), then the SEA must describe how Title II funds will be used to do so.	Authorizes SEA and LEA to use funds to support the instructional services provided by effective school library programs	Encourage LEA's to apply for funding that pays for library personnel to earn their teaching license and/or school library endorsement. The ESSA definition of Specialized Instructional Support Personnel now includes "school librarians." §8001 (18)(A)	The Colorado State Library would make LEA's aware of this funding grant opportunity, and the research showing that elementary, middle, and high schools with professional staffed library programs 60 hours per week or more see test scores improve 9%, 3.3%, and 22% respectively over those staffed less than 60 hours.

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2101 State Formula grants uses; 2013 LEA plan	Provides for funds to the SEA and LEA for increasing academic achievement by improving teacher and principal quality, primarily through professional development.	Authorizes SEA and LEA to use funds to support the instructional services provided by effective school library programs	Professional development may include attending conferences, webinars, cohorts, and other personalized learning opportunities.	1) CDE State Library will continue offering professional development on topics such as teacher leadership, 21st century skills, technology literacy, digital literacy, digital citizenship and critical thinking, and developing assessment strategies to measure impact of student growth in these areas at the school and/or district level. 2) Provide information to various national conferences for teacher/administrator professional development such as ASCD, ISTE, AASL, Innedco, CAL, CCIRA. 3) CSL staff will provide coaching opportunities for LEA staff around teacher promising practices. CSL staff will provide coaching on promising practice based on meaningful use of data and assessments to track student growth and teacher-librarian impact on that student growth in digital literacy and 21st century skills.
Title II, Part B, Subpart 2 – Literacy Education for All, Results for the Nation (LEARN) § 2221 thru 2224: purpose, SEA and LEA requirements	New literacy program to help improve student academic achievement in reading and writing by providing federal support to States to develop, revise, or update comprehensive literacy instruction plans.	LEA grants for K-5 and 6-12 to provide – High-quality professional development teachers, literacy coaches, literacy specialists, ESL, principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff.		CDE and others will provide LEA's with grant opportunities to enhance instruction in reading and writing.

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Title II, Part B, Subpart 1—Teacher and School Leader Incentive Program §2226 – Innovative Approaches to Literacy	Authorizes the Innovative Approaches to Literacy grant program, with dedicated funding to promote literacy programs in low income communities.	Authorizes funds to be used for developing and enhancing effective school library programs in schools applying for grants that meet low income criteria. May include professional development for school librarians, books, and up-to-date materials to high-need schools		1) CDE, the State Library and other educational support organizations could provide LEA's with grant opportunities to enhance learning opportunities for promising practice in teaching low-income students. 2) The State Library can provide notifications of grant opportunities for library materials for low-income schools. 3) The staff of the Colorado State Library (CSL) at CDE will work to ensure school librarians are involved in and contribute to statewide planning sessions dedicated to implementing federally-funded activities. 4) The State Library can work with LEAs in creating effective school library programs, building on research showing that academic success (as measured by standardized test scores) is more likely when students know how to critically think, study, plan, and complete projects as a result of having access to highly effective instructional staff and libraries.
6. § 2101(d)(2)(F)	If applicable, the SEA must describe how it will work with LEAs in the State to develop or implement State or local teacher, principal, or other school leader evaluation and	How will support State and local evaluation and support systems? *Identify portions of Principle 3 in the waiver that will be applicable.	The ESSA definition of Specialized Instructional Support Personnel now includes "school librarians." §8001 (18)(A)	The CDE Highly Effective School Library Program Rubric currently provides the basis for LEAs developing effective school library programs and serves as a supplement to the CO Model Teacher Evaluation Rubric.

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	support systems that meet the requirements of subsection (c)(4)(B)(ii).			
7. § 2101(d)(2)(J)	Must describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, ELs, students who are gifted and talented, and student with low literacy levels, and provide instruction based on the needs of such students.	What current work should be leveraged? What new supports are needed? Who should be responsible for carrying out the new supports?		1) The Colorado State Board approved postsecondary coursework changes to require that postsecondary school library endorsement programs provide the following: *10.02(1)(d) Literacy strategies – The candidate demonstrates knowledge of reading strategies including reading fluency and reading comprehension to increase students' reading levels, developmental abilities and personal interests. The candidate demonstrates the importance of reading development tied to the overall school goals for literacy development in students.* 2) Recommend that LEA's apply for funding for teacher librarians to attend professional development opportunities to learn promising practice for teaching students with specific learning needs (disabilities, ELL, SpEd, G/T, low literacy levels). 4) The State Library staff can partner with other CDE units to provide learning opportunities on topics such as teacher leadership, 21st century skills, technology literacy, digital literacy, digital citizenship and critical thinking, and developing assessment strategies at the school and/or district level to measure impact of student growth in these areas.
Title II, Part B, Subpart 2, §2232 – Presidential &	American History and Civics Education grant program to improve the quality of	Public libraries, higher education institution, nonprofit educational		The State Library will promote and support grant opportunities that result in improving access to American history and civics by

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Congressional Academies for American History & Civics	American history education and teaching	organization, museum, are among those eligible to apply for one of twelve grants to develop seminars or institutes for teachers of American history and civics.		students, teachers, and families.
Title IV, Part A Subpart 1 §4103 – Student Support and Academic Enrichment Grants	Student Support and Academic State formula grant program to help SEA and school districts target federal resources on local priorities.	Authorizes SEA to use funds to assist LEAs identify and address technology readiness needs and provide – Internet connectivity and access to school libraries. – Teachers, paraprofessionals, school librarians and media personnel, with the knowledge and skills to effectively use and integrate technology to improve instruction and student achievement.	Digital learning - Any instructional practice that effectively uses technology to strengthen a student's learning experience including interactive learning and access to online databases and other primary source documents. Education technology - One of three priority areas supported by the new $1.6 billion Student Support and Academic Enrichment Grants program. In addition, ESSA enables districts to invest professional development resources into educators, principals, and other school leaders' capacities to more effectively use and protect student data. The law also directs the U.S. Department of Education's research arm to study students' home broadband needs and obstacles and produce a report to Congress by mid-2017. Technology - Modern information, computer and communication technology products, services, or tools, including the Internet computer devices and other hardware, software applications, data systems, and other electronic content (including multimedia content) and data storage.	1) State Library Digital Literacy Instructional specialist and other staff may offer guidance for LEA's in building their capacity in areas of technology needs analysis, planning, and providing for digital literacy professional development opportunities. 2) The staff of the CSL at CDE will work to make LEA staff aware of their ability to use funds in support of personalized learning experiences. 3) Build educator capacity through collaboration and partnership to integrate information literacy, digital skills, innovative practices to plan, deliver and assess instruction and evaluation, and create and implement STEM programs for students and families in partnership with staff of local public libraries
Title IV, Part A — 21st Century Schools §4109. Activities to support the effective use of	An LEA receiving more than $30,000 under sec. 4105 is required to do a needs assessment that may include a review of classroom use of technology, improvement	An LEA, or consortium of such agencies, that receives an allocation under section 4015(a) shall use a portion of such funds to improve the use of technology for	Digital learning - Any instructional practice that effectively uses technology to strengthen a student's learning experience including interactive learning and access to online databases and other primary source documents. Education technology - One of three priority areas supported by	1) State Library Digital Literacy Instructional specialist and other staff may offer guidance for LEA's in building their capacity in areas of technology needs analysis, planning, and providing for digital literacy professional development opportunities.

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technology	strategies, or infrastructure.	improving academic achievement, academic growth, and digital literacy of all students identified in the needs assessment conducted under section 4106(d).	the new $1.6 billion Student Support and Academic Enrichment Grants program. In addition, ESSA enables districts to invest professional development resources into educators, principals, and other school leaders' capacities to more effectively use and protect student data. The law also directs the U.S. Department of Education's research arm to study students' home broadband needs and obstacles and produce a report to Congress by mid-2017. Technology - Modern information, computer and communication technology products, services, or tools, including the Internet computer devices and other hardware, software applications, data systems, and other electronic content (including multimedia content) and data storage.	2) The staff of the CSL at CDE will work to make LEA staff aware of their ability to use funds in support of personalized learning experiences. 3) Build educator capacity through collaboration and partnerships to integrate information literacy, digital skills, innovative practices to plan, deliver and assess instruction and evaluation, and create and implement STEM programs for students and families in partnership with staff of local public libraries
Title IV, Part B – 21st Century Community Learning Centers §4201 through 4206	State allotments provided upon receipt of SEA application to support community learning centers for children that provide academic enrichment opportunities during non-school hours.	Authorizes SEA subgrants to be used to support expanded library service hours.		1) Improve the quality of students' out of school learning activities, the amount of time exposed to powerful learning activities, and parents' and teachers' standards for their children. 2) Create programs that will support families in guiding their children's learning from preschool through high school, with emphasis on more programs at the elementary, middle and high school with clubs, learning experiences and materials provided through libraries to build skills at home.