

Colorado Department of Education, State Library

[www.cde.state.co.us](http://www.cde.state.co.us)

# Colorado's Highly Effective School Library Programs

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An Evaluative Rubric  
for 21<sup>st</sup>-Century Colorado School Librarians  
and their Library Programs



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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 staffs 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.

Colorado Department of Education, Office of Standards and Assessments  
[www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html](http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html)

## 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.

Colorado Department of Education, Department of Educator Effectiveness  
[www.cde.state.co.us/scripts/reforms/detail.asp?itemid=181271](http://www.cde.state.co.us/scripts/reforms/detail.asp?itemid=181271)

## 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.

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

## The Role of School Librarians in Fulfilling CDE Initiatives

At an unprecedented time in history, when students require development of complex 21<sup>st</sup> 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.

American Association of School Librarians  
[www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/guidelines.cfm](http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/guidelines.cfm)  
and International Society for Technology in Education (ISTE) Media Specialists SIG (SIGMS) Executive Advocacy Committee

# I. INSTRUCTION and LEARNING ENVIRONMENT

## 1. 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 school librarian plans and collaborates with classroom teachers from many disciplines and grade levels.
- The school librarian focuses on systematically integrating the 21<sup>st</sup> century skills of the Colorado Standards by collaboratively planning lessons

### *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.	<b>Highly Effective</b>
Have a collaborative culture that encourages the school librarian to work with most (at least 50% to 75%) of the classroom teachers and instructional coaches. Collaborative planning is generally a school wide expectation.	<b>Effective</b>
Have a collaborative culture that encourages the school librarian to work with most (at least 40% to 50%) of the classroom teachers and instructional coaches. Collaborative planning is generally a school wide expectation.	<b>Progressing Toward Effective</b>
Encourage the school librarian to work with a few (10% or less) of the teachers, instructional coaches, departments, or grade level groups. Cooperative planning occurs when possible.	<b>Ineffective</b>
	<b>Not Evident</b>

## 2. Instruction

Effective school librarians work with teachers to align 21st century skills instruction with content delivered in the classroom. [[Video](#)]

### Evidence Outcomes:

- The school librarian teaches students how to locate, select, evaluate, synthesize and create relevant sources of information.
- The school librarian integrates 21<sup>st</sup> century skills in the Colorado Academic Standards with curriculum content.
- The school librarian has a strong web presence

### *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.	<b>Highly Effective</b>
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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.	<b>Effective</b>
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.	<b>Progressing Toward Effective</b>
Does not integrate 21st century skills of the Colorado Academic Standards in a meaningful way and/or does not have a school library web page.	<b>Ineffective</b>
	<b>Not Evident</b>

### 3. 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 school librarian provides group and individual assistance to engage, direct, and encourage students in research.
- The school librarian differentiates instruction in standards based lessons and incorporates best practice models.

#### *The school librarian...*

Is a highly skilled teacher who employs backward design, differentiated instruction and other best practices to reach <i>all</i> learners.	<b>Highly Effective</b>
Is a highly skilled teacher who utilizes best practices in delivering instruction.	<b>Effective</b>
Delivers instruction in a variety of settings in a teacher-focused manner.	<b>Progressing Toward Effective</b>
Is aware of the importance of a variety of delivery methods and resources and applies them when possible.	<b>Ineffective</b>
	<b>Not evident</b>

### 4. Assessment of Student Work

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

#### Evidence Outcomes:

- The school librarian works with teachers to create and analyze assessment data in order to focus instruction to include the 21<sup>st</sup> century skills of the Colorado Academic Standards.
- The school librarian collaborates with classroom teachers and is involved in the assessment and revision of collaboratively planned lessons to provide authentic assessment opportunities for students (i.e. assessment by peers, community members, business members or experts in the field of study).

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

The teacher, school librarian and students collaboratively set expectation for the desired outcome of the finished product including the process they used to achieve that outcome. Formative assessment is used to evaluate student understanding of the skills taught.	<b>Highly Effective</b>
The teacher and school librarian collaboratively assess student work through formative and summative means.	<b>Effective</b>
The teacher and school librarian occasionally assess student work through formative and summative means.	<b>Progressing Toward Effective</b>
The school librarian does not assess student work.	<b>Ineffective</b>
	<b>Not evident</b>

**5. Independent Use & Personal Enjoyment**

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 using print and digital media.
- The school librarian helps students use social media to share their reading interests locally and globally.

***The school librarian and staff...***

Works within the school-wide culture to foster curiosity in student and staff learners by providing a variety of innovative tools to enrich and expand critical, creative, and independent thinking.	<b>Highly Effective</b>
Fosters curiosity in learners by providing a variety of tools to develop critical, creative, and independent thinking.	<b>Effective</b>
Selectively works with students and staff to promote reading enjoyment.	<b>Progressing Toward Effective</b>
Is aware of the need for independent use of the library by students and faculty and attempts to provide materials to support personal interests.	<b>Ineffective</b>
	<b>Not evident</b>

**6. Curriculum Development**

The school librarian should be 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 21<sup>st</sup> century skills in the Colorado Academic Standards are 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.	<b>Highly Effective</b>
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	<b>Effective</b>
Matches library skills lessons with curriculum content. The school librarian is aware of some of the 21st century skills Colorado's in the Colorado Academic Standard and is ready to start to implement them.	<b>Progressing Toward Effective</b>
Teaches library skills independently.	<b>Ineffective</b>
	<b>Not evident</b>

**7. Strategic Planning**

Planning for the future is an essential role for any successful program. Annual review of library data and input from library supporters is part of developing a plan of action for continuous quality improvement.

**Evidence Outcomes:**

- The school librarian along with the principal and teachers creates and uses a strategic plan to guide library improvement.

***The librarian's strategic plan...***

Is an integral part of the school's improvement plan and is directly 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.	<b>Highly Effective</b>
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.	<b>Effective</b>
Contains some goals that are not driven by the school's improvement plan. Additional quantitative data and statistics are submitted to the school principal.	<b>Progressing Toward Effective</b>
No evidence of Performance Management (SMART) goals. A statistical report on quantitative data may or may not be submitted to the school principal.	<b>Ineffective</b>
	<b>Not evident</b>

**8. Facility 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.

***The library environment is...***

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 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.	<b>Highly Effective</b>
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 information consumers. The school librarian is an active partner in supporting students and faculty.	<b>Effective</b>
Safe, 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.	<b>Progressing Toward Effective</b>
Safe, clean and functional. There is a traditionally quiet atmosphere that is used mainly for class visits. Students seldom come to the library on their own.	<b>Ineffective</b>
	<b>Not evident</b>

## II. LEADERSHIP

### 9. Leadership – School

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 how to use digital tools for personal and professional development.



***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.	<b>Highly Effective</b>
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.	<b>Effective</b>
Serves on school committees that support instructional school goals. The school librarian participates in school-aligned educational technology and 21st Century professional development opportunities for staff members.	<b>Progressing Toward Effective</b>
Understands the importance of instructional school goals. The school librarian attends some educational technology and/or information literacy professional development opportunities when possible that may or may not be aligned with school's goals.	<b>Ineffective</b>
	<b>Not evident</b>

**10. Leadership - Profession**

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

**Evidence Outcomes**

- The school librarian is a member of a professional organization serving the library community, e.g., CAL/CASL, ALA/AASL, ISTE, ASCD, CCIRA.
- The school librarian participates in regular professional growth opportunities such as workshops, conferences, and continuing education.

***The school librarian...***

Takes a leadership role, and represents the district or fellow librarians at the local, state, or national level on committees or in association leadership positions and attends conferences.	<b>Highly Effective</b>
Is a member of a professional library organization and attends conferences.	<b>Effective</b>
Is a member of a professional library organization.	<b>Progressing Toward Effective</b>
Does not belong to any professional library organization.	<b>Ineffective</b>
	<b>Not evident</b>

**III. STAFFING****11. School librarian (Professional)**

"A large body of research show that a strong library program, staffed by certified school librarians, correlates with significantly great 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.	<b>Highly Effective</b>
One full-time professional school librarian in the library.	<b>Effective</b>
One full-time certified teacher working towards library endorsement and/or one part-time professional, endorsed librarian in the library.	<b>Progressing Toward Effective</b>
A para-professional or non endorsed teacher is assigned to the library.	<b>Ineffective</b>
	<b>Not evident</b>

**12. Staff (Support)**

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 at least one library paraprofessional, 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 that assists users with non-instructional needs.	<b>Highly Effective</b>
One full-time support staff assigned to the library to assist users with non-instructional needs; volunteers provide assistance to the para-librarian.	<b>Effective</b>
One support staff assigned to the library part-time to assist users with non-instructional needs; volunteers provide assistance to the para-librarian.	<b>Progressing Toward Effective</b>
No support staff assigned to the library and/or volunteers replace para-librarian role.	<b>Ineffective</b>
	<b>Not evident</b>

**IV. PROGRAM ADVOCACY****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 21<sup>st</sup>-century school library program. The principal supports and facilitates collaboration between the librarian and teacher to integrate the 21<sup>st</sup> century skills of the Colorado Academic Standards (CAS).

**Evidence Outcomes**

- School administrators encourage teachers to plan, team-teach, and assess learning in collaboration with the school librarian.
- School administrator meets with school librarian on a regular basis to discuss the library program.
- School or district administrators provide a sufficient budget and resources to maintain an effective library program.

***The building and district level administration supports the school library program. The school librarian...***

Is able to schedule and/or attend meeting 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.	<b>Highly Effective</b>
Is able to schedule and/or attend meeting to strategically plan effective programs, policies, and procedures. The principal expects collaboration between the school librarian and teachers to integrate the 21st century skills of the Colorado Standards with classroom curriculum.	<b>Effective</b>
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.	<b>Progressing Toward Effective</b>
Is able to offer sporadic collaboration. The principal meets with the school librarian occasionally.	<b>Ineffective</b>
	<b>Not evident</b>

## 14. 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.

***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.	<b>Highly Effective</b>
Offers a variety of program opportunities to students and staff and successfully develop special programming opportunities in conjunction with outside agencies.	<b>Effective</b>
Provides some library-related program opportunities to students and staff.	<b>Progressing Toward Effective</b>
Offers limited library-related program opportunities to students and staff.	<b>Ineffective</b>
	<b>Not Evident</b>

## 15. Advocacy

Promoting the school library is a critical activity to build an effective program that is supported within the school and by the parents and community.

### Evidence Outcomes:

- The school librarian uses a variety of tools to promote the library program to the community.

### *The school librarian and staff...*

Are recognized nationally, state, or within the district as a leader in promoting the importance of school libraries for student achievement and college/career ready students. The school librarian takes a leadership role in using a variety of communication tools to promote the library program within the school, district, and/or national community.	<b>Highly Effective</b>
Takes a leadership role in using a variety of communication tools to promote the library program within the school, district, and/or national community.	<b>Effective</b>
Frequently promotes the library program within the school and district.	<b>Progressing Toward Effective</b>
Occasionally promote the library program within the school.	<b>Ineffective</b>
	<b>Not evident</b>

## 16. 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 school librarian articulate their resources needs, identifies funding sources, writes grants, and advocates for resources for library and/or building.

### *The school librarian and staff...*

Actively pursues grants and sponsorships at the local, state, and national level to enhance library funding and general program support.*	<b>Highly Effective</b>
Investigates and pursues funding sources outside of district budget allocations.*	<b>Effective</b>
Is aware of the availability of outside funding resources and/or has a book fair.	<b>Progressing Toward Effective</b>
Has no mechanism in place for fundraising and resource development outside of the allocated budget.	<b>Ineffective</b>
	<b>Not evident</b>

\* School district policy will govern this activity.

## V. PROGRAM RESOURCES and PROGRAM ADMINISTRATION

### 17. Scheduling

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

#### Evidence Outcomes:

- The school librarian is available to teach at point-of-need.
- Flexible scheduling provides students and staff access to the facility and resources at points-of-need.

#### *The school library...*

Is scheduled flexibly to enable the school librarian to teach, collaborate, and model 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.	<b>Highly Effective</b>
Is scheduled flexibly with open access during all school hours, including before and after the school day.	<b>Effective</b>
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.	<b>Progressing Toward Effective</b>
Has a fixed schedule with no open hours to meet student, staff, and curricular needs outside of the classroom day. School librarian is not available to teach and collaborate with classroom teachers.	<b>Ineffective</b>
	<b>Not evident</b>

### 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.

***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.	<b>Highly Effective</b>
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.	<b>Effective</b>
Current in some areas and generally responsive to the curricular and recreational needs of the students. It provides access to so digital materials such as databases and has a few materials in languages other than English as appropriate. Weeding is sporadic and not built into a systematic, yearly cycle.	<b>Progressing Toward Effective</b>
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. Access to print and non-print information, electronic databases, and internet is limited or nonexistent.	<b>Ineffective</b>
	<b>Not evident</b>

**19. Productivity**

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

**Evidence Outcomes:**

- The school library program encourages students and staff to utilize productivity tools that to create and share information in a variety of formats.

***The school library program 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.	<b>Highly Effective</b>
The ability for students and staff to virtually collaborate and create products using a variety of tools.	<b>Effective</b>
Links to tools.	<b>Progressing Toward Effective</b>
Limited tools for student project development.	<b>Ineffective</b>
	<b>Not evident</b>

**20. Innovative Technologies**

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

**Evidence Outcomes**

- School librarian consistently recommends current, effective technology and is a part of school-level technology discussions.
- The library is the model classroom for Colorado Standards 21<sup>st</sup> 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.	<b>Highly Effective</b>
Has current technologies available for use in the library and classroom. Replacement cycle aligns with established district guidelines.	<b>Effective</b>
Has some current technologies; replacement is not done in a consistent manner.	<b>Progressing Toward Effective</b>
Has limited circulation work stations for collection look up, connection to a school intranet, and access to the Internet. Replacement cycle is sporadic or not evident	<b>Ineffective</b>
	<b>Not evident</b>

**21. Policies, Procedures, & Practices**

"The school library is managed within a clearly structured policy framework." - IFLA School Libraries Guidelines

**Evidence Outcomes:**

- The school and library follow selection, reconsideration and collection development policies to meet curricular needs.

***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 confidentiality. Policies are approved by the district board and shared regularly with school staff.	<b>Highly Effective</b>
Follows appropriate policies on selection and de-selection of materials, challenges, copyright, intellectual freedom, acceptable use policy, and confidentiality. Policies are made available as needed.	<b>Effective</b>
Generally adheres to district policy.	<b>Progressing Toward Effective</b>
Is unaware of district or national policies.	<b>Ineffective</b>
	<b>Not evident</b>

# SCHOOL LIBRARY PROGRAM RUBRIC SCORESHEET

Read the Evaluation Rubric and use this score sheet to track results.

## I. Instruction and Learning Environment

	HE	E	PTE	I	NE
<b>1. Collaboration</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Instruction</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Instructional Delivery Strategies</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Assessment of Student Work</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Independent Use and Personal Enjoyment</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Curriculum Development</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Strategic Planning</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Facility Environment</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## SCORESHEET (continued)

### II. Leadership

	HE	E	PTE	I	NE
9. Leadership - School					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Leadership - Profession					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### III. Staffing

	HE	E	PTE	I	NE
11. School Librarian (Professional)					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Staff (Support)					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### IV. Program Advocacy

	HE	E	PTE	I	NE
13. Administrative Support					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Special Programming					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Advocacy					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Resource Development					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SCORESHEET (continued)

### V. Program Resources and Program Administration

	HE	E	PTE	I	NE
<b>17. Scheduling</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>18. Collection Development</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>19. Productivity</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20. Innovative Technologies</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>21. Policies, Procedures, and Practices</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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** – International 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](http://www.coloradostatelibrary.org) (Select "For Librarians" and then "School Libraries")

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

## 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* was 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](http://aasl.ala.org/essentiallinks/images/e/e2/Learners_Bill_of_Rights1_24_09.pdf)*

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Thanks to the following present and past members of the “Highly Effective School Library Board” who continued work on the Evaluation Rubric and other elements of the “Highly Effective School Library Program from 2010 - 2012:

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We extend additional thanks to the members of the Colorado School Library Leaders (COSLL) group for their invaluable help in revising and updating the language of the rubric in 2012.

This program was funded in part with a grant from the Institute of Museum and Library Services which administers the Library Services and Technology Act.

