

DCSD Secondary Libraries - Highly Effective Status

[One Page Graphic](#)

I. Staffing	II. Collection Development & Budget	III. Inclusive & Culturally Responsive Library Spaces & Programming	IV. HESTL Designation
-------------	-------------------------------------	---	-----------------------

I: Staffing

The best practice at all secondary schools is to have a certified teacher librarian in the position or hire a certified teacher who is willing to add the teacher librarian endorsement to their teaching license within three years. When a secondary school does not have a certified teacher in the library, it is an equity issue for students and what can be offered academically in the library. Please look at the document from CDE outlining what a [Highly Effective School Librarian](#) brings to your school.

Middle School Staffing

Gold Standard - Staffing

- The library is staffed with a certified teacher librarian or certified teacher who is willing to add the teacher librarian endorsement to their teaching license within three years.
- The library is staffed full-time and open all day, every day. In addition, the librarian does not have extra duties in the school that require time away from the library during the day.
- The library has a library assistant if the school has more than 600 students or if the librarian has any other duties assigned to them. Examples are CST, READ plan coordinator, CMAS coordinator, etc.
- The library is open all day for students to check out books and to get help with research or other projects as needed.
- The library should be open for a short time before and after school.
- The librarian should be expected to and supported in attending professional development offered to the library staff annually through the DLMC. It is also suggested that teacher librarians are encouraged and supported in attending national and state conferences to stay abreast of changes in their field.

Silver Standard - Staffing

- The library is staffed with a certified teacher in a full-time certified position.
- The library is staffed full-time and open all day, every day. In addition, the librarian does not have extra duties in the school that require time away from the library during the day.
- The library has a part-time library assistant.
- The library is open all day for students to check out books and to get help with research or other projects as needed.
- The library should be open for a short time before and after school.
- The librarian should be expected to and supported in attending professional development offered to the library staff annually through the DLMC. It is also suggested that teacher librarians are encouraged and supported in attending national and state conferences to stay abreast of changes in their field.

High School Staffing

Gold Standard - Staffing

- The library is staffed with a certified teacher librarian or certified teacher who is willing to add the teacher librarian endorsement to their teaching license within three years.
- The library is staffed full-time and open all day, every day. In addition, the librarian does not have extra duties in the school that require time away from the library during the day.
- The library has two library assistants if the school has more than 2,000 students or if the librarian has any other duties assigned to them. Examples are CST, READ plan coordinator, CMAS coordinator, etc.
- The library has one library assistant if the school has less than 2,000 students.
- The library is open all day for students to check out books and to get help with research or other projects as needed.
- The library should be open for a short time before and after school.
- The librarian should be expected to and supported in attending professional development offered to the library staff annually through the DLMC. It is also suggested that teacher librarians are encouraged and supported in attending national and state conferences to stay abreast of changes in their field.

Silver Standard - Staffing

- The library is staffed with a certified teacher in a full-time certified position.
- The library is staffed full-time and open all day, every day. In addition, the librarian does not have extra duties in the school that require time away from the library during the day.
- The library has two library assistants if the school has more than 2,000 students or if the librarian has any other duties assigned to them. Examples are CST, READ plan coordinator, CMAS coordinator, etc.
- The library has one library assistant if the school has less than 2,000 students.
- The library is open all day for students to check out books and to get help with research or other projects as needed.
- The library should be open for a short time before and after school.
- The librarian should be expected to and supported in attending professional development offered to the library staff annually through the DLMC.

II. Collection Development and Library Budgets

Collection development is an important component of having a highly effective library. The management of the library's environment, collection, budget, and programming is essential in this work.

Managing a library collection is a skill that is obtained through several avenues.

- To manage a collection, the school librarian needs a Master's in Library and Information Science and/or a CDE Teacher Librarian endorsement, and experience in managing collections that follow the purchasing guidelines of the district.
- If the librarian does not have an MLS degree or the CDE Teacher Librarian endorsement, the DLMC team has people on staff who help DCSD schools develop a collection alignment plan that is customized to each school's needs, demographics, and culture.
- The DLMC offers training on how to develop a library collection with the goal that after several years of working closely with the DLMC, the school librarian will be able to manage, create, and update the school's collection alignment and purchasing plan on their own.
- The DLMC staff curates purchasing lists annually that are available to share with your school librarian. These lists are tied to standards, have acceptable age-appropriate reviews as DCSD policy requires, are of high interest to students, and are vetted by our staff with individual vendors.

Physical collection acceptable status.

There are three levels of acceptable physical library collections in the district:

- Exemplary-level library collections
 - The collection age is 7 years or newer
 - There are 12 print books per student available for checkout at the middle school level
 - There are 8 print books per student available for checkout at the high school level
- Proficient-level library collections
 - The collection age is 8-10 years old
 - There are 10 print books per student available for checkout at the middle school level
 - There are 6 print books per student available for checkout at the high school level
- Emerging-level library collection
 - The collection is 11-15 years old
 - There are 8 print books per student available for checkout at the middle school level
 - There are 4 print books per student available for checkout at the high school level

Collection development is something that has to be taken care of annually and maintained to make sure the collection is healthy and relevant. Anything below emerging is considered below standard in this district.

- How we Currently Analyze our Collections - [document](#)
 - Updated annually

Once your school library has reached a standard that the administration in your building is satisfied with, a good rule of thumb for budgeting purposes is:

- Elementary - \$23 per student annually. These funds would go toward purchasing new books, programming, and materials needed in the library annually.
- Secondary - \$20 per student annually. These funds would go toward purchasing new books, programming, and materials needed in the library annually.

All purchasing of materials should follow the DCSD board and media policies. Librarians should purchase from DCSDs approved vendors with the guidance of the DLMC team unless they are certified teacher librarians with years of collection development experience.

DCSD - Collection Development Progress - June 2024

- [Document](#)
- For additional information about your school's current collection development status, please contact Tracie King, Director of Library Programming @ tking@dcsdk12.org.

III. Inclusive and culturally responsive library spaces and programming

Spaces

The purpose of a school library is to serve the needs of its school community. To ensure the library effectively represents and includes *all members of the community*, librarians must continually evaluate the library's practices, programs, policies, collections, and more.

It is important to consistently evaluate and ask ourselves if all of our stakeholders feel welcome, included, and represented in the school library.

Signage & Artwork

When selecting signage, decor, and artwork for the library, be sure to evaluate those choices for inclusion

and representation, as well as, being mindful of ADA accessibility. Is the signage, decor, and artwork free of stereotypes? Do they represent diversity in body type, race, religion, ethnicity, and more?

Displays & Quotes

It is important to ensure that your displays and bulletin boards also are full of good representation—every display, every bulletin board, every time. Ensure displays and bulletin boards feature people of color throughout the year, not just during specific months, like Black History Month, Hispanic Heritage Month, Indigenous People's Day, etc. It is essential that all library displays are inclusive and include diverse representation.

When featuring famous quotes on social media, bookmarks, and/or displays, it is important to verify that the quotes (or poems, song lyrics, etc.) being used are correctly cited and are inclusive and diverse.

Collections

In DCSD, we want to ensure that our library collections are current, have enough books per student to meet their academic needs and include high-interest books.

In addition to the criteria above, school library collections must include diverse and culturally authentic materials to allow children to read about people like themselves and develop an appreciation of their culture and the cultures of others.

Lenses to look through when developing school library collections:

- Mirrors - allows students to see themselves represented in a story and explore their identity.
- Windows - brings visibility to cultures different from their own.
- Sliding glass doors - when readers feel transported into the world of the story and when they feel empathy for the characters.

Programming

What we know: Reading level impacts *all* aspects of student achievement.

What we can do: Build a diverse collection that represents all students and focus on student engagement with that collection.

Programming Ideas:

- Reading challenges
- Battle of the Books
- Author visits
- Book clubs
- Poetry contests
- Participation in district-wide literacy events
- Cultural events

IV. Highly Effective Schools Through Libraries (HESTL) Designation from the Colorado Department of Education

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

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

In DCSD, we encourage all libraries that are fully staffed based on the above criteria to apply for the HESTL credentials. The DLMC staff will partner with you to help you achieve one or more credentials. Each librarian who achieves a credential will be honored at the school board meeting in April of the year they receive the credentials.

Teacher Librarians (certified staff) - [rubric](#)

- Schools that have a certified teacher librarian can receive credentials in five areas; planning, instruction, leadership, environment, and management.
- Principals can receive credentials through substantial participation.
- When all credentials are received, the school and teacher librarian will be awarded HESTL school designation and will retain that designation for 7 years as long as the teacher librarian remains in the position at the school.
- Teacher Librarians can earn 15 hours of “contact hours” for each credential earned through CDE.

Education Assistants (classified staff) - [rubric](#)

- Schools that have a classified librarian can receive credentials in four areas; engagement, collaboration, environment, and management.
- If all four credentials are achieved the candidate is recognized as a highly effective school library paraprofessional.
- Classified assistants in secondary schools can also receive this designation.