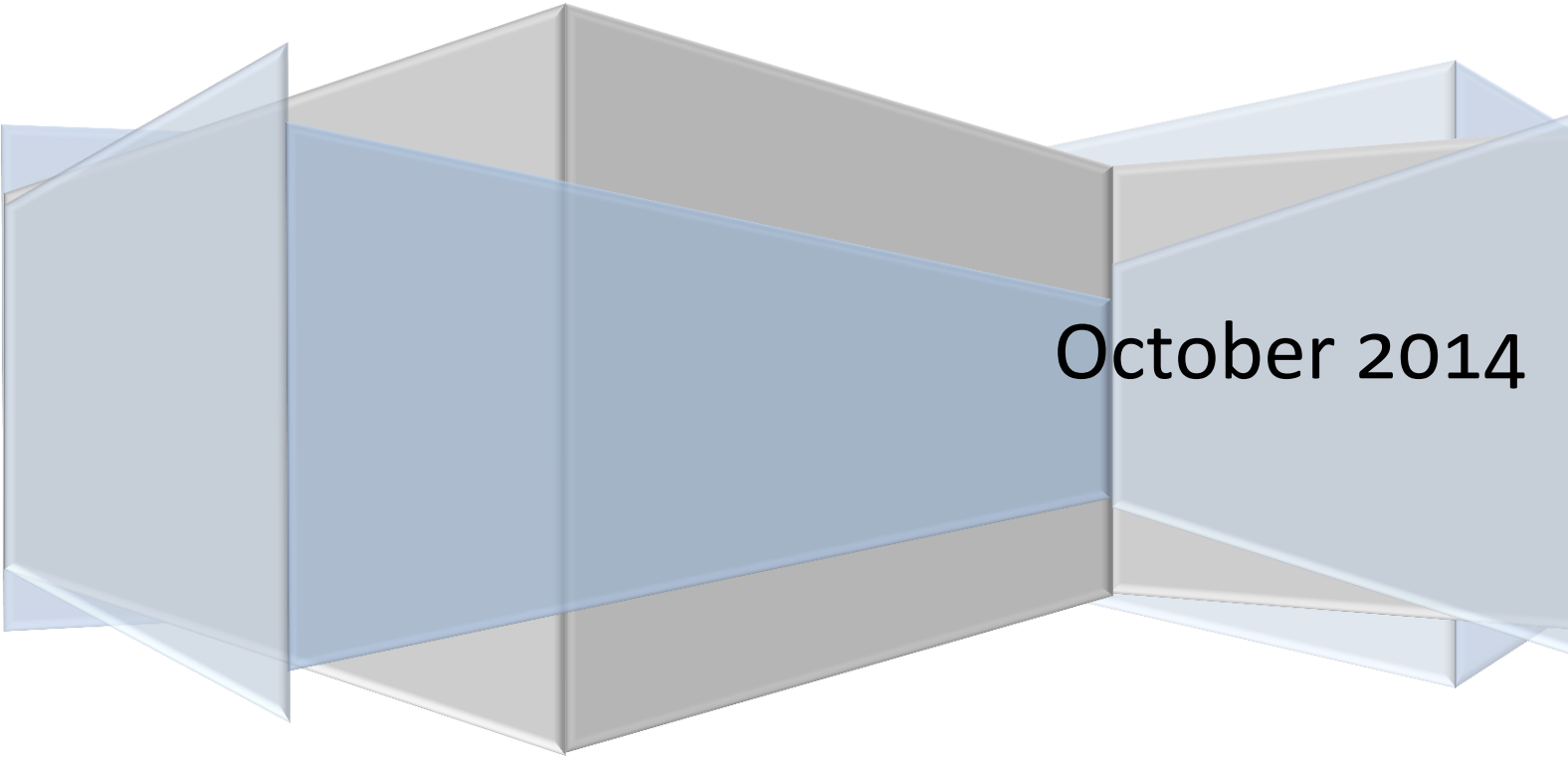




How Libraries Transform Schools by Contributing to
Student Success: Evidence Linking South Carolina
School Libraries and PASS & HSAP Results, Phase II

Keith Curry Lance, Bill Schwarz and Marcia J. Rodney

An abstract graphic consisting of several overlapping, semi-transparent, light blue and grey geometric shapes, resembling folded paper or a complex 3D structure. The shapes are arranged in a way that creates a sense of depth and movement.

October 2014

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Introduction

In late 2013, the South Carolina Association of School Librarians commissioned a study of the impact of school libraries and librarians in their state. The purpose of this study was to assess the extent to which school libraries transform schools by contributing to student success. Since 2000, 24 similar studies have been conducted in 19 states as well as the Canadian province of Ontario. The U.S. states include: Alaska, California, Colorado (4 studies), Florida, Idaho, Illinois, Indiana, Iowa, Massachusetts, Michigan, Minnesota, Missouri, New Mexico, New York, North Carolina, Oregon, Pennsylvania (2 studies), Texas, and Wisconsin (2 studies). For these individual studies, visit the Library Research Service's School Library Impact Studies page at <http://www.lrs.org/data-tools/school-libraries/impact-studies/>.

For a comprehensive analysis and overview of most of these studies, visit Mansfield University School Library and Instructional Technology Program's School Library Impact Studies Project website at <http://sl-it.mansfield.edu/current-students/school-library-impact-studies-project.cfm>.

The second phase of the South Carolina study, which is the focus of this second report, is an analysis of data collected in surveys of South Carolina school administrators, teachers, and librarians and test results from the state's Palmetto Assessment of State Standards (PASS) for elementary and middle school students. While high school educators are included in the overall survey analysis, their sample size was insufficient to examine the relationships between their survey responses and test results from the state's High School Assessment Program (HSAP) for high school students.

Where possible, the accuracy of responding educators' assessments of library teaching of standards was checked against actual state test results by standard. Notably, this is the first state in which such a study has been conducted where this type of validity check has been possible, owing to the ready availability of standard-level test results.

Surveys of Administrators, Teachers, and Librarians

In February 2014, school librarians across South Carolina were asked to nominate themselves and other educators with whom they work or have worked as survey respondents for this study. In addition to themselves, these nominations included their principals, up to 2 other administrators, and up to 5 teachers. Pointedly, the samples of educators who received the surveys could not be randomly selected. Necessarily, they needed to be identified by their school librarians as educator colleagues with whom they had worked.

Seven hundred forty seven (747) administrators were nominated for the survey, and 273 (36.5%) responded. One thousand ninety four (1094) teachers were nominated for the survey, and 917 (83.8%) responded. Three hundred sixty eight (368) librarians volunteered for the survey, and 321 (87.2%) responded. Thus, while the survey responses from teachers and librarians were quite high—more than 8 respondents from every 10 nominations—the

responses from administrators were less impressive, with only about a third of those nominated responding.

After a few demographic questions, each of the educator surveys asked respondents about:

- How highly they valued selected policies and practices of library programs (if administrators)
- How frequently they engaged in selected library-related activities (if teachers or librarians)
- Roles played by school librarians (desired by administrators, perceived by teachers, and attributed to principals and teachers by librarians)
- Assessments of the quality of library program teaching of South Carolina's Writing and English Language Arts (ELA) standards

Finally, survey respondents were given an opportunity to share success stories about their school library programs, many of which are quoted in this document. The RSL Research Group wishes to gratefully thank the more than 430 survey respondents who offered success stories. There were short stories and long ones, but almost without exception they were stories about professional pride, accomplishment, encouragement, and reading motivation. Stories about collaborative teaching; stories of heroic efforts like modernizing a struggling inner city school library or improving a collection or acquiring digital media under inadequate budgets; stories of award programs, contests, book clubs, stories *all* focused on enhancing student learning!

Upon reading all the stories, two things become clearly apparent. One, that South Carolina librarians, LMSs and other library staff overwhelmingly are dedicated to and love their work. And two, that teachers, principals and other administrators greatly respect them, appreciate all that they do, and regard them as essential!

Space permits only a sampling of these stories to appear in this report, and many have been edited for brevity. Still, they say some things the charts cannot say.

PASS Writing & English Language Arts (ELA) Results

Palmetto Assessment of State Standards (PASS) data indicated percentages of students not meeting and exceeding specific standards:

- For PASS Writing, there were overall results and separate results for two subsidiary standards, Content and Organization. Percentages of students showing weaknesses and showing strengths in Writing were used.

- For PASS English Language arts (ELA), there were overall results and separate results for three subsidiary standards, Literary Text, Informational Text, and Research. Percentages of students not meeting these standards and having exemplary results on them were used. (Note: In addition to representing students not meeting the standards, the first results are the residual of the combination of students meeting standards and having exemplary results.)

Due to variations in the questions asked of each of the three educator groups, the findings of this Phase II analysis are reported separately for each group—one each about administrators, teachers, and librarians. Each of those sections begins with a report of the survey results, followed by an analysis of:

- How the perceived importance of selected library policies and practices or the frequency of selected library-related activities is related to the assessment of library program teaching of standards.
- How librarian roles desired by administrators, perceived by teachers, and attributed to principals and teachers by librarians are related to the assessment of library program teaching of standards.
- And, in turn, the extent to which educator assessments of library program teaching of standards are associated with actual state test results by standard.

Administrators

The perceptions of responding principals and other administrators of libraries and librarians indicate that they value certain library policies and practices and desire that librarians play key leadership roles in their schools. In turn, these perceptions tend to coincide with administrator assessments that library programs are contributing to student success—levels of success that are reflected with remarkable consistency in state test results.

Survey Results

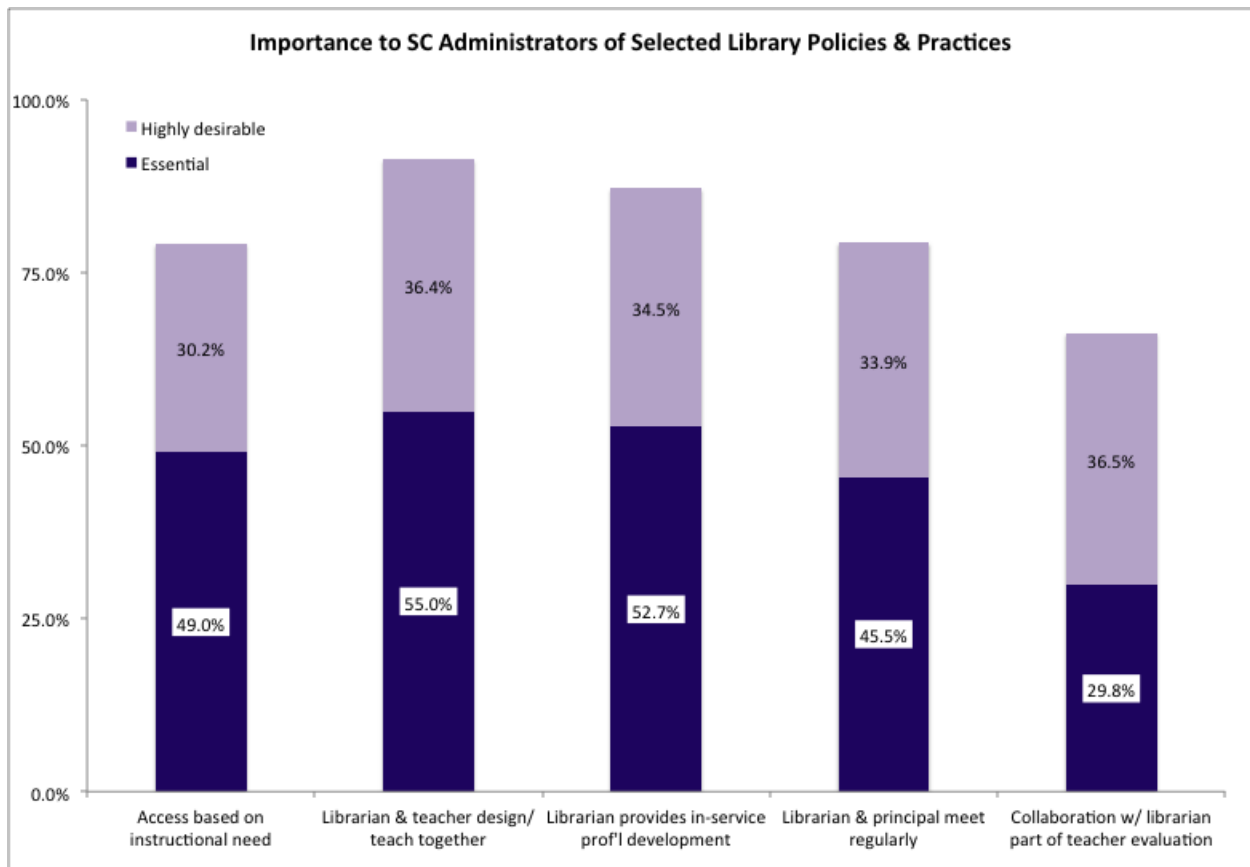
In the administrator survey, respondents addressed their own perceptions regarding library policies and practices, librarian roles, and library teaching of standards.

Library Policies & Practices

For each of several library policies and practices, principals and other administrators were asked to rate its importance to them: is it essential, highly desirable, desirable, or unnecessary?

Five policies and practices were deemed essential or highly desirable by large majorities of responding administrators. In descending order, they were:

- Librarians and teachers designing and teaching instructional units together
- Librarians providing in-service professional development to faculty
- Librarians and principals meeting regularly
- Access to the school library being scheduled on the basis of instructional needs rather than on a regular or required fixed schedule
- Principals addressing teacher collaboration with librarians in annual teacher evaluations

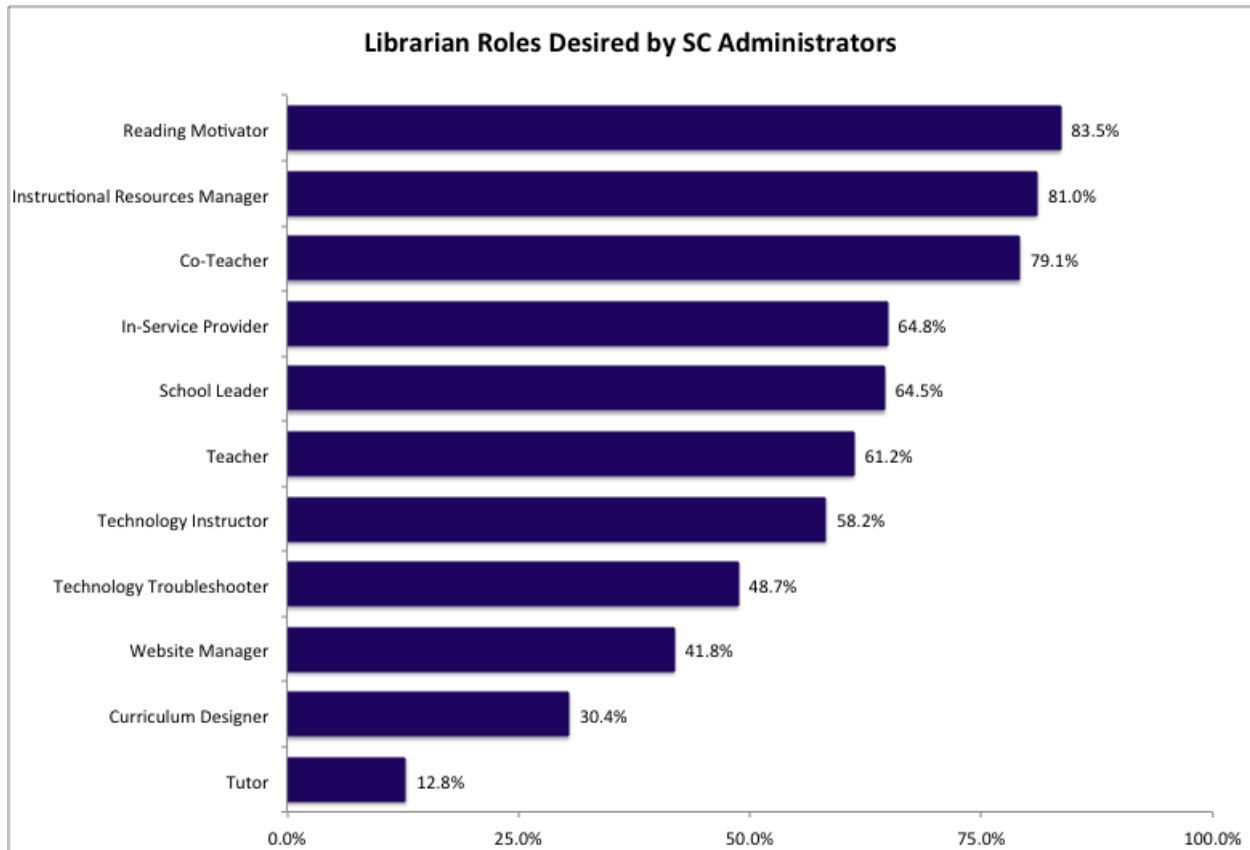


Desired Librarian Roles

Administrators' thoughts about the most desired librarian roles were reassuringly in line with both the traditional turf of librarians and newer, more proactive roles.

Of the many potential roles that librarians might play in their schools, those desired by the largest majorities of administrators included, in rank order: Reading Motivator, Instructional Resources Manager, and Co-Teacher. Smaller, but still substantial, majorities of administrators desired a librarian to be In-Service Professional Development Provider, School Leader, Teacher, and Technology Instructor.

The least desired librarian roles—those selected by less than a majority of administrators—Included Tutor of At-Risk Students, Curriculum Designer, and Website Manager.

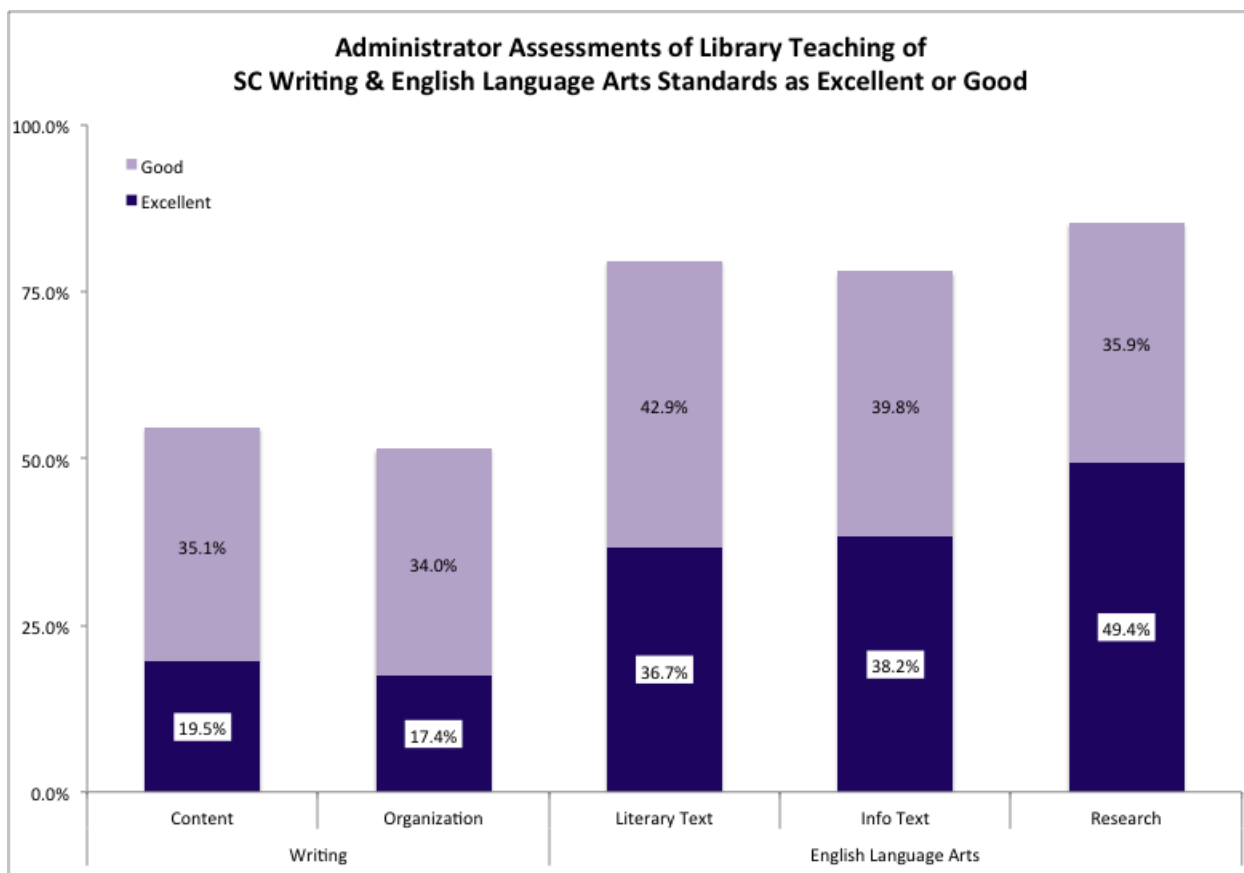


Assessments of Library Teaching of Standards

Administrators were generous in their assessment of library program contributions to the teaching of Writing standards—specifically, Content and Organization—and very generous in their assessment of library teaching of English Language Arts (ELA) standards—specifically, Literary Text, Informational Text, and Research.

More than half of responding administrators rated library teaching of Writing standards as excellent or good, and more than three-quarters rated library teaching of ELA standards equally highly.

Doubtless, the place of libraries and librarians in teaching ELA standards was clearer to administrators; but, notably, a sizeable proportion of them also understood that the focus in recent years on librarians teaching students to master information literacy and other 21st Century learning skills contributes to the teaching of Writing, too.



Library Policies & Practices and Assessments of Standards Teaching

Does administrator support of certain library policies and practices help to predict how highly they will assess the teaching of standards through school library programs? The answer to this question is yes.

Administrators were more likely to assess library teaching of standards as excellent, if they valued as essential each of the following library policies and practices:

- Flexible scheduling of library access
- Librarian-teacher instructional collaboration
- Librarian-provided in-service professional development
- Regular principal-librarian meetings
- Inclusion of collaboration with the librarian in teacher evaluation.

Together, these policies and practices promote the perception of librarians as pro-active agents of instruction; encourage stronger collaboration between teachers and librarians; improve the accountability of library programs, and strengthen communication between administrators, teachers, and librarians.

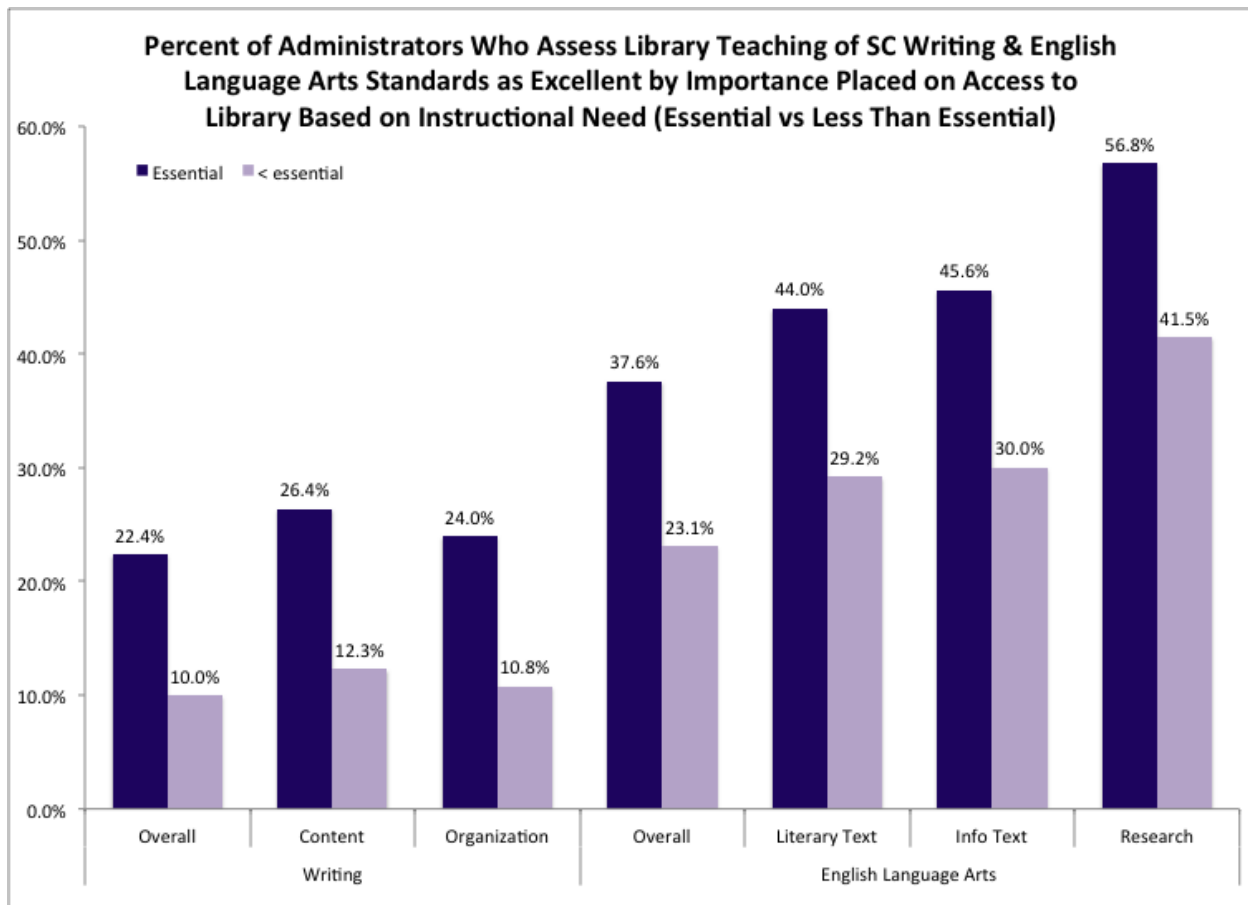
Flexible Scheduling of Library Access

Flexible scheduling refers to a library policy of scheduling access to the library on the basis of instructional need rather than a fixed schedule.

Administrators who deemed flexible scheduling of library access to be essential were at least twice as likely as those who deemed it less than essential to rate library teaching of Writing standards as excellent. Similarly, those who considered flexible scheduling essential rates library teaching as excellent by double-digit margins over those who regarded flexible scheduling as less than essential.

Regardless of their views on flexible scheduling, administrators were more likely to evaluate highly library contributions to teaching English Language Arts (ELA) than Writing. Nonetheless, administrator perceptions of flexible scheduling as essential vs. less than essential were associated with a greater proportional difference in their assessment of library contributions to teaching Writing.

Not surprisingly, of the high percentages of pro-flexible scheduling administrators giving their libraries excellent ratings on ELA standards, by far the highest ratings were associated with the teaching of Research skills.



Our media specialist has truly transformed the culture of the library. She has opened it up and made it both more visible and accessible for our students. She truly desires for it to be more than a room full of books and resources, instead insisting that it be a central hub of our school's culture and learning.

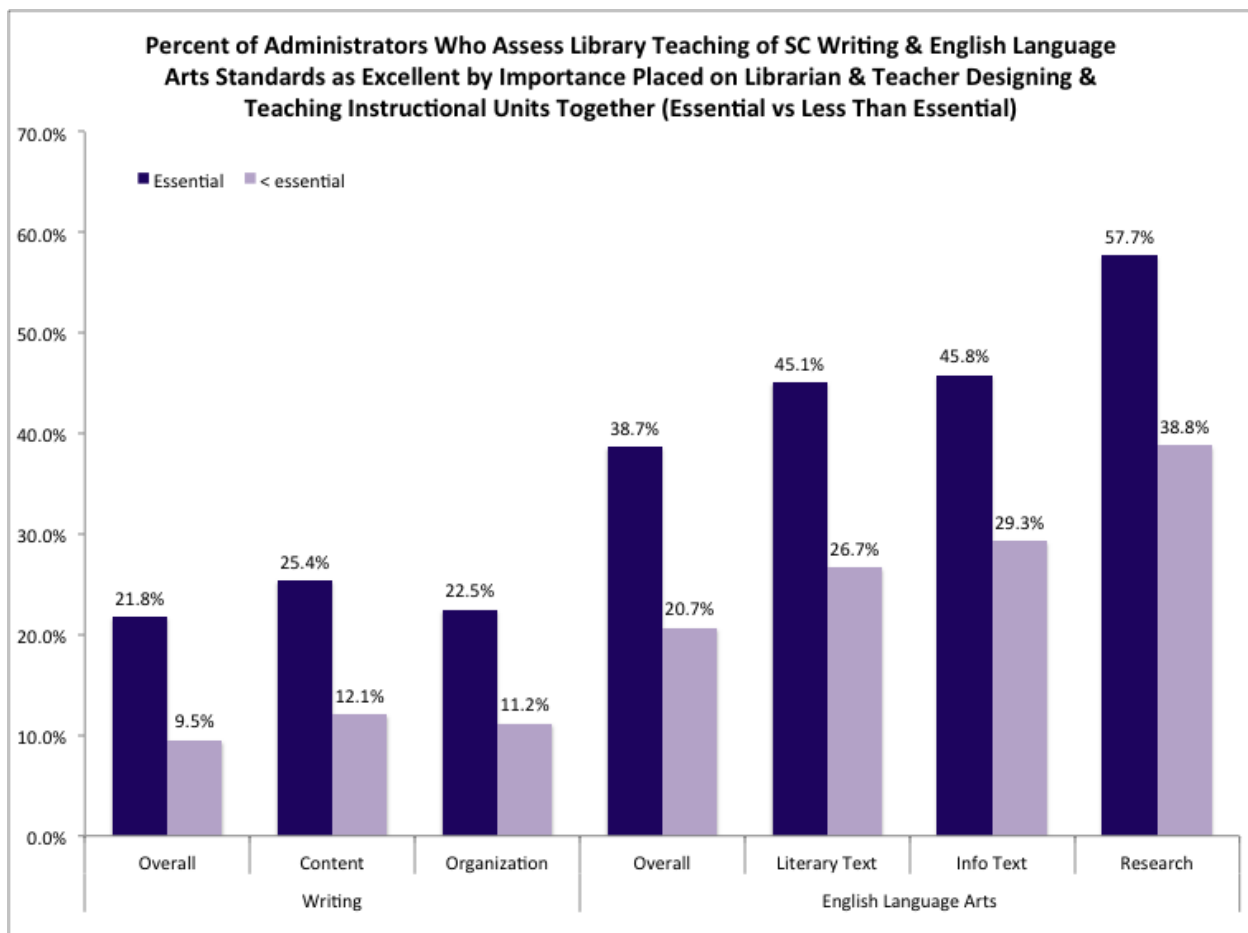
- High School Vice Principal

Library Policies & Practices Related to Instruction

Similar patterns in administrator assessments of library standards teaching were associated with:

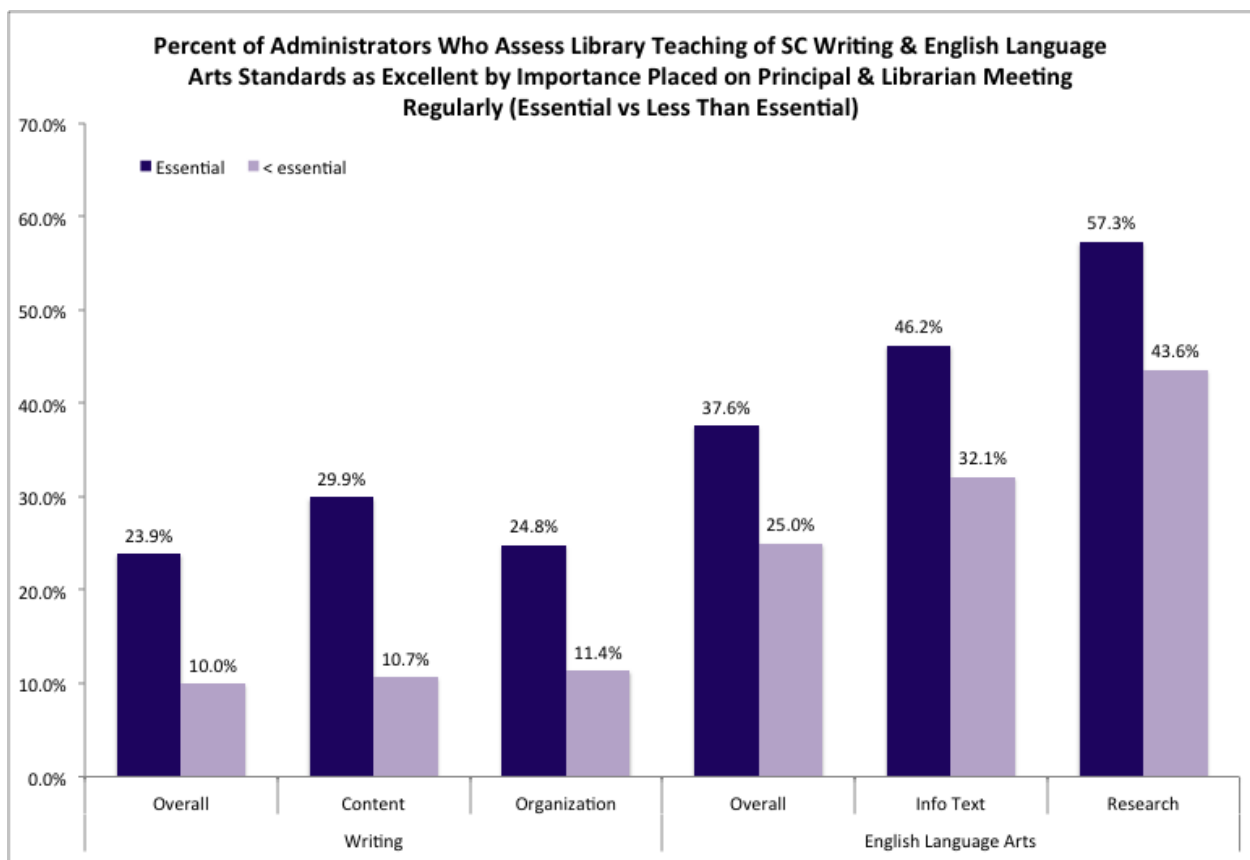
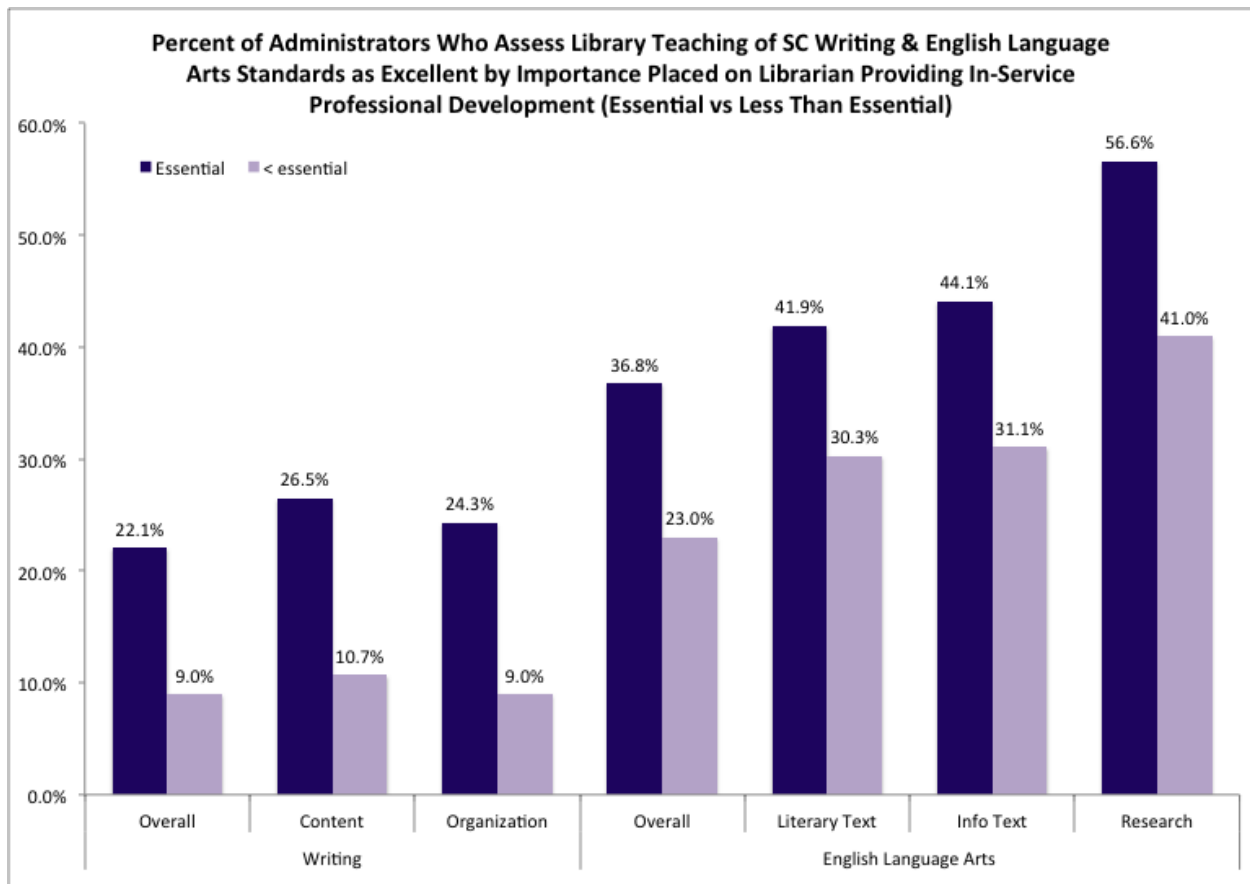
- Librarian-teacher instructional collaboration
- Librarian-provided in-service professional development
- Regular meetings between principals and librarians

Administrators who regarded these 3 policies and practices as essential were twice as likely to assess library teaching of Writing as excellent and, by double-digit percentage differences, more likely to assess library teaching of ELA as excellent. And, as for flexible scheduling, administrators who endorsed these policies and practices most strongly gave their librarians the highest marks of all for teaching Research skills.



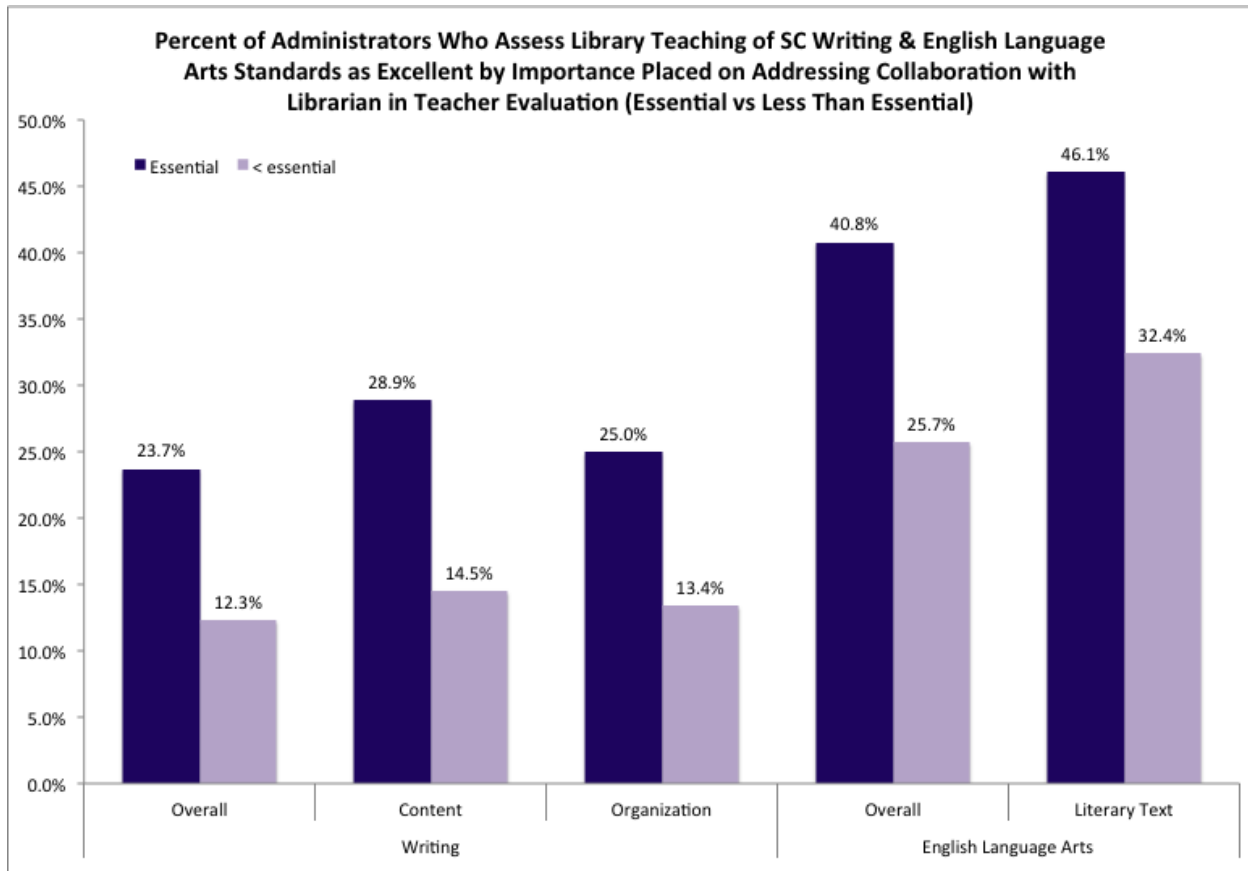
The library/ media center is truly the hub of our school. All content areas plan and co-teach with our librarian/ media specialist.

- Middle school Vice Principal



Considering Collaboration with Librarian in Teacher Evaluation

Intriguingly, the pattern witnessed for other library policies and practices did not extend equally to collaboration with the librarian being considered in teacher evaluations. While similar patterns were found for Writing standards—overall, Content, and Organization—for ELA, differences associated with support for this policy and practice were found only for the overall standard and Literary Text, but not for Informational Text or Research. There is no obvious or even probable explanation for these findings.



Our media specialist is a co-teacher in our school. She has written and been funded on several grants to provide materials for a ... unit of study that supported our school's STEM program. Our media center is a Learning Commons with updated furniture that can be re-arranged by students to fit the collaboration we stress.

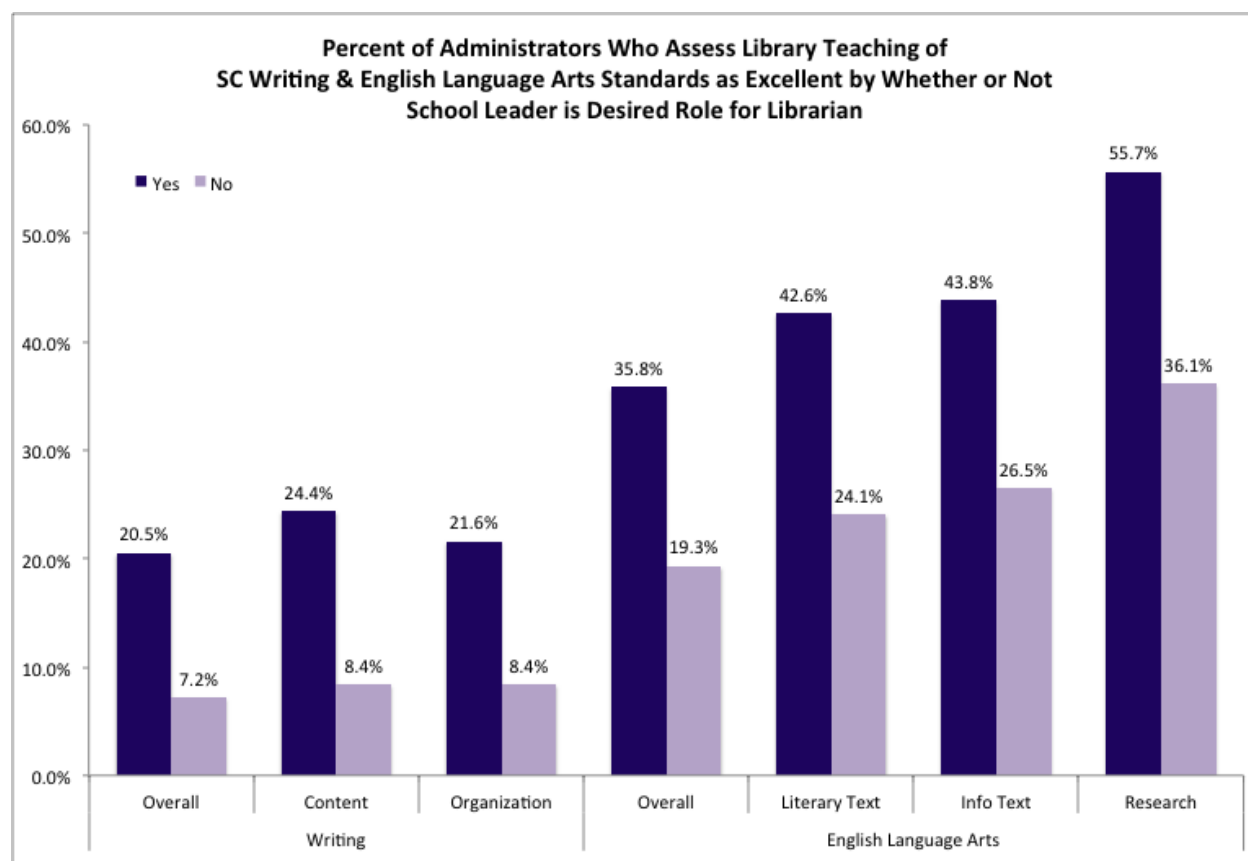
- Middle school Principal

Desired Librarian Roles and Assessments of Standards Teaching

Does knowing the roles administrators wish librarians to play help to predict how highly administrators will assess the teaching of standards through school library programs? The answer to this question is yes. Not only is the answer yes; but one role stood out from all the others and, indeed, was strongly associated with most of the others.

School Leader

Among the many potentially desirable librarian roles administrators were asked about, the one with the most consistent and persistent findings was School Leader. When administrators identified School Leader as a desired role of the librarian, they were consistently more likely to assess library teaching of all examined Writing and English Language Arts (ELA) standards as excellent—3 times as likely for Writing and by double-digit margins for ELA.



Our librarians are leaders in our district. ... It is so wonderful to see (them) share their passion for reading and learning not only with our students, but with our teachers! No longer are the libraries in our district a place where our students go to quietly pull a dusty encyclopedia off of the shelf. ... (they) serve as the hub of the school. ... are exciting places, and our students are benefiting from it.

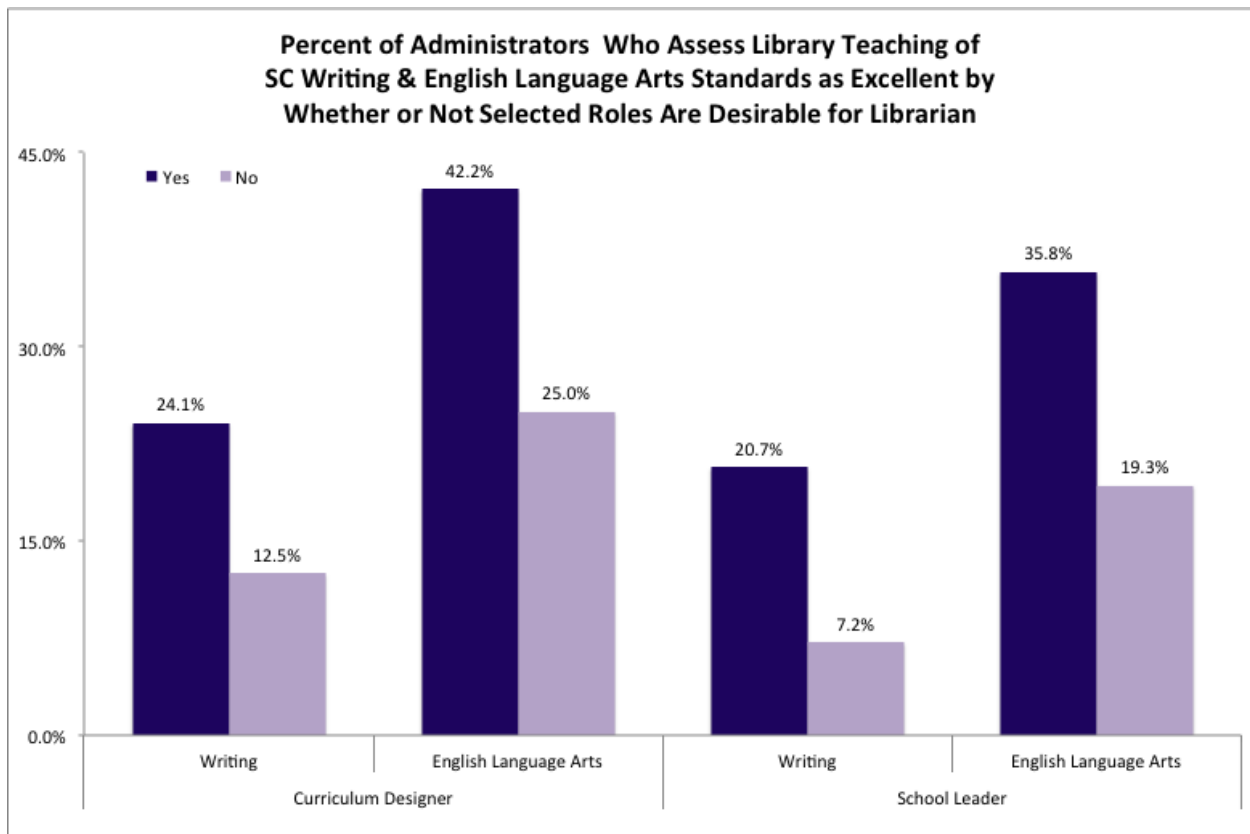
- District Director of Planning and Development

Other Roles Combined with School Leader

Depending on the particular standard, various other roles joined School Leader as a predictor of excellent assessments of library teaching by administrators.

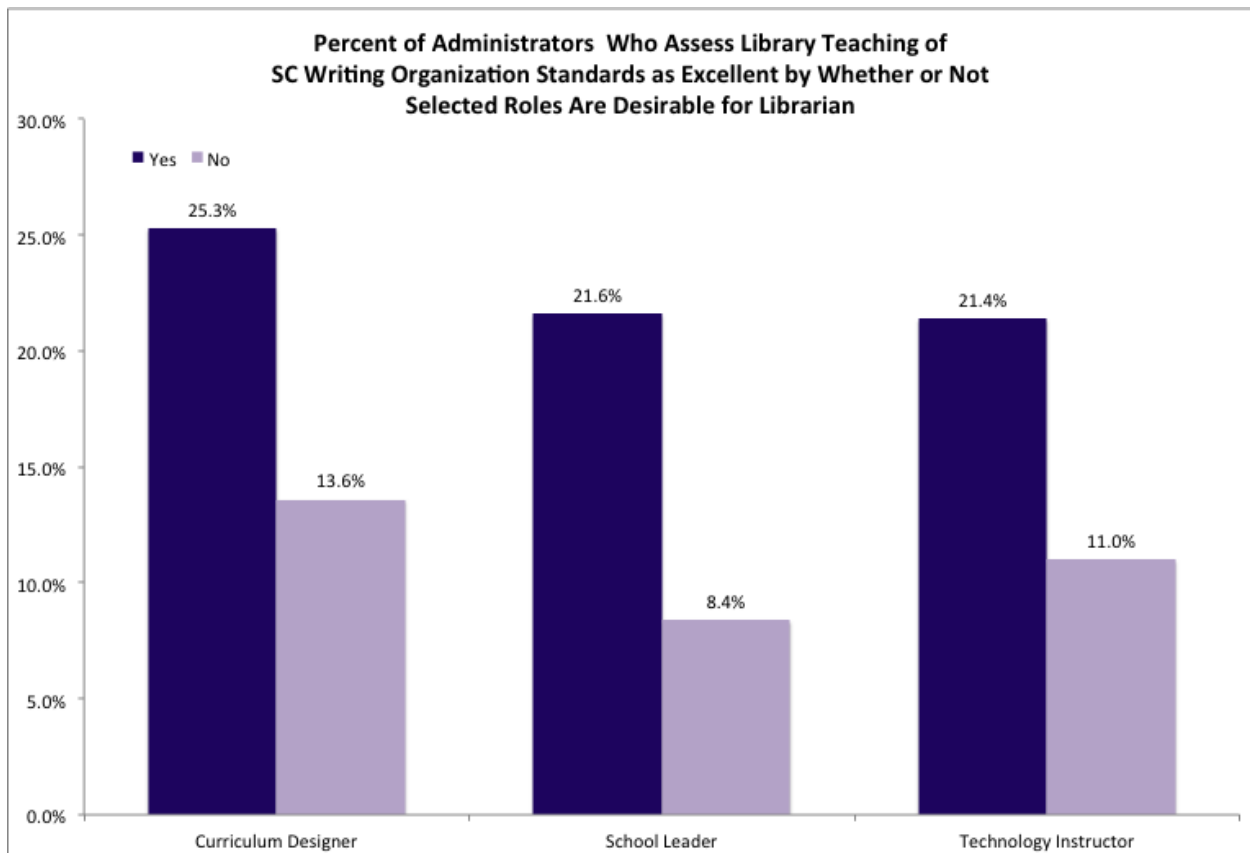
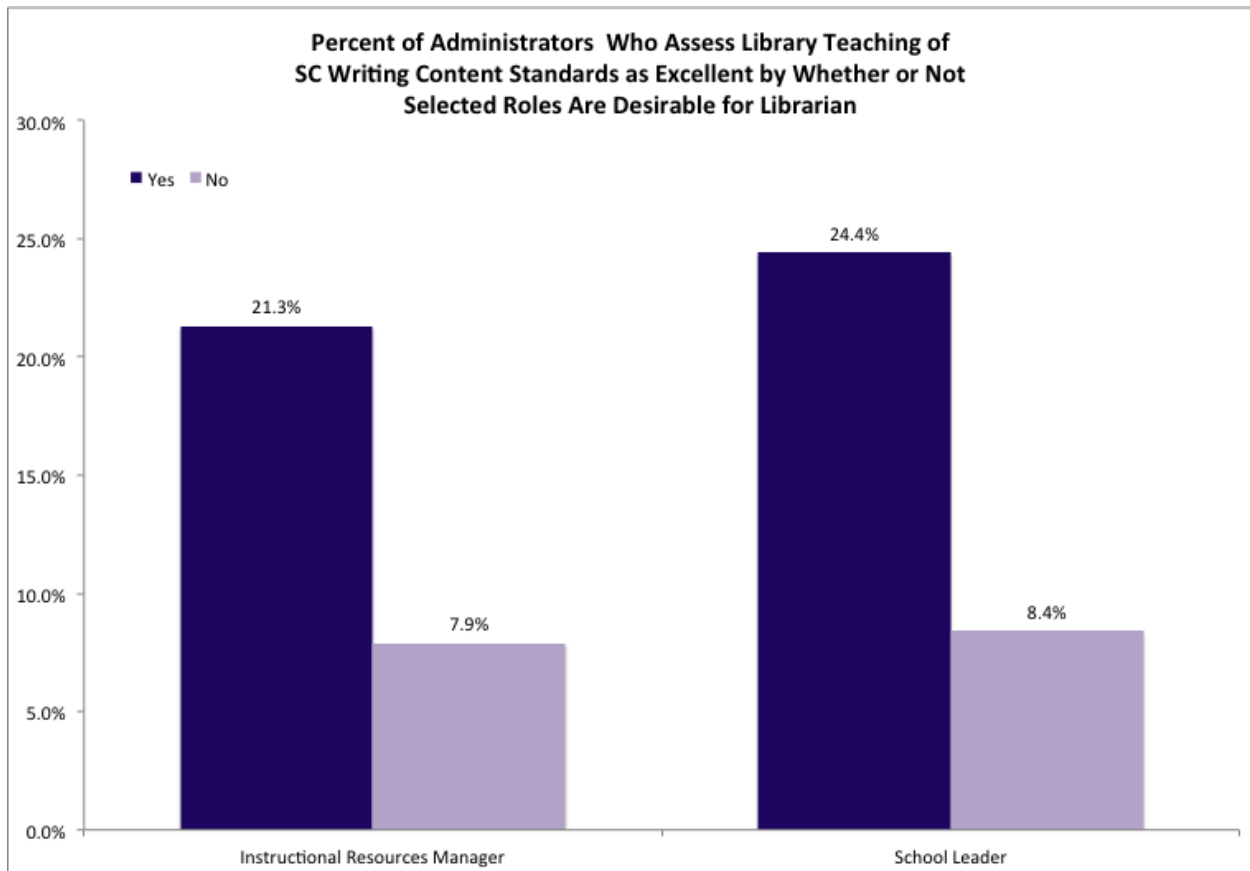
- Overall Writing and ELA: Curriculum Designer
- Writing Content: Instructional Resources Manager
- Writing Organization: Curriculum Designer and Technology Instructor
- ELA Informational Text: Curriculum Designer
- ELA Research: Co-Teacher, Instructional Resources Manager, and Reading Motivator

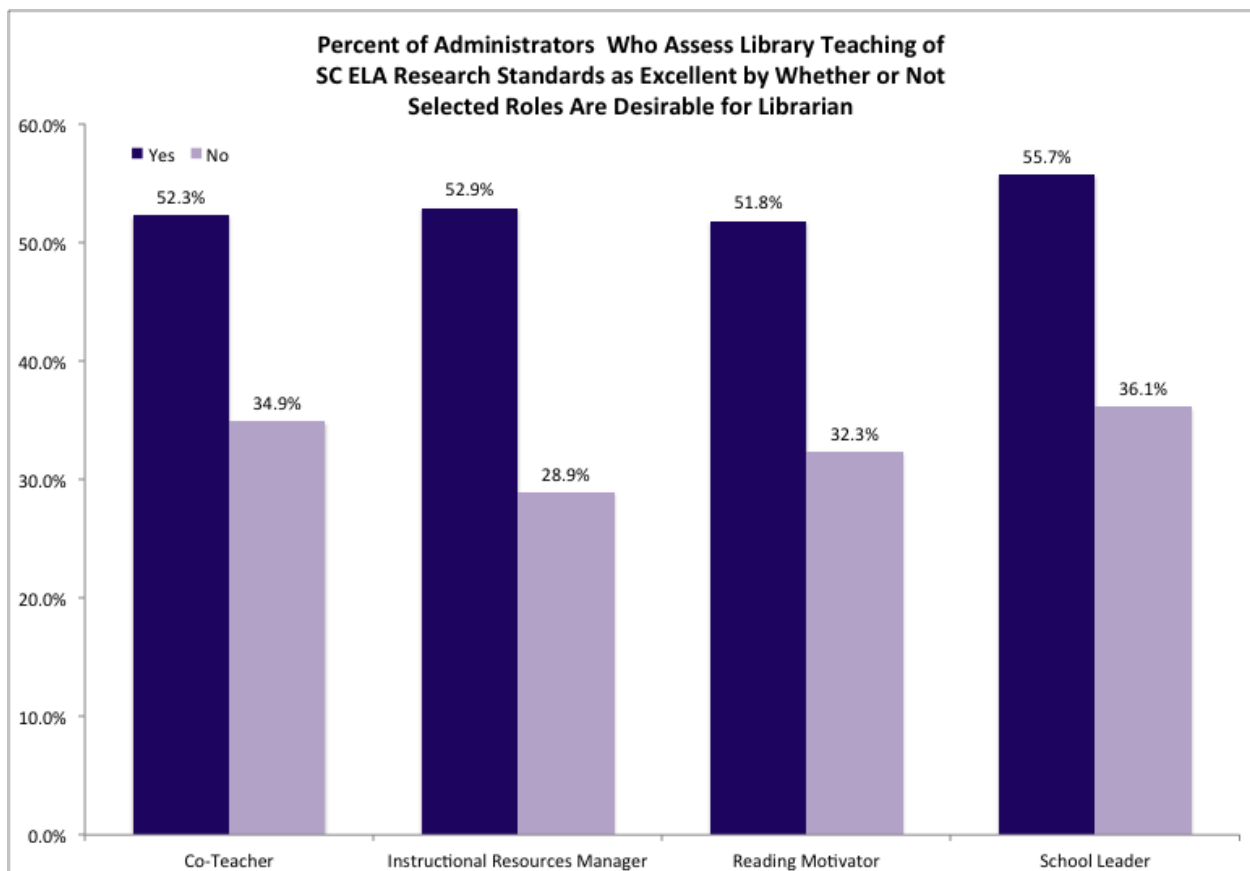
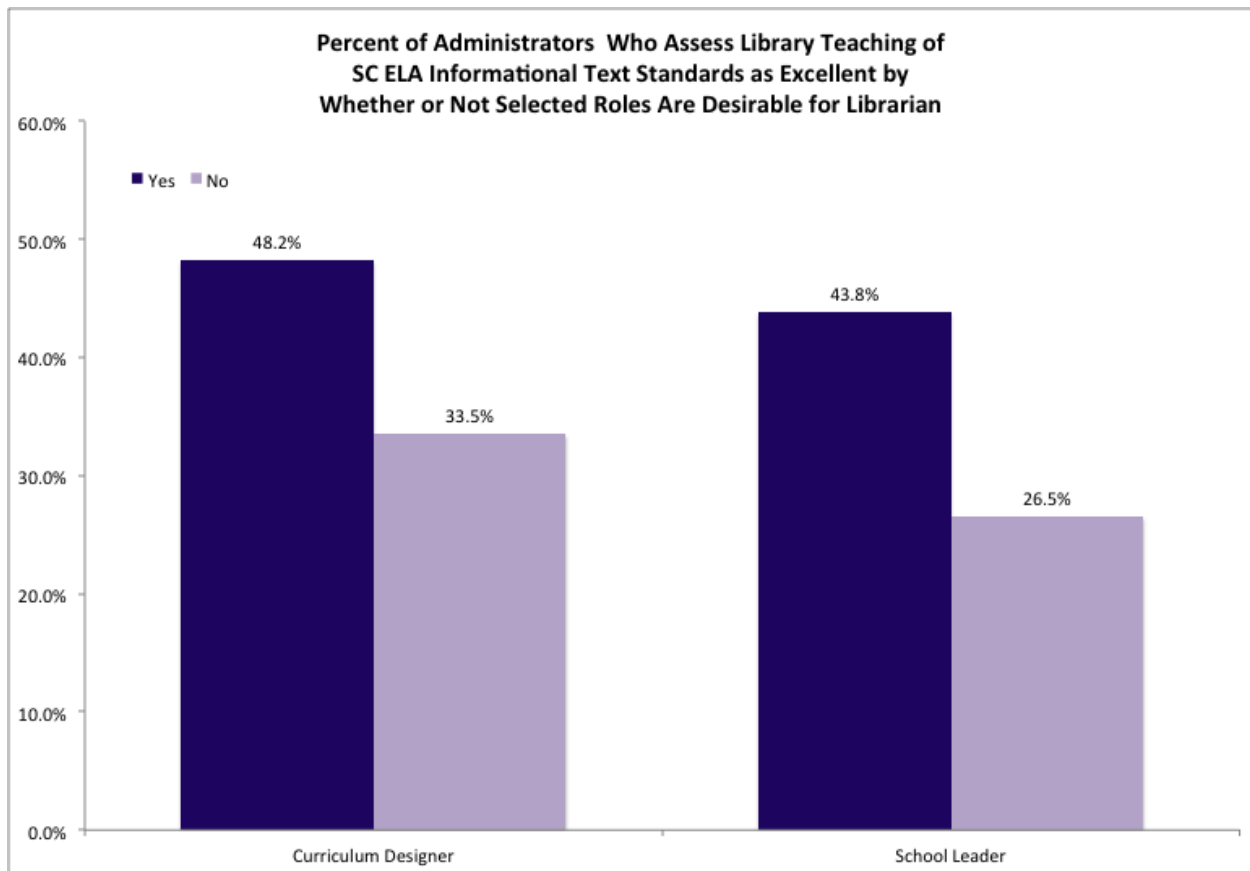
For each of these standards, administrators who desired that librarians play these roles rated library teaching of standards as excellent by double-digit margins over administrators who did wish to see librarians in these roles.



Our media specialist provides a love of reading for our students while also being a leader in technology. She guides our students along their path of literacy and electronic learning. ...The days of the librarian "shushing" students are long gone in our building. Our media specialist encourages collaboration, reflection, and discussion on all topics addressed in the state curriculum among our students and staff.

- Elementary school Vice Principal



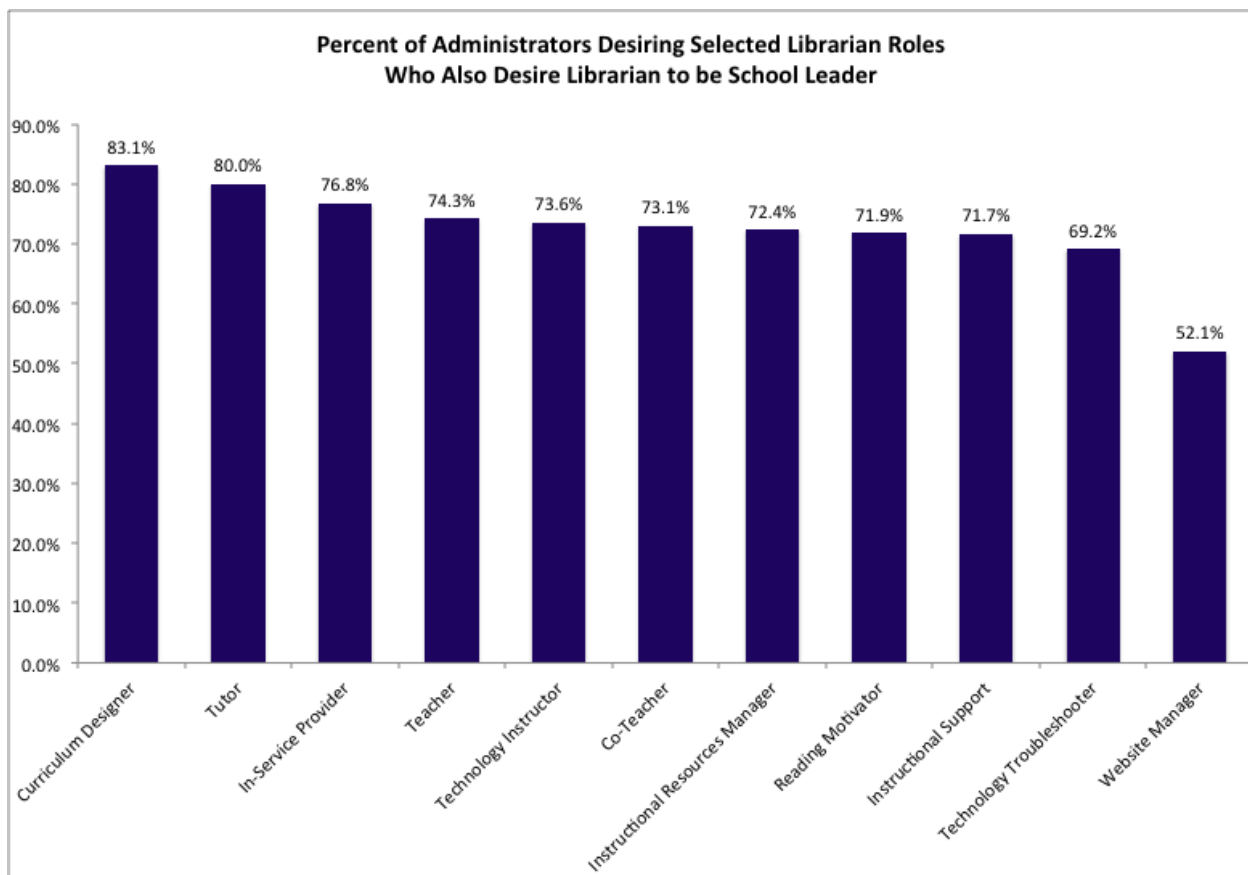


School Leader As a Predictor of Other Roles

The fact that School Leader is the single role most consistently associated with excellent assessments of library teaching of standards suggested that it might be an overarching role that subsumes others. Indeed, it was found that substantial majorities of administrators who identified School Leader as a desirable librarian role also wished for librarians to play most of the other roles about which they were asked. In rank order, these roles included:

- Curriculum Designer
- Tutor of At-Risk Students
- In-Service Professional Development Provider
- Teacher
- Technology Instructor
- Co-Teacher
- Instructional Resources Manager
- Reading Motivator
- Instructional Support
- Technology Troubleshooter

By contrast, only about half of administrators who wanted a librarian to be a School Leader also wanted her or him to be a Website Manager. Most likely, this difference is explained by the greater probability that a school, even a smaller one, is more likely to have other staff assigned to that role than the other roles.



My librarian is an instructional leader on our faculty. Teachers gravitate to her for assistance.
- Elementary school Principal

Our school librarian pulls the teacher's lesson plans and supports the teachers by including activities in the media center for the students to complete. She will pull books for teachers to help them in the lesson for that week. She incorporates games and technology to help in reaching all of our students.
- Elementary school Principal

Providing instructional technology support for our district—which includes eight schools—would be very difficult without the support and collaboration of our media specialists. They are always great to work with, providing excellent help for teachers, and working with students on technology projects.
- District Technology Support administrator

Our two media specialists, along with our technology learning coordinator, work together as one incredible team. Most recently, they pitched an idea to me about redesigning the way we do in-service and professional development in our school. I loved their idea. ... I'm excited to see where this goes, and happy to know that two media specialists are helping lead the charge.
- High School Vice Principal

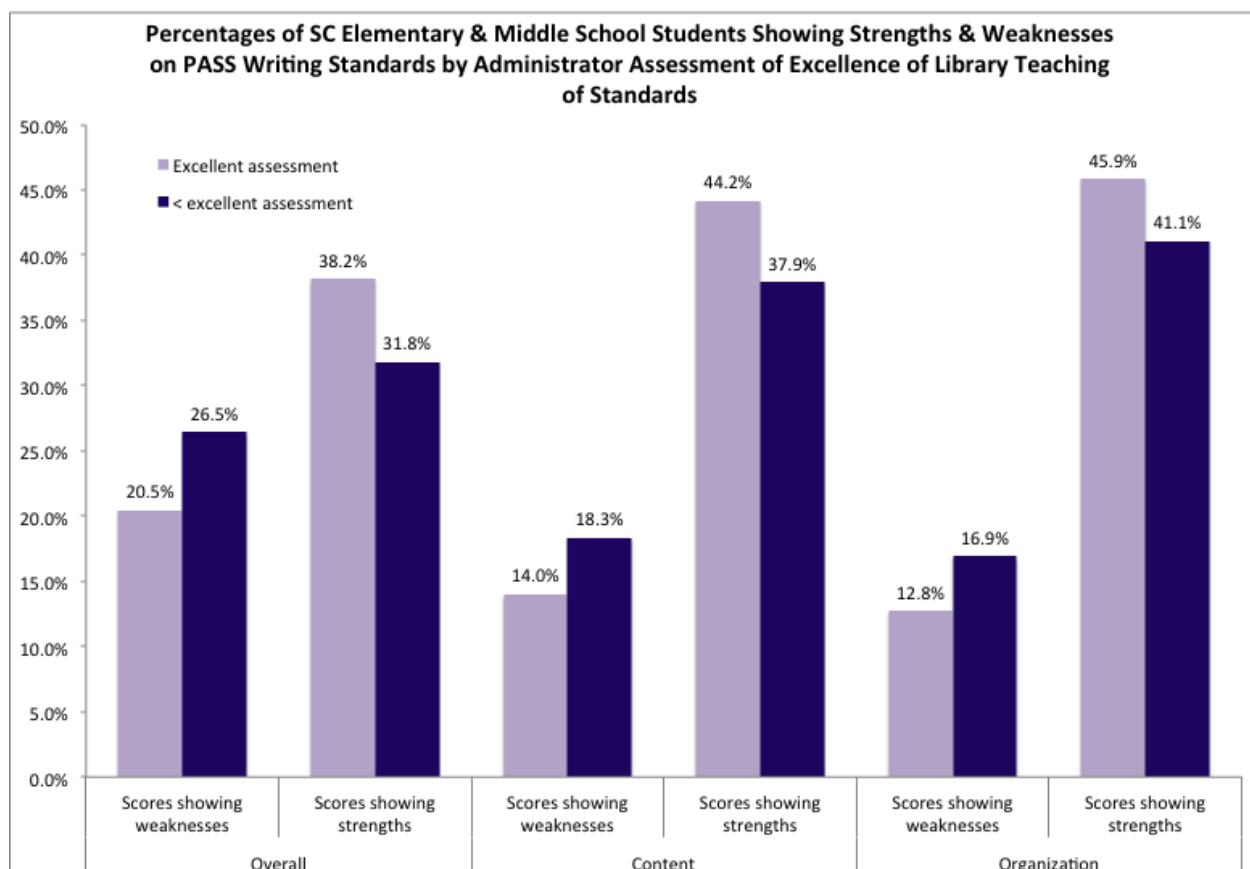
Our media specialist posts the "word of the day" on her entrance board, where students can see it throughout the day ... extends the hours of the library to assist students with research ... allows peer-tutoring before school, during lunch and after school ... [and] goes beyond the call of duty to promote literacy and create projects for the school.
- High School Vice Principal

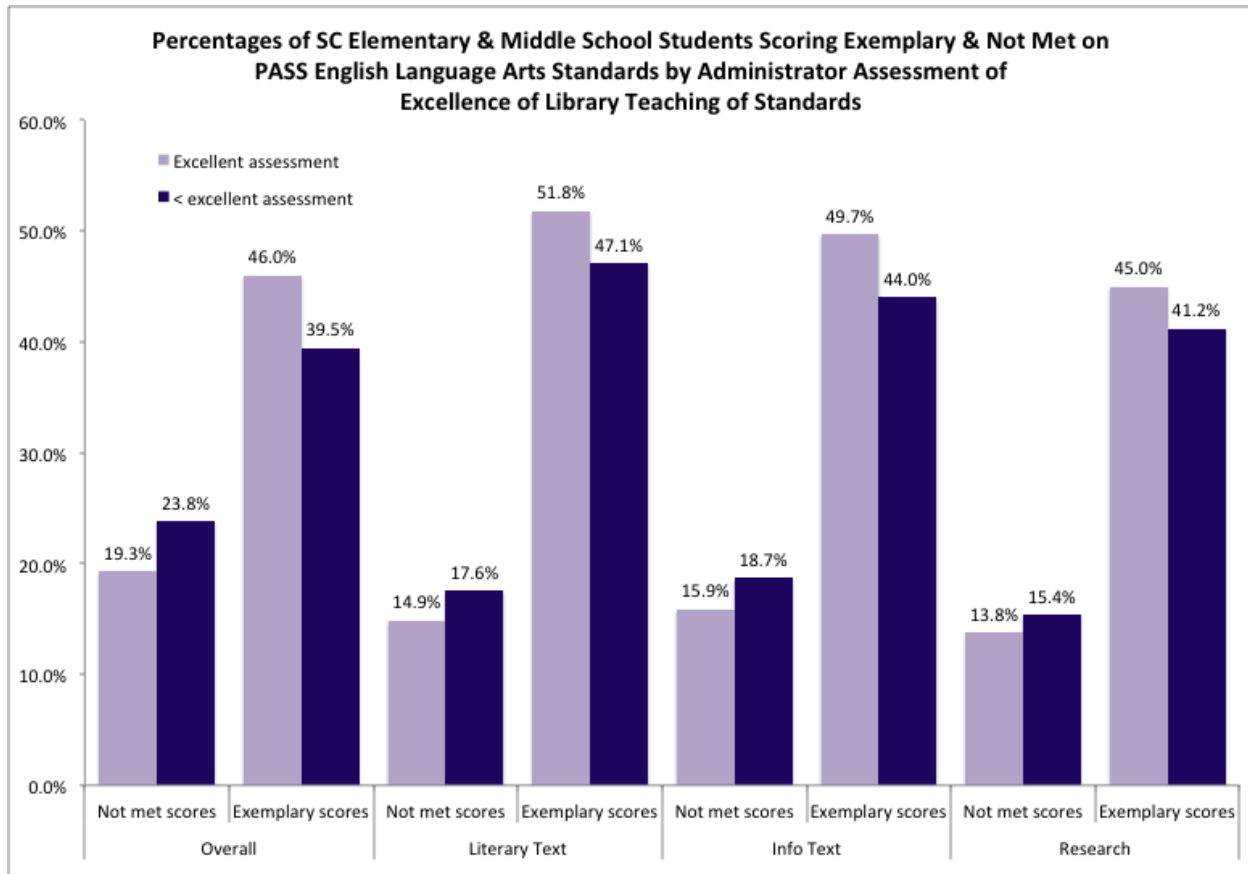
Library Teaching Assessments & PASS Results

Are administrators' excellent assessments of library teaching of standards confirmed by students' PASS Writing and English Language Arts (ELA) results? The answer to this question is yes. Not only is the answer yes; it is a remarkably consistent one.

Across both Writing and ELA standards, excellent assessments of library teaching from administrators were associated with a lower incidence of students failing to meet standards and a higher incidence of them exceeding standards. For Writing, where administrators assessed library teaching as excellent, students were less likely to show weaknesses and more likely to show strengths. For ELA, where administrators assessed library teaching as excellent, students were less likely to not meet standards and more likely to exceed standards.

These findings indicate that administrator assessments of the quality of library teaching of South Carolina standards tend to reflect accurately actual student performance.





My school librarian is very involved in all aspects of our school. She participates in every event we have, whether it is related to the media center or not. She has a literary society that she meets with to read and discuss SC book award books. She meets with students from fifth and sixth grades, on different days, to discuss and vote on the books.

- Intermediate school Principal

Our media center and media specialist is a focal point of our school ... the role of the media center and media specialists is changing and I for one am very excited to see what is forming. In my opinion media centers and quality media specialists are vital to the overall success of schools.

- High school Principal

Administrators & HSAP Results

While high school administrators were included in the analysis of library policies and practices, desired librarian roles, and assessments of library teaching of standards, the relationships between those assessments and High School Assessment Program (HSAP) results could not be analyzed due to low sample size.

Teachers

The perceptions of responding teachers indicate that they engage frequently in library-related activities and perceive their librarians playing key instruction-related roles in their schools. In turn, these perceptions tend to coincide with teacher assessments that library programs are contributing to student success.

Survey Results

In the teacher survey, respondents addressed their own perceptions regarding the frequency of their participation in library-related activities, the roles in which they perceive their librarians, and their assessments of library teaching of standards.

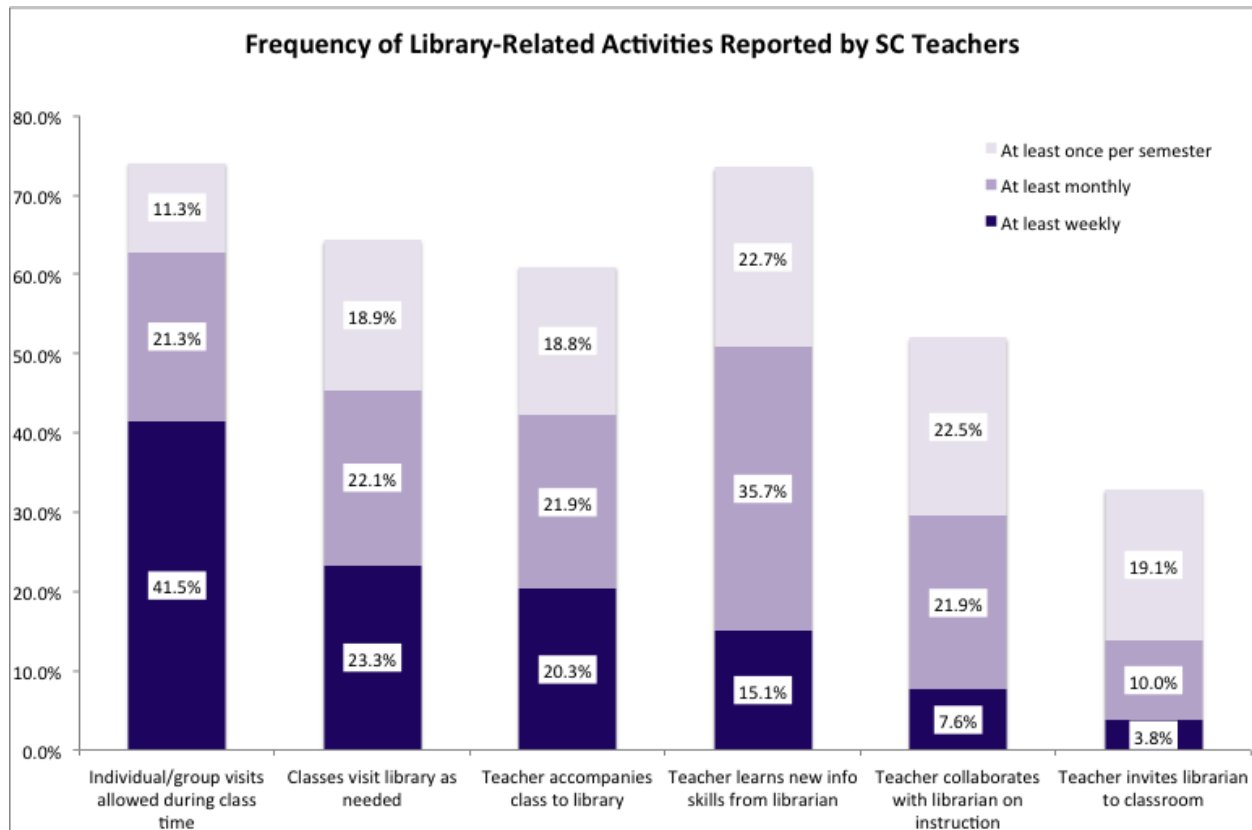
Frequency of Library-Related Activities

For each of several library-related activities, teachers were asked how often they engage in it: at least weekly, at least monthly, at least once a semester, at least once a year, or rarely or never?

Majorities of responding teachers reported engaging in 5 library-related activities. In rank order by frequency (at least weekly and monthly), they were:

- Allowing groups of their students or individual students to visit the library during class time
- Scheduling their classes to visit the library as needed
- Having teachers accompany their classes to the library, and remain with them
- Learning new information skills themselves from their librarians
- Collaborating with their librarians on the design and delivery of instructional units

Over half of responding teachers reported allowing group or individual library visits and learning new information skills from their librarians at least monthly. Almost half of responding teachers reported having their classes visit the library as needed, and accompanying them on such visits. Only about a third of teachers reported collaborating on instruction with their librarian at least monthly. And only about a third of teachers reported inviting the librarian to their classrooms at least once a semester.



Our librarian and our reading coach work wonderfully together to promote a great love of reading in our school. They have organized several programs, for example, One-School, One-Book, ... where every student and staff member in our school receives the same book and read it together, a chapter or two a night. ... Students are now reading every spare second of the day because they always have a book on them.

- Elementary School Teacher

Our school librarian ... meets often with our grade level teams to find out how she can assist us with teaching our standards. She even conducts Technology Tuesdays for us teachers ... My students' favorite time of the week is when we visit the media center ... and mine too!

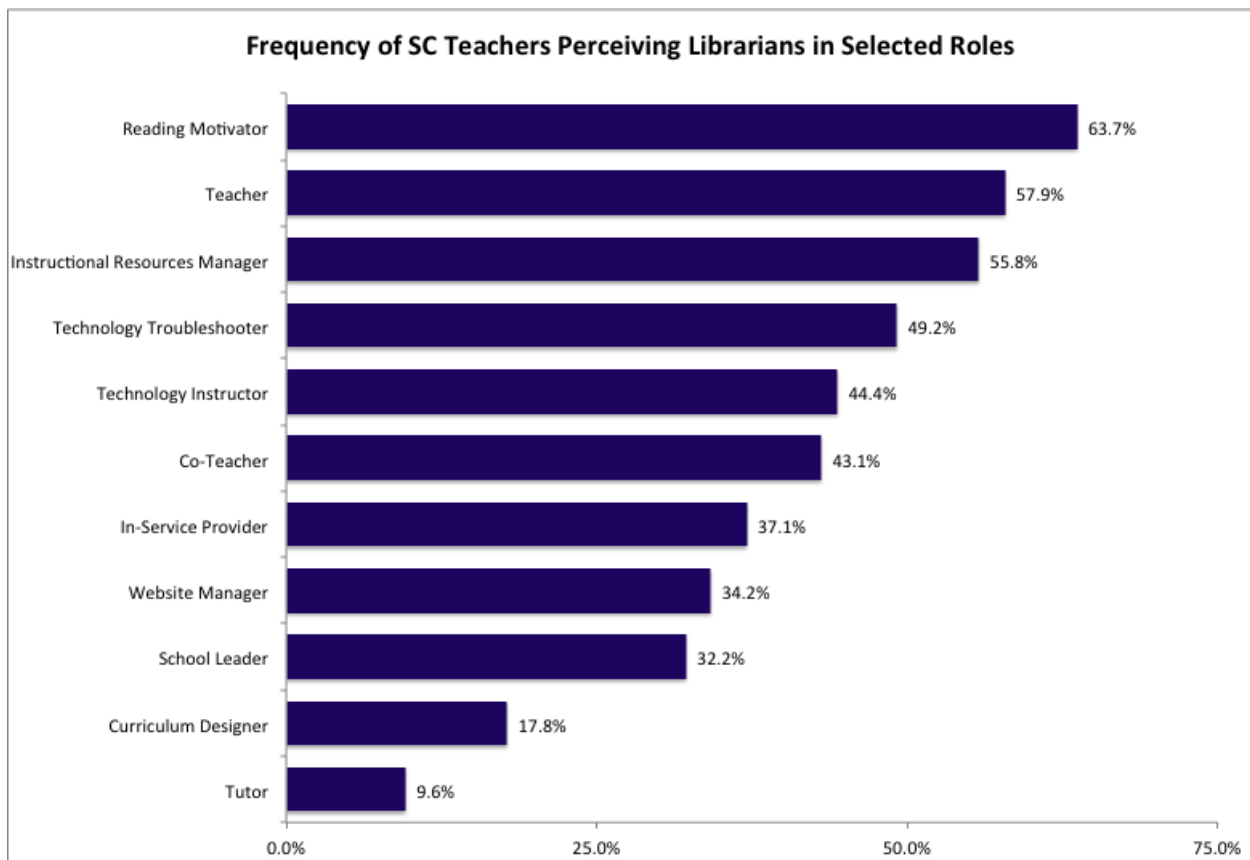
- Elementary School Teacher

Perceived Librarian Roles

Teachers' perceptions of the roles played by their librarians tended to favor more traditional ones—Reading Motivator and Instructional Resources Manager—but also included Teacher, suggesting that most classroom teachers acknowledge their librarians as colleagues.

Other librarian roles perceived by substantial minorities—between a third and half—of responding teachers were, in rank order: Technology Troubleshooter, Technology Instructor, Co-Teacher, In-Service Provider, Website Manager, and School Leader.

The least frequently reported roles were Curriculum Designer and Tutor of At-Risk Students.



Our media specialist ...brought an interactive resources lesson to the fifth grade class. [It covered]: encyclopedias, atlases, almanacs, periodical literature, thesauruses, and dictionaries.
- Elementary School Teacher

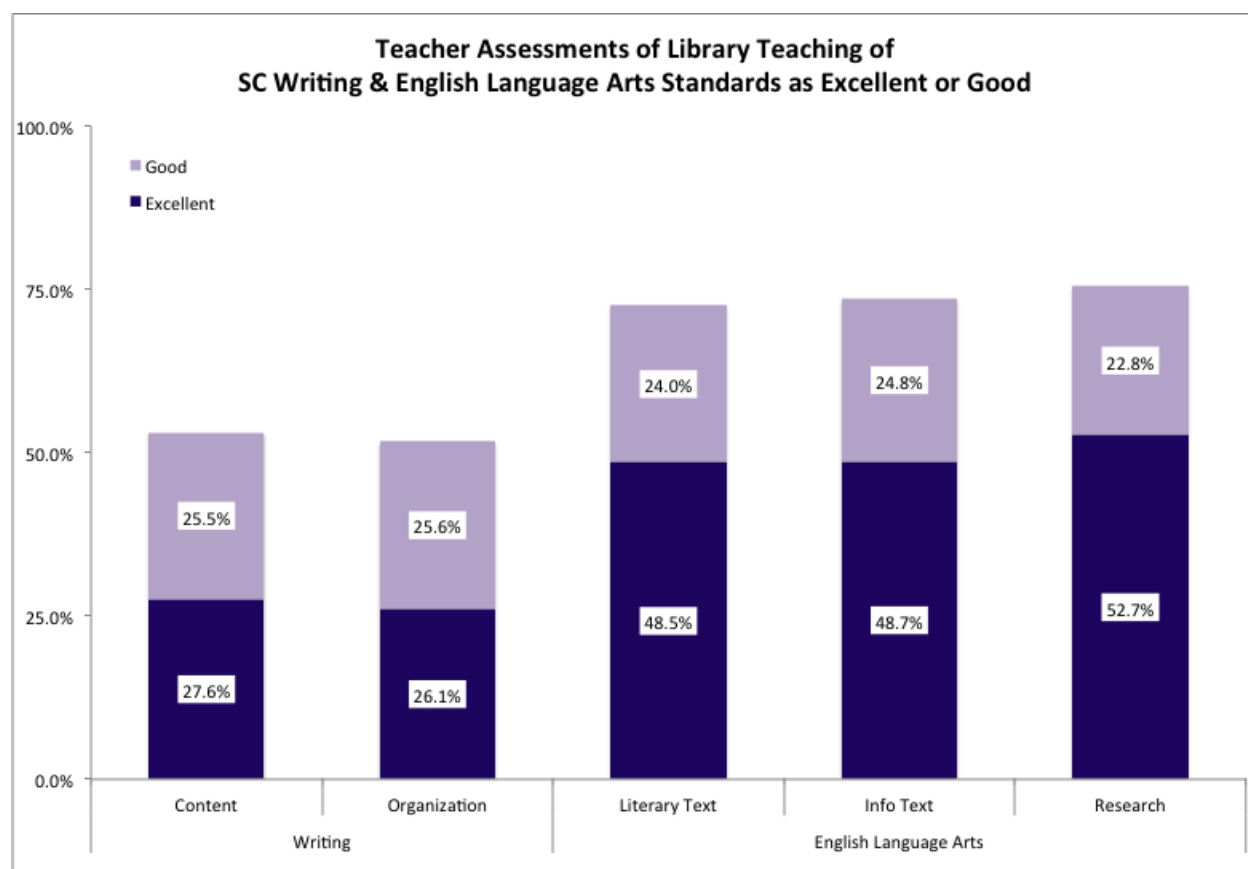
*I teach American Literature. Our unit on Hawthorne's *The Scarlet Letter* requires deep analysis of the novel. Without my asking, our librarian offered a myriad of resources to help me get ready for teaching the unit.*
- High School Teacher

Assessments of Library Teaching of Standards

Like administrators, responding teachers were generous in their assessment of library program contributions to the teaching of Writing standards—specifically, Content and Organization—and even more generous in their assessment of library teaching of English Language Arts (ELA) standards—specifically, Literary Text, Informational Text, and Research.

More than half of responding teachers rated library teaching of Writing standards as excellent or good, and about three-quarters rated library teaching of ELA standards equally highly.

Unsurprisingly, the place of libraries and librarians in teaching ELA standards was clearer to teachers; but, notably, a sizeable proportion of them gave their librarians high marks for teaching Writing, too—at least a tacit acknowledgement of the focus in recent years on librarians teaching students to master information literacy and other 21st Century learning skills.



Our media specialist highlights grade level students on our morning news show for the accomplishments and gains they have made in reading.

- Elementary School Teacher

Library-Related Activities and Assessments of Standards Teaching

Does teacher engagement in library-related activities help to predict how highly they will assess the teaching of standards through school library programs? The answer to this question is yes.

Teachers were more likely to assess library teaching of standards as excellent, if they reported engaging in each of the following activities at least weekly:

- Having their classes visit the library on an flexible schedule (i.e., based on need)
- Allowing groups of students and individual students to visit the library during class time
- Inviting a librarian to their classrooms
- Collaborating with a librarian on the design and delivery of instructional units
- Learning new information skills from their librarians

With remarkable consistency, when responding teachers reported engaging in all of the above activities at least weekly, they were more likely—by double-digit percentages—to rate as excellent the contributions of their libraries and librarians to teaching South Carolina standards.

Like administrators, teachers were more likely to give excellent teaching ratings regarding English Language Arts (ELA) than for Writing, and the double-digit margins were somewhat larger for ELA than for Writing.

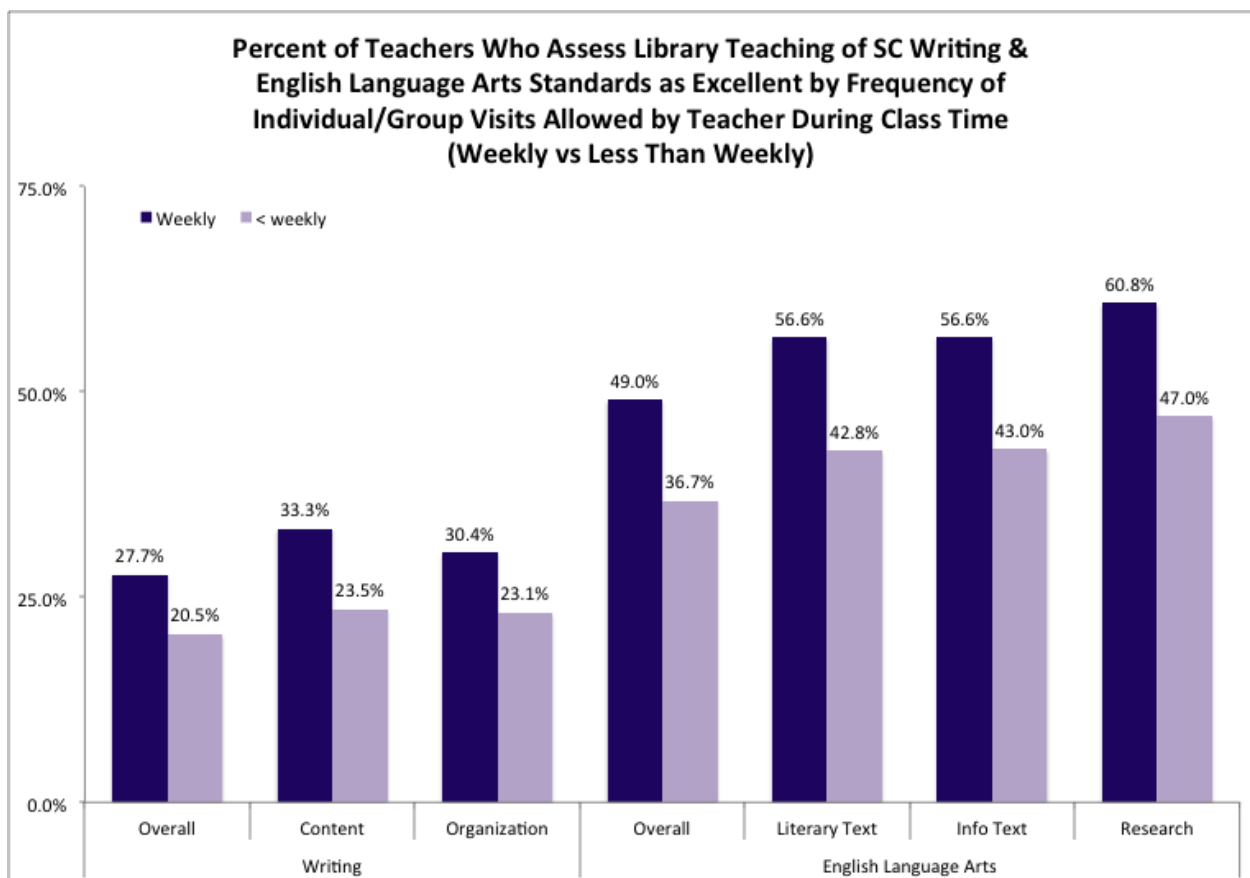
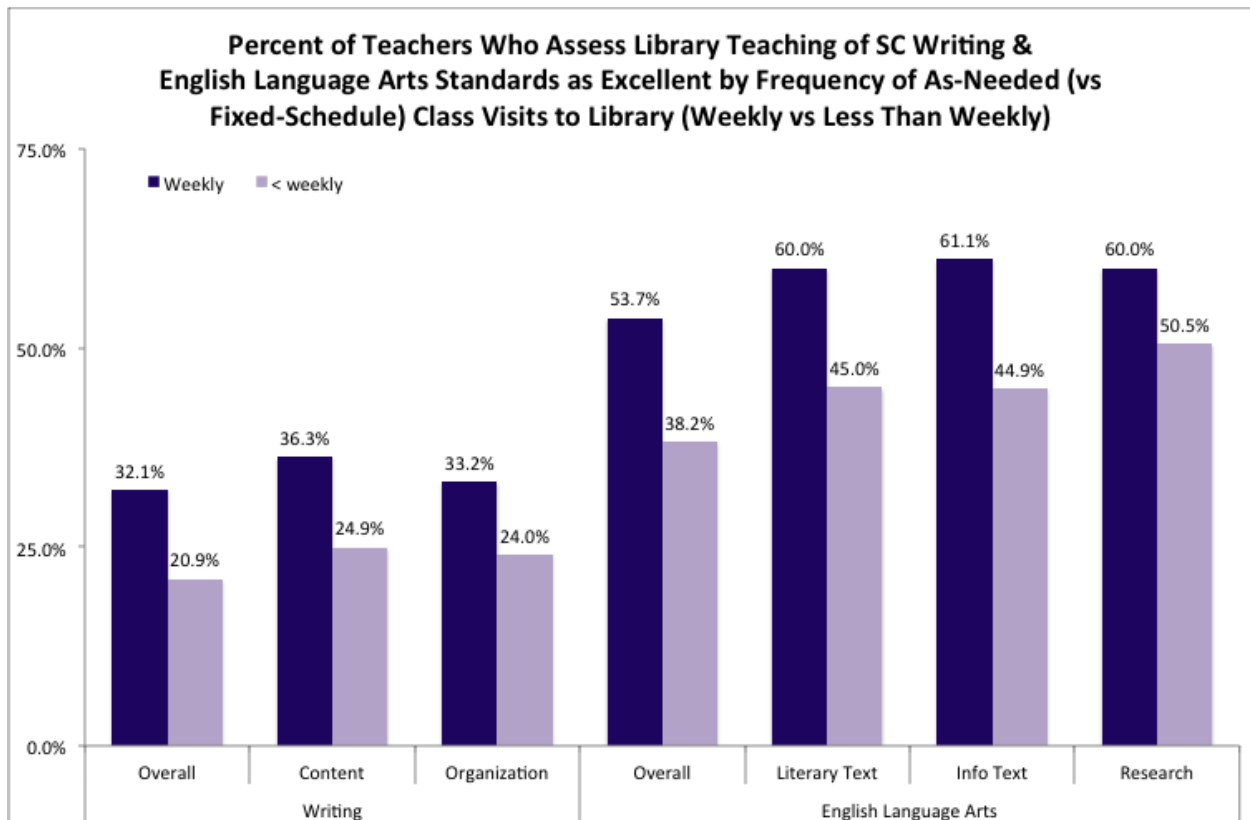
Together, these activities promote the perception of librarians as colleagues in the instruction of students as well as colleagues from whom they themselves can learn, both as resident in-service providers and, more informally, as models during collaboration time, both when students are present and when they are not.

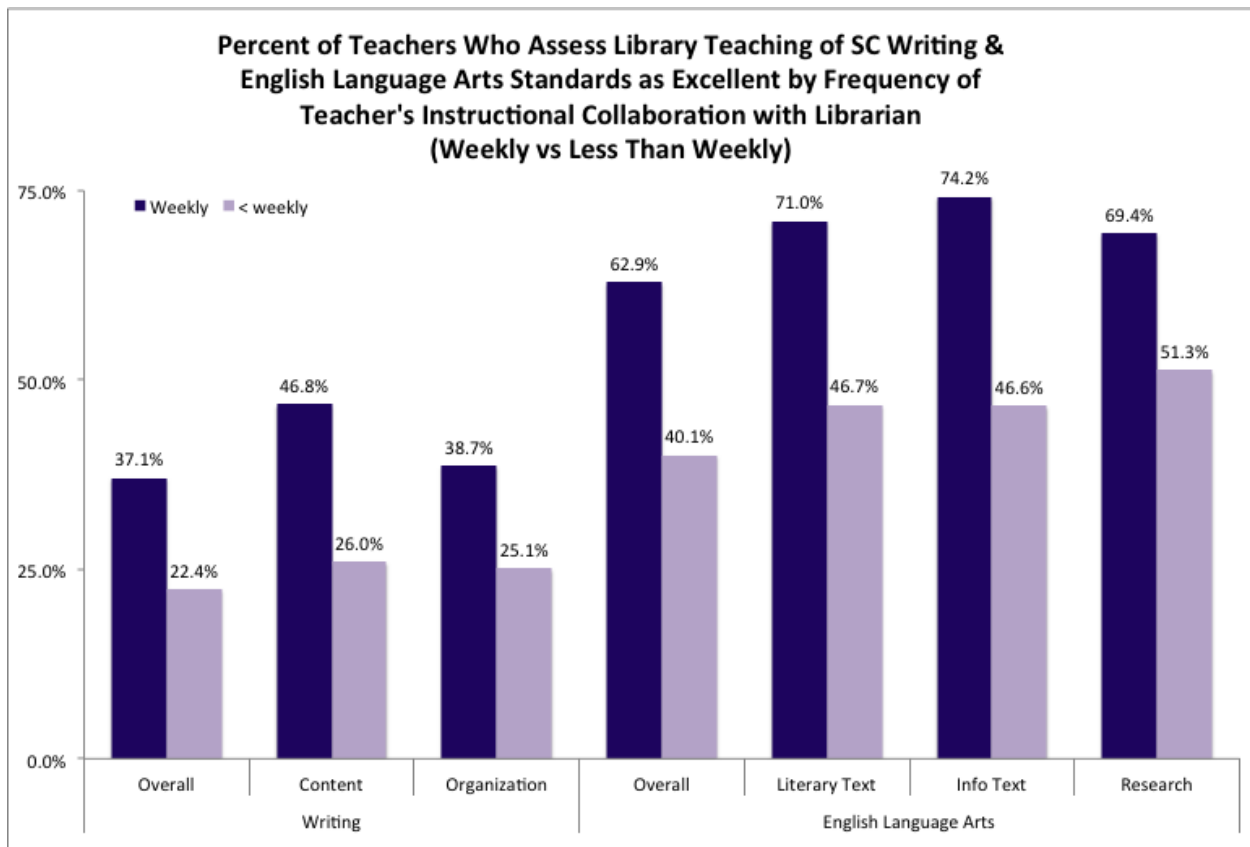
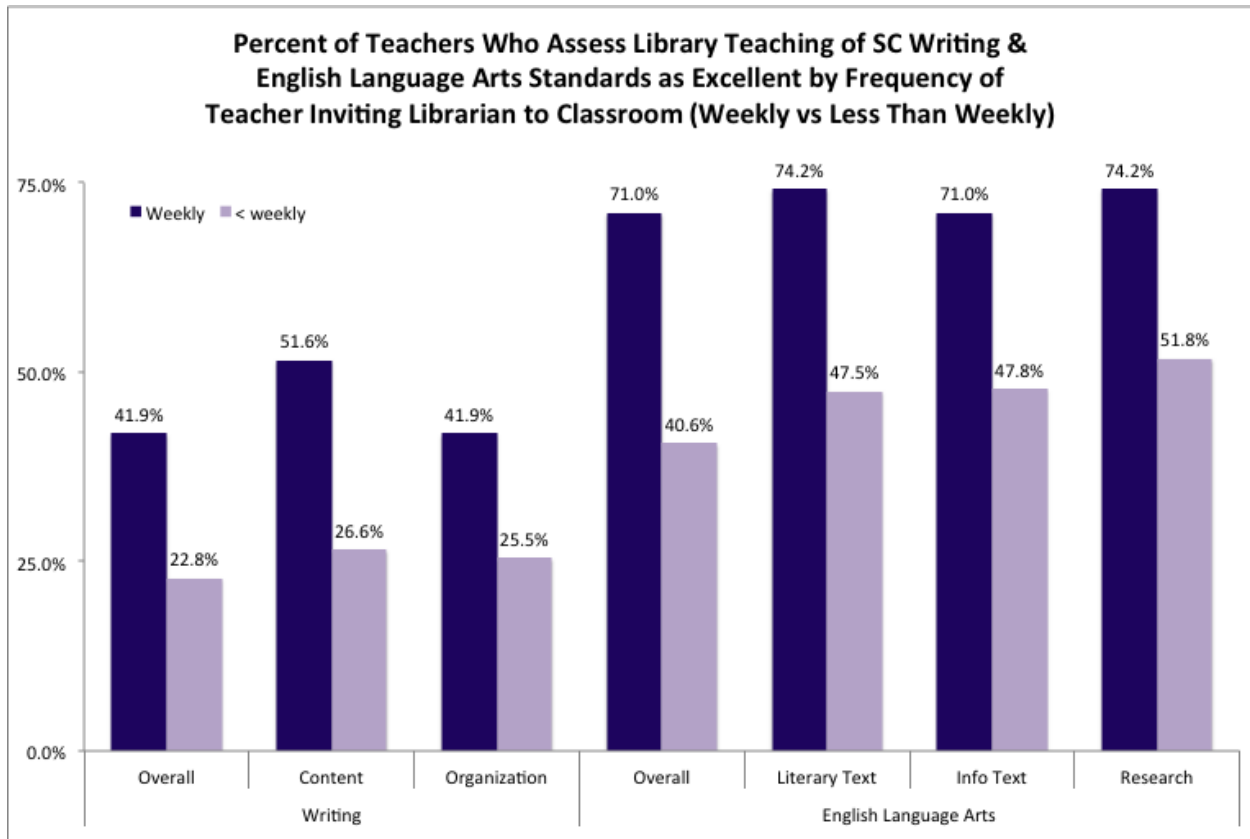
Our media specialist always encourages others to come to the media center, or [we] allow her to come to classrooms to teach a technology lesson on a topic/unit that the teacher provides. The children are paired together and given an iPad to research ... a given topic. The students are ... asked to answer written questions by reading and researching topics.

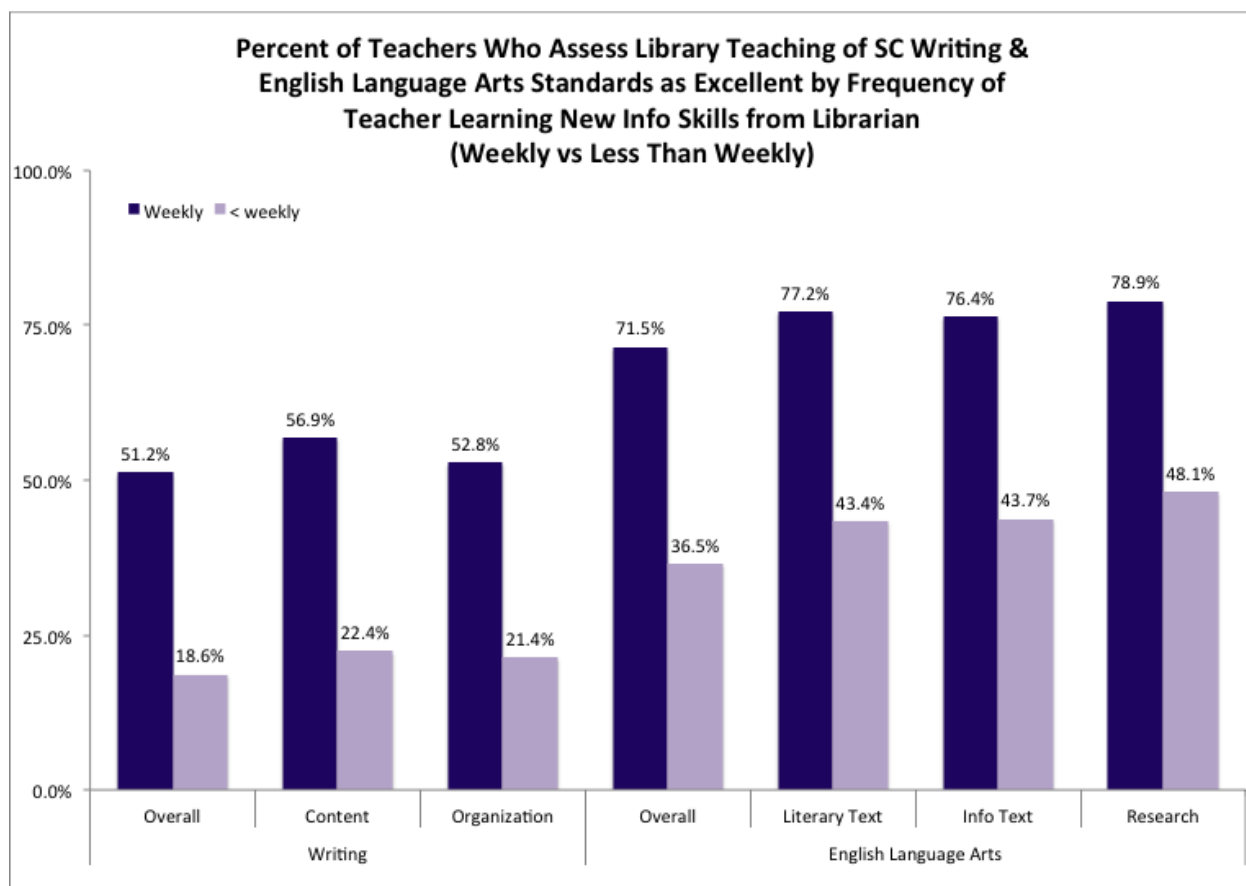
- Primary School Teacher

One of the most challenging standards that I teach deals with research, and I have received immense support from my media specialist every year I have been at this school. She spends 9 weeks helping me with every step of the research project: notecards, outlines, rough drafts, bibliographies ... everything. Together, we have taken the most horrific part of teaching English and turned it into a well-oiled machine. I owe her my peace of mind!

- Middle School teacher







(Our LMS) was excited to share a program with me that would allow each student in my class to create a book about the states of matter using an I-pad. She came into the classroom to demonstrate the program to the students and helped me get everyone started. ... We had some great books about the states of matter!

- Elementary School Teacher

In the Fall, my media specialist helped me plan and execute an activity where students were "stranded on a desert island." They had to create pleas requesting that food be sent to them ... (and) had to research various minerals and the importance of these minerals to the human body. They then asked for foods containing these minerals. My media specialist helped organize the informational texts students would use for research, helped film the students as they made their pleas, and helped organize and assist during the research process.

- Middle School Teacher

During the last school term, I taught physical science and had a new idea ... [so] I approached the librarians ... [about] presenting the lesson with me. The ideas, resources and instruction they provided enhanced both the activity outcome and the learning. I think the instruction was made more powerful because of the collaborative effort.

- High School Teacher

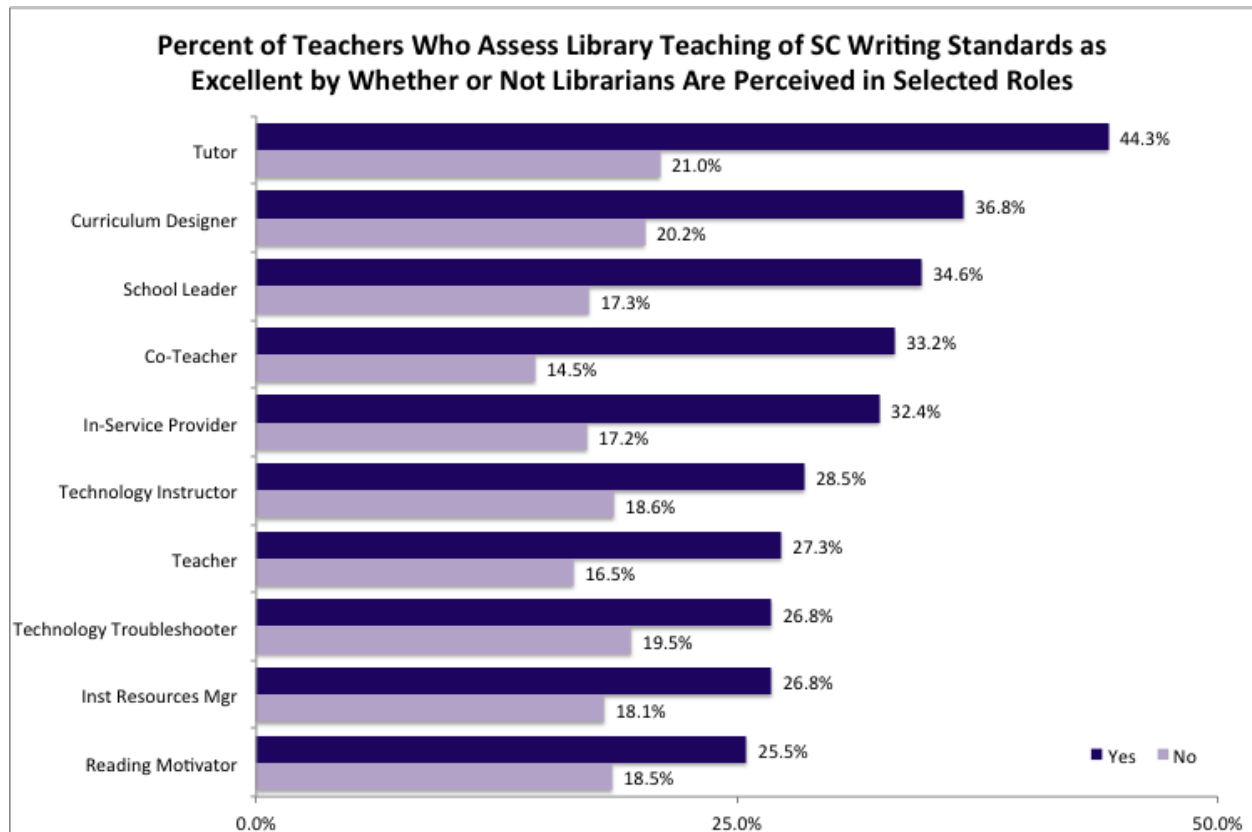
Perceived Librarian Roles and Assessments of Standards Teaching

Do teacher perceptions of librarians in certain roles help to predict how highly they will assess the teaching of standards through school library programs? The answer to this question is yes.

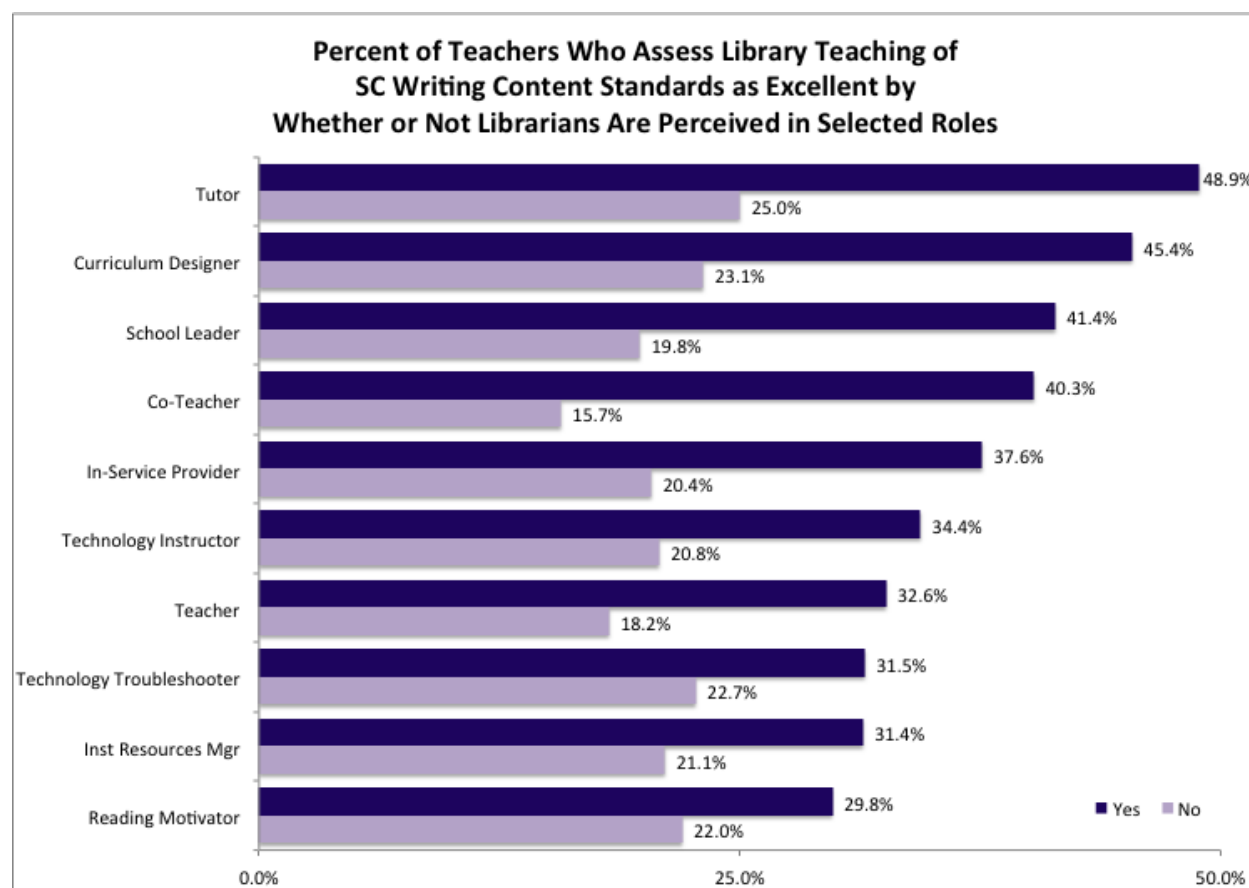
Teachers were more likely to assess library teaching of standards as excellent, if they reported perceiving their librarians playing the following roles: Tutor of At-Risk Students, Curriculum Designer, School Leader, Co-Teacher, In-Service Professional Development Provider, Technology Instructor, Teacher, Technology Troubleshooter, Instructional Resources Manager, and Reading Motivator.

While the rankings of these roles varied occasionally depending on the standard, teachers' perceptions of librarians playing these roles were associated with both Writing and English Language Arts (ELA) standards, including Content and Organization for Writing as well as Literary Text, Informational Text, and Research for ELA.

Generally, across standards, the top 4 roles, usually in rank order, were Tutor of At-Risk Students, Curriculum Designer, School Leader, and Co-Teacher. Usually, the double-digit gaps in excellent assessments between teachers perceiving and not perceiving librarians in these roles were the largest gaps associated with any roles.



Generally, across standards, the bottom 4 roles—both in terms of the percentages of teachers giving excellent assessments and the gaps between those perceiving and not perceiving librarians in certain roles (i.e., usually high single-digit differences)—were Reading Motivator, Instructional Resources Manager, Technology Troubleshooter, and Teacher.

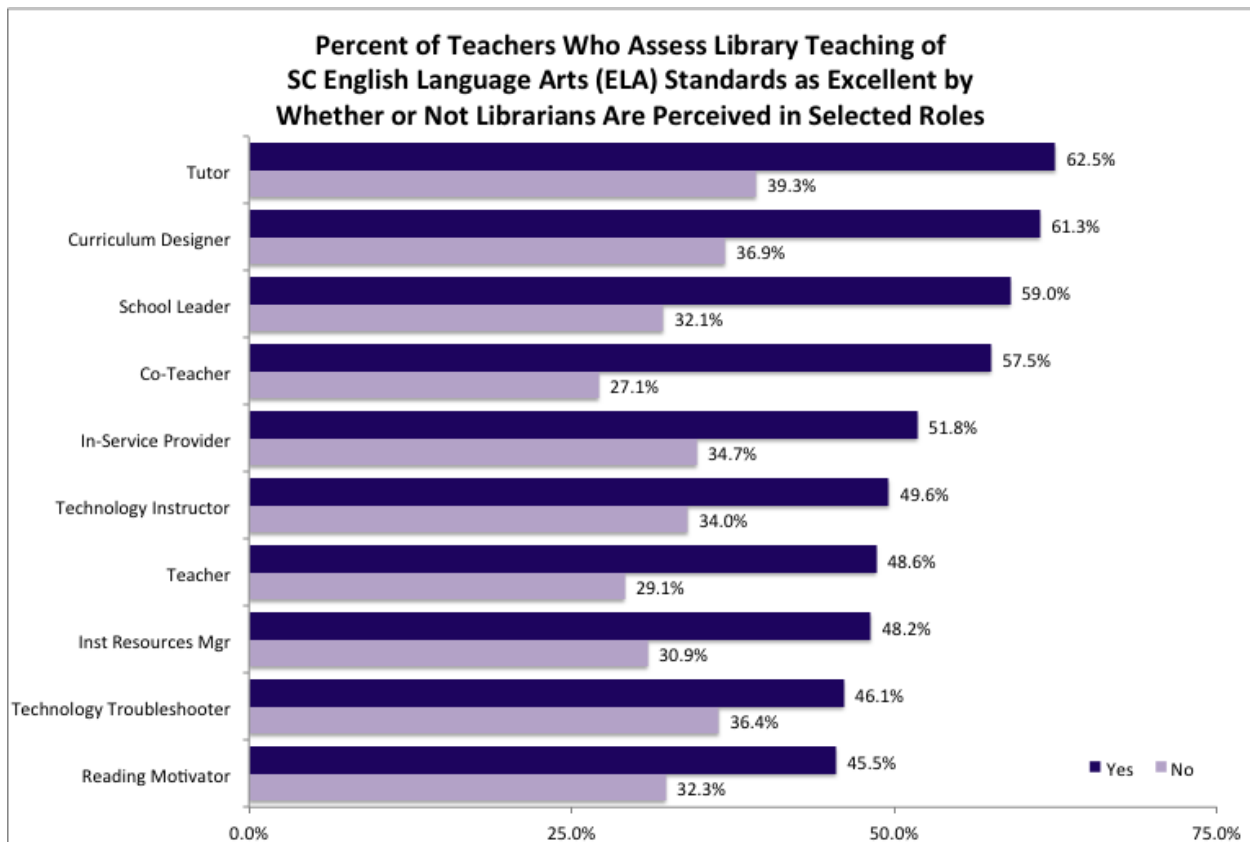
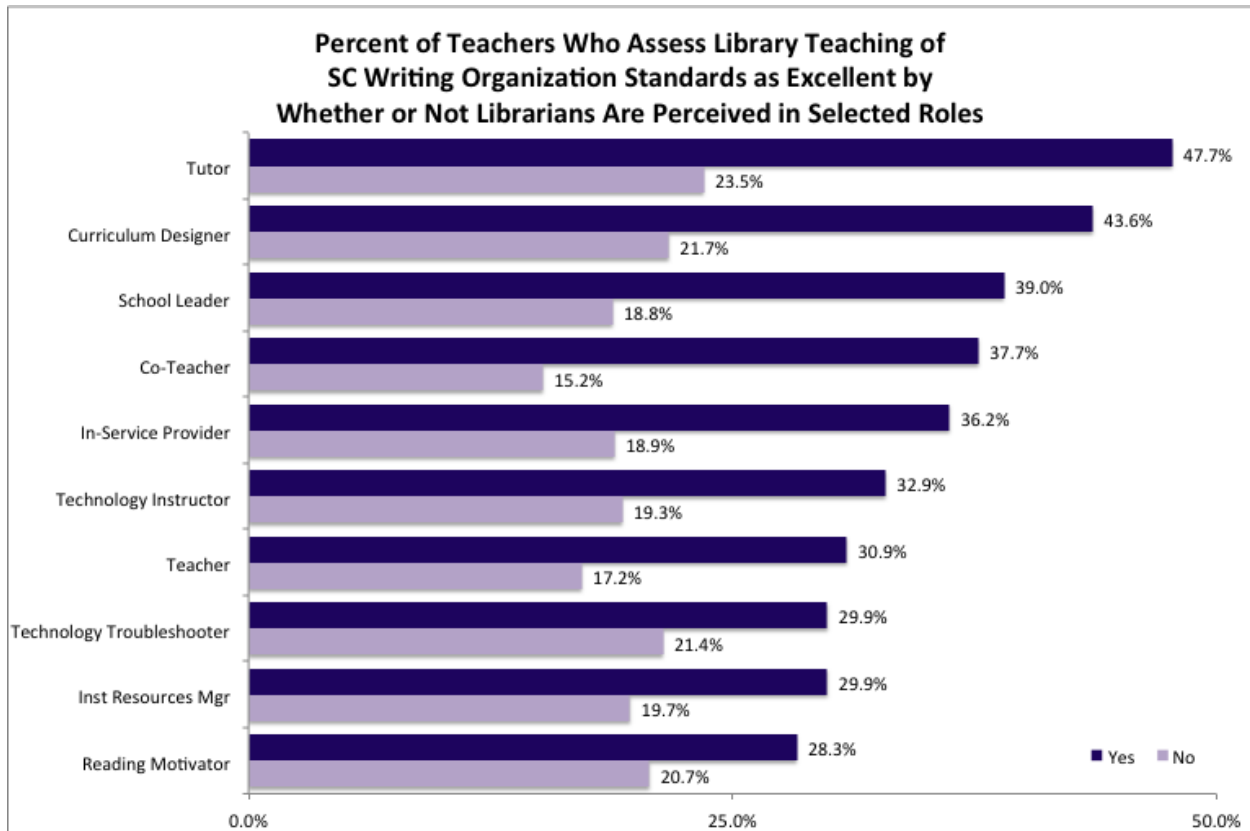


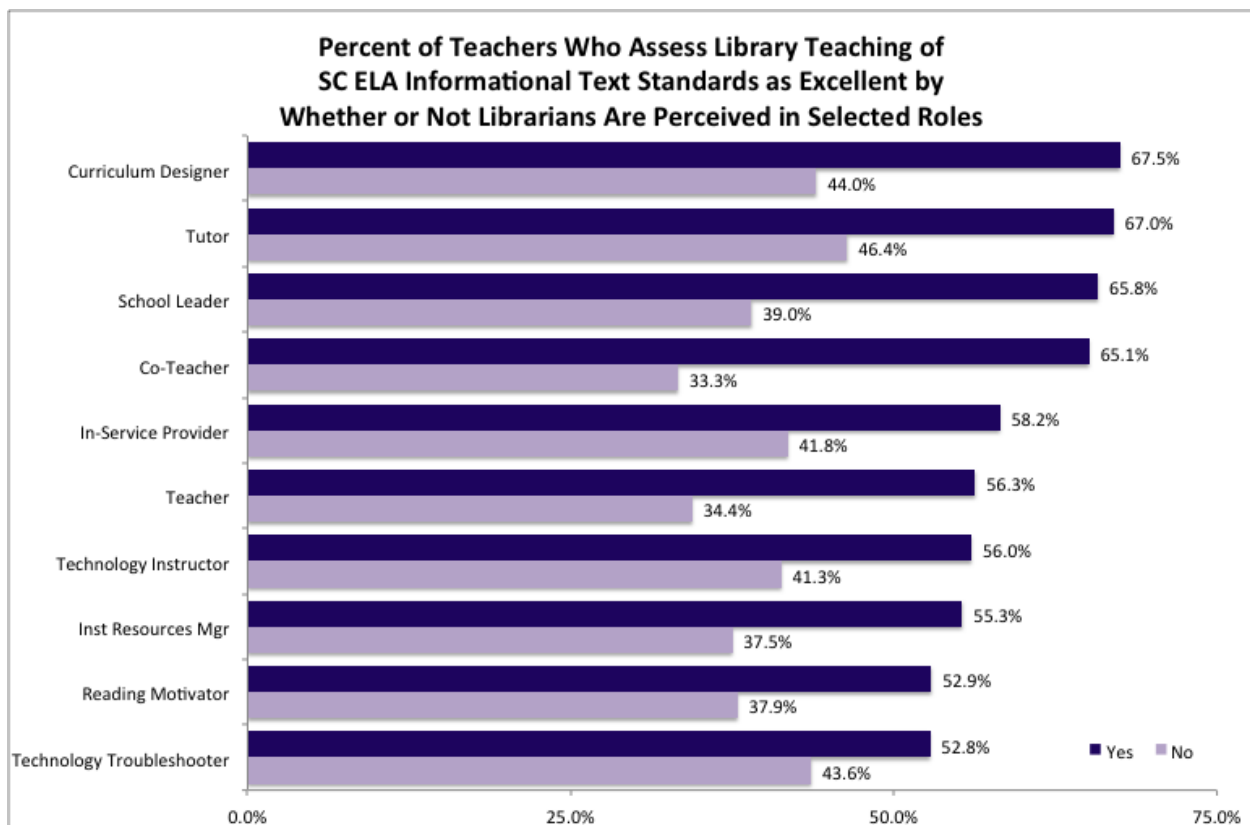
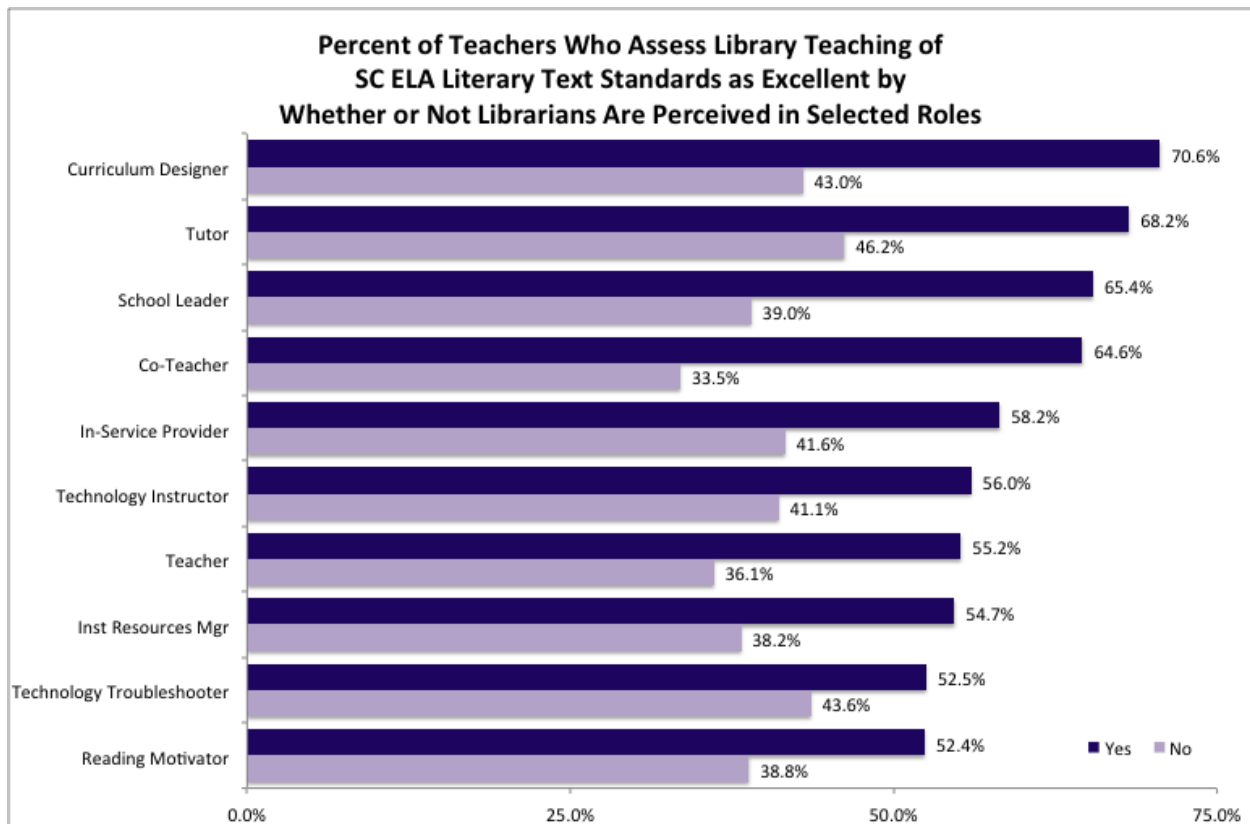
After my students finished reading two novels, our librarian taught them how to write a book review. Not only did she display previously written book reviews for them, she also modeled what a well written book review should look like. She also taught an excellent lesson on effective research methods.

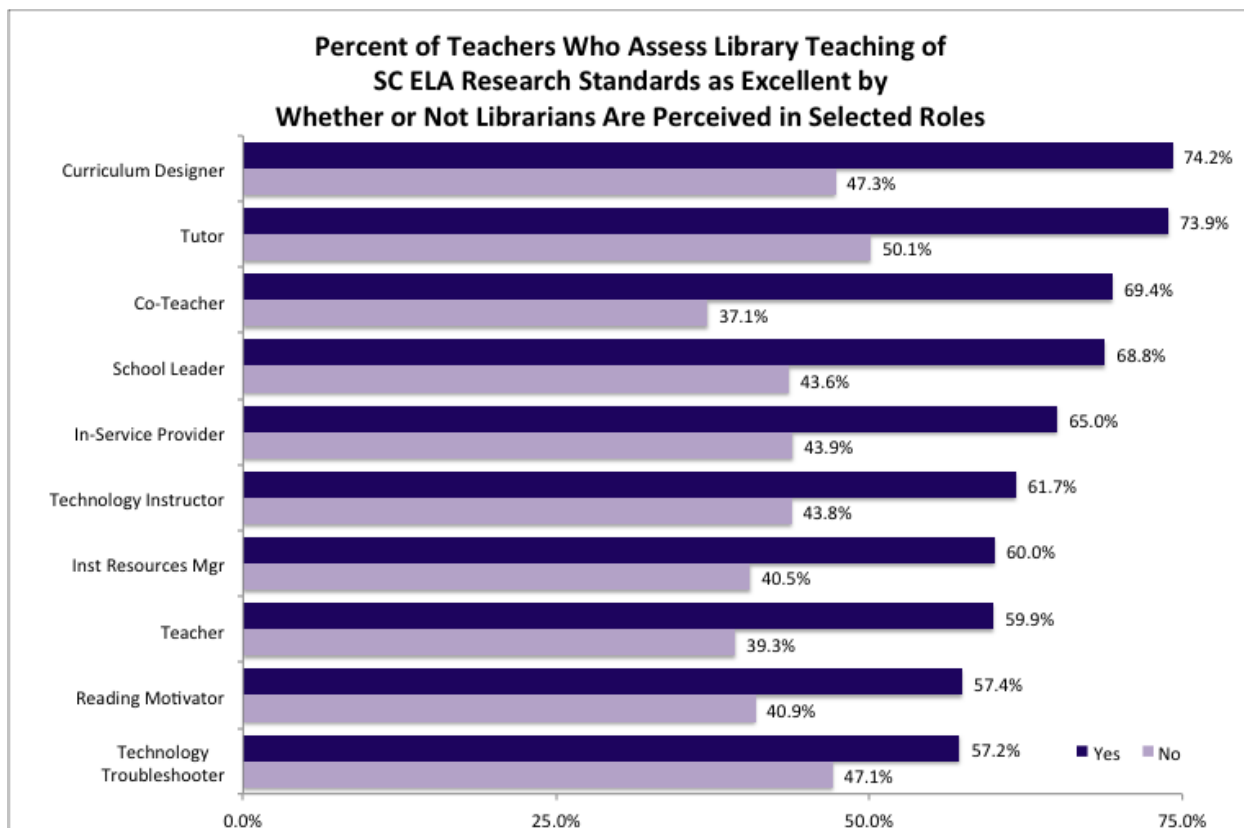
- Middle School Teacher

Book reports like I had to do once upon a time ... are boring! After collaborating with our media specialist, she came up with the idea of having the students create a PhotoStory. They still had to read the book and include the most important information, but it required so much more: organization to write and read the text ... to go along with the photos ...; knowledge of PhotoStory/WMVfiles and the ability to use both; practice of recitation of their voices for sound files. I've never seen them so excited to work on a book report in my life.

- High School Teacher







Our Media Specialist ... did an awesome job this year working with my 3rd grade students on a SC Regions projects. Students had to develop their ideas on a graphic organizer, research their area, provide specific details about the region, and finally create and present final posters advertising the area. What a fantastic way to incorporate many standards into one lesson!
- Elementary School Teacher

My librarian ... somehow is able to keep on top of an incredible amount of technology and innovative ideas, that ... are practical and useful for ... standards.
- Middle School Teacher

*Recently one of my students asked to go to the library to select a book for Sustained Silent Reading. I teach a class of students who are weak in reading comprehension skills and this young man is a part of this class. Basketball is his chief interest, and our librarian recommended a book based on that interest. During the SSR period, this reluctant reader was enjoying this book! This happens continuously ... Another example ... I teach American Literature to several classes. Our unit on Hawthorne's *The Scarlet Letter* requires deep analysis of the novel. Without my asking, our librarian offered a myriad of resources to help me get ready for teaching the unit ... I will be well prepared because of the support of my librarian.*
- High School Teacher

Assessments of Standards Teaching & PASS Results

Unlike for administrators and librarians, there were no relationships between teachers' assessments of the contributions of libraries and librarians to teaching Writing and English Language Arts (ELA) standards. This unexpected finding raises the question: Why is it not possible to confirm teachers' assessments of library teaching of standards with PASS results? Here are some possible answers:

- Perhaps, the teachers who responded to the survey were not representative of all teachers at a school. Thus, while their assessments may be accurate for their own students, they do not represent well the test results for students of all teachers at their schools.
- Another possibility is that, in assessing their library program's impact on students, responding teachers may have represented their teaching peers; but, generalized from a subset of students who did not represent well all students at their schools.
- A third possibility is that responding teachers may have understood, theoretically, the relationships between library-related activities, librarian roles, and standards; but, were not able to apply that knowledge accurately to the real world of their schools.

Teachers & HSAP Results

While high school teachers were included in the analysis of library-related activities, perceived librarian roles, and assessments of library teaching of standards, the relationships between those assessments and High School Assessment Program (HSAP) results could not be analyzed due to insufficient data.

Librarians

The perceptions of responding librarians indicate that they engage frequently in library-related activities and believe that their principals and teachers see them playing key instruction-related roles in their schools. These perceptions tend to coincide with their teaching self-assessments. In turn, for English Language Arts (ELA) standards, those self-assessments were consistent with Palmetto Assessment of State Standards (PASS) results. While a similar relationship was not found for self-assessments on Writing and PASS results, the actual time librarians reported spending on joint instruction with classroom teacher colleagues was associated with both Writing and ELA results.

Survey Results

In the librarian survey, respondents addressed their own perceptions regarding the frequency of their participation in library-related activities, the librarian role perceptions they attribute to their principals and teachers, and their assessments of library teaching of standards.

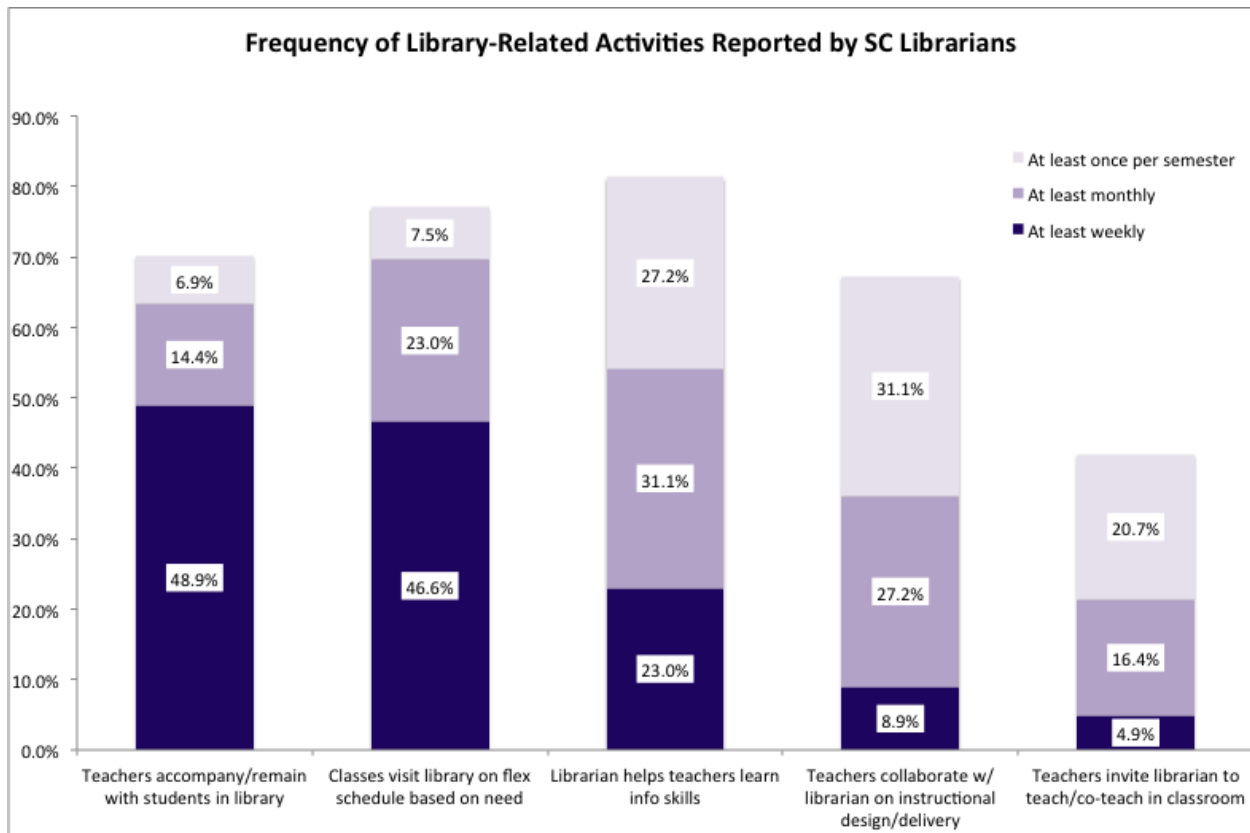
Frequency of Library-Related Activities

Majorities of responding librarians reported engaging in 5 library-related activities.

In rank order (by at least weekly responses), they were:

- Teachers accompanying their students to the library and remaining there with them
- Classes visiting the library on a flexible schedule based on instructional need
- Librarian helping teachers learn new information skills
- Librarian collaborating with teachers on design and delivery of instructional units

Less than half of responding librarians reported being invited to classrooms by teachers to teach or co-teach instructional units as rarely as once per semester.



Our library is no longer a place just to house books. We offer an inviting atmosphere for students and teachers to come to learn (and) to collaborate with our technology educator and create presentations to share their knowledge. Finally, we are able to share our presentations with other classes and schools by using video conferencing. This allows the students to present to an authentic audience of their peers.

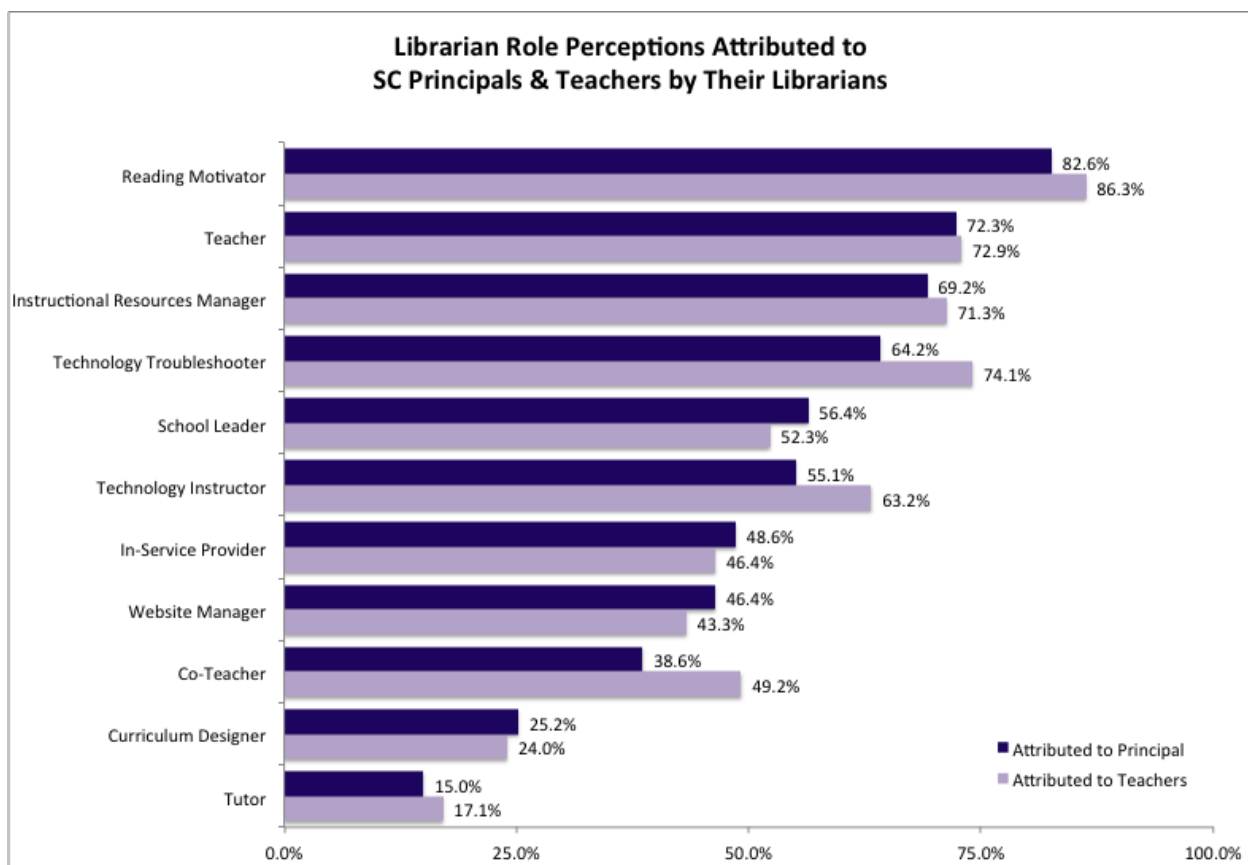
- Elementary School Library Media Specialist

Librarian Roles Attributed to Principals & Teachers by Librarians

Librarians were asked to identify the roles in which they believe their principals and teachers see them. Majorities of responding librarians attributed the following 6 roles to their fellow educators (in descending order for principals): Reading Motivator, Teacher, Instructional Resources Manager, Technology Troubleshooter, School Leader, and Technology Instructor.

Substantial minorities of librarians believe their fellow educators see them as: In-Service Professional Development Providers, Website Managers, and Co-Teachers.

The least frequently reported roles—by a quarter or less—were Curriculum Designer and Tutor of At-Risk Students.



I have worked with many students over the years who feel they cannot read and I have been able to show them that they not only CAN read, but can read WELL. I am very proud of this and it is an area of my job that gives me great joy. I also have a passion for research and love helping students learn research skills ... understand how to develop research questions and locate information ... recognize reliable information and be able to use what they learn ethically.

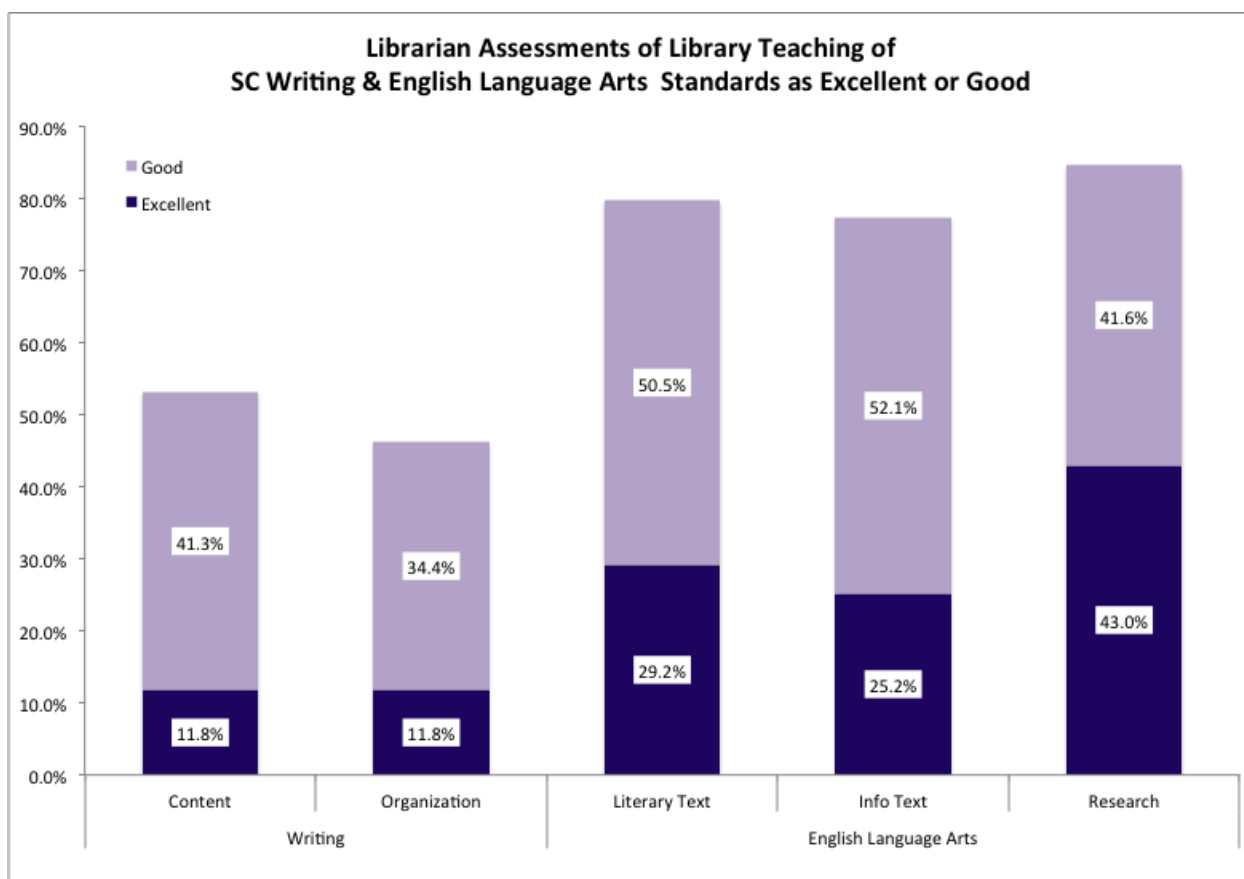
- Elementary School Library Media Specialist

Assessments of Library Teaching of Standards

Compared to administrators and teachers, responding librarians' assessments of their teaching of South Carolina Writing and English Language Arts (ELA) standards diverged most dramatically. While they expressed a high level of confidence in their teaching of ELA standards—specifically, Literary Text, Informational Text, and Research—they were dramatically less generous when assessing their teaching of Writing standards—specifically, Content and Organization.

Only around half of responding librarians rated their teaching of Writing standards as excellent or good, while about at least 4 out of 5 rated their teaching of ELA standards equally highly.

These findings suggest that, while librarians themselves understand well their contributions to teaching ELA standards, particularly Research, they are less clear or perhaps just less confident about their contributions to teaching Writing standards. This is surprising, given the focus in recent years on librarians teaching students to master information literacy and other 21st Century learning skills—skills that require excellence in Writing as well as ELA.

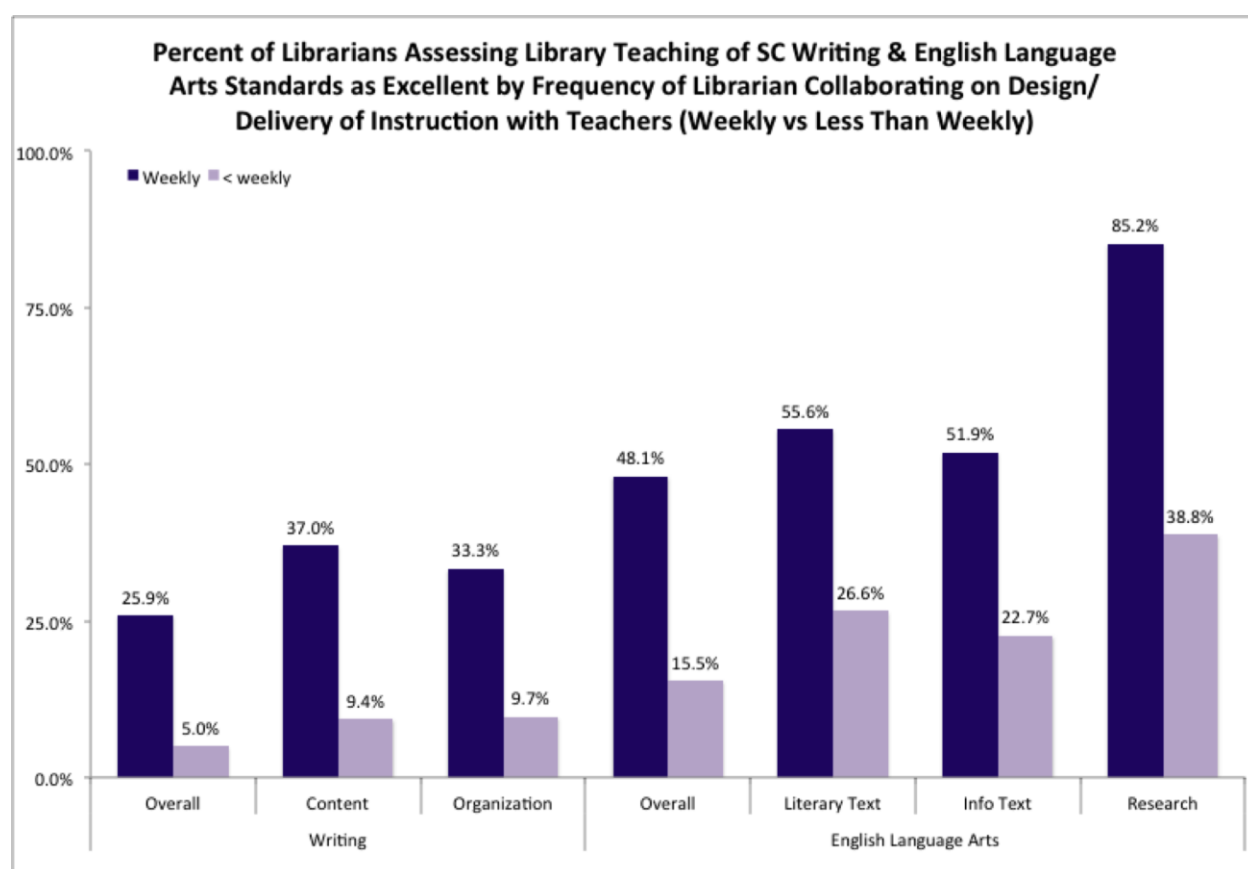


Library-Related Activities and Assessments of Standards Teaching

Does librarian engagement in selected activities help to predict how highly they will assess their own teaching of standards through school library programs? The answer to this question is yes.

Activities Associated With Writing & ELA Standards

First and foremost, librarians were dramatically more likely to rate their teaching of both Writing and English Language Arts (ELA) standards as excellent, if they reported collaborating with teachers on the design and delivery of instructional units at least weekly. Indeed, librarians who reported such frequent collaboration with teachers were 2 to 5 times more likely than less frequent collaborating librarians to rate their own teaching as excellent.

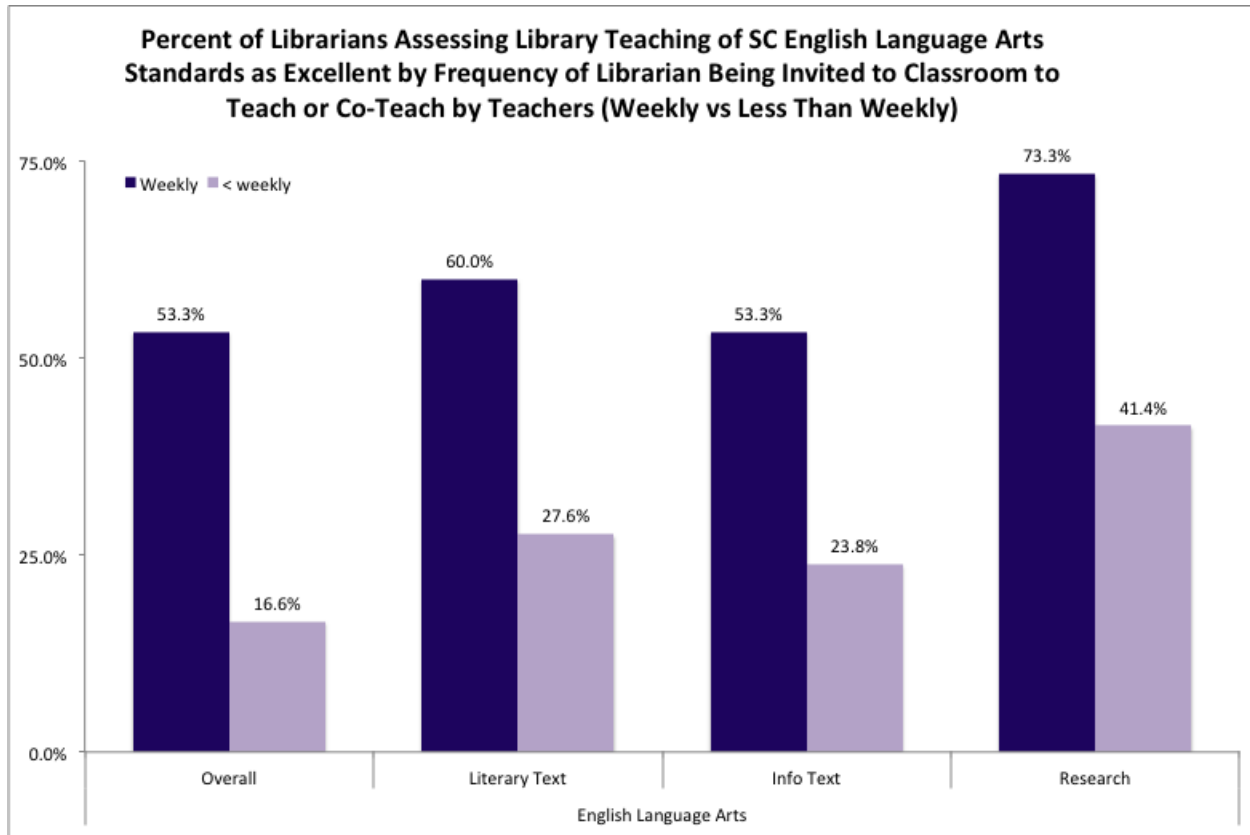


Recently a third-grade teacher requested assistance with her class's animal projects. Together we talked about methods, resources, materials, delivery, presentation, and evaluation. The class came to the media center each day for guided research and assistance. The classroom teacher, an instructional assistant, and the media specialist worked directly with students conducting research. The teacher stated that in part because of the media specialist's instruction and assistance, the students' work was the best she had seen in 8-10 years.

- Elementary School Library Media Specialist

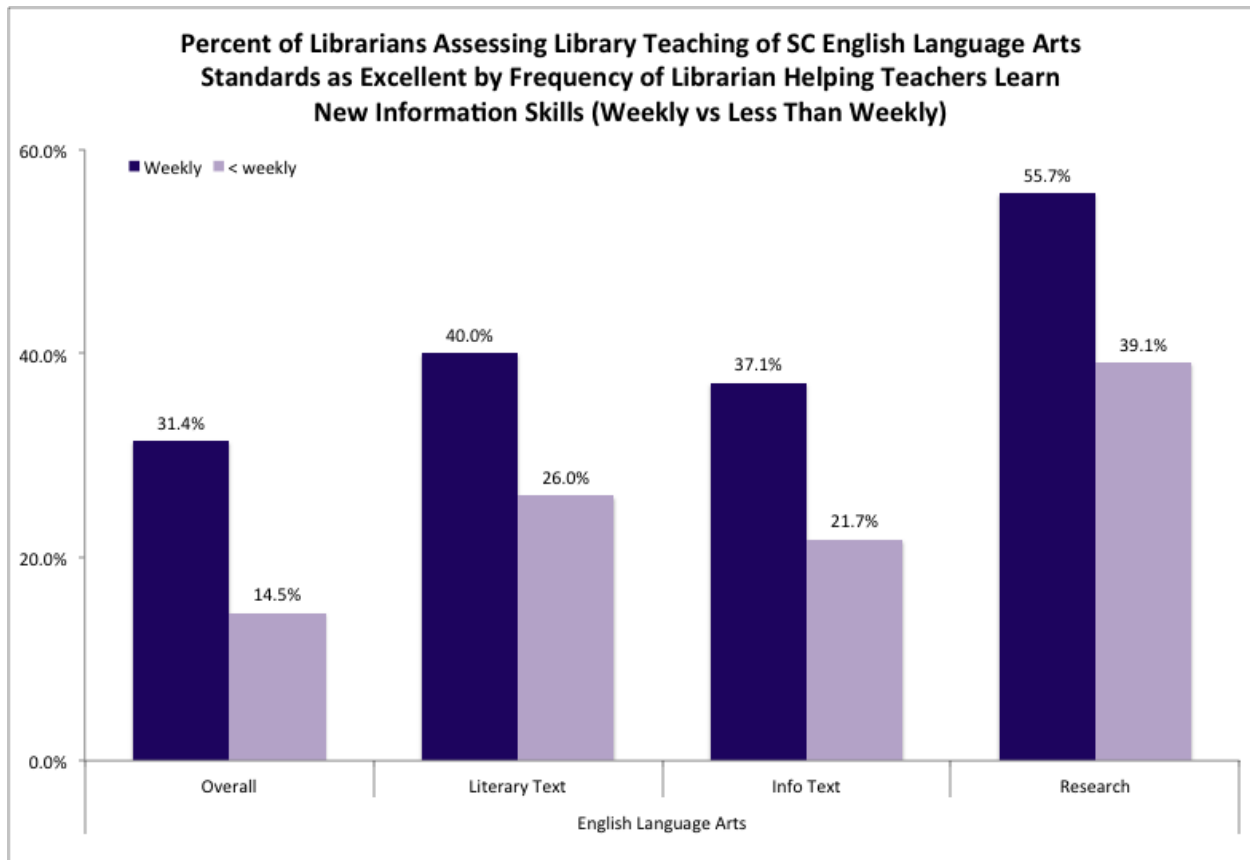
Activities Associated With All ELA Standards

Librarians who reported 2 other activities--being invited to classrooms by teachers to teach or co-teach and helping teachers learn new information skills—at least weekly were more likely—by double-digit margins—to rate as excellent their teaching of ELA standards—overall, Literary Text, Informational Text, and Research.



One of the success stories in my library was when 4th grade teachers decided their children should present the results of their research in a PowerPoint. The teacher allowed me to teach the entire class to use PowerPoint. Then the children came back to the media center to use the computers here to complete their PowerPoints and print the notes version for their teacher.

- Magnet School Library Media Specialist

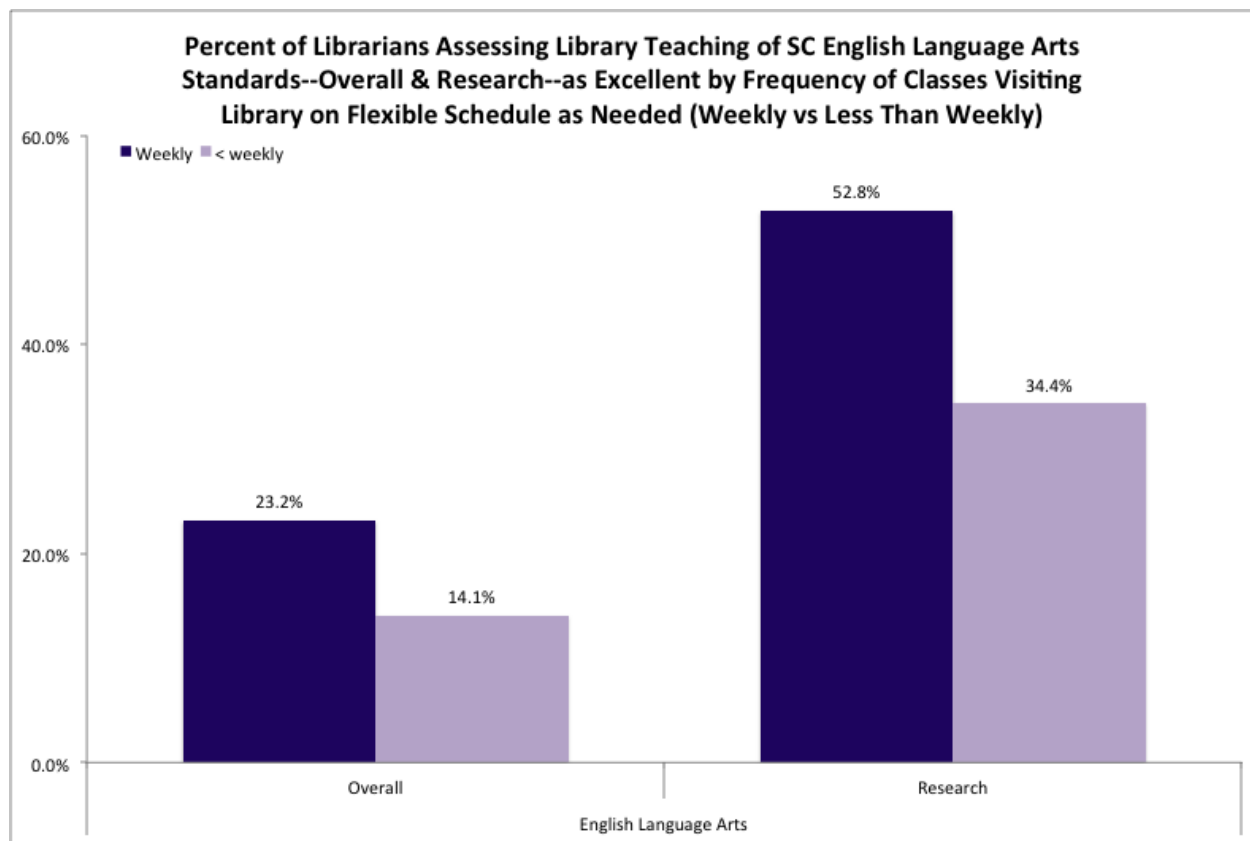


I firmly believe that libraries should always work as the core for instructional materials ... the library needs to be represented in every room, every day, in every lesson. Good communication and relationships with teachers is vital; they need to feel comfortable calling on librarians for anything ... The library should be a place so pleasant and exciting and supportive and engaging that it should be on everyone's go-to list every day.

- Elementary School Librarian

Flexible Scheduling & ELA Research Standard

Librarians who reported having classes visit the library on a flexible schedule (i.e., based on need) at least weekly were also more likely to rate as excellent their teaching of ELA overall and Research standards. The difference between librarians who reported such visits at least weekly and less than weekly, however, did not quite break the double-digit threshold otherwise common in the findings for this phase of the study.



These relationships between the frequency of activities reported by librarians and their teaching self-assessments are consistent with the basic survey results indicating that they are less likely than other educators to assess as excellent their teaching of Writing standards. Instructional collaboration is the only activity whose frequency reported by librarians correlated with their teaching self-assessments for Writing as well as ELA standards. The frequency of librarian reports of teaching and co-teaching with teachers in their classrooms and helping teachers learn new information skills correlate only with their ELA standards self-assessments. And interestingly, librarian reports of the frequency of flexibly scheduled visits are related only to ELA Research standards (with some apparent spillover effect on overall ELA standards).

These findings suggest that South Carolina librarians either do not understand their impact on Writing performance in particular or, perhaps, actually are not having as great an impact on the

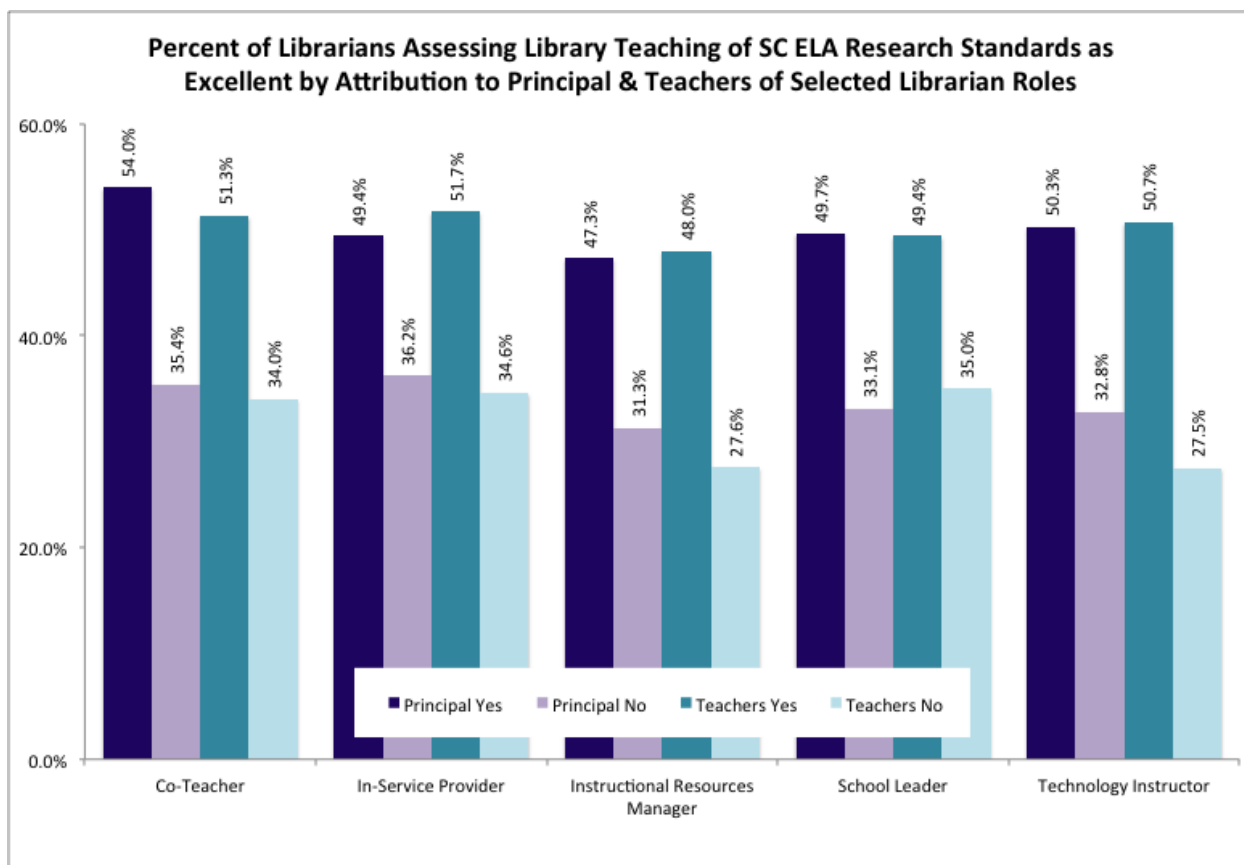
teaching of those standards as they might. Given the perceptions of administrators and teachers, the former seems more likely.

Attributed Librarian Roles and Assessments of Standards Teaching

Do the perceptions of their roles attributed by librarians to other educators help to predict how highly librarians will assess their own teaching of standards? The answer to this question is yes—though a qualified one insofar as different attributed roles were associated with different standards.

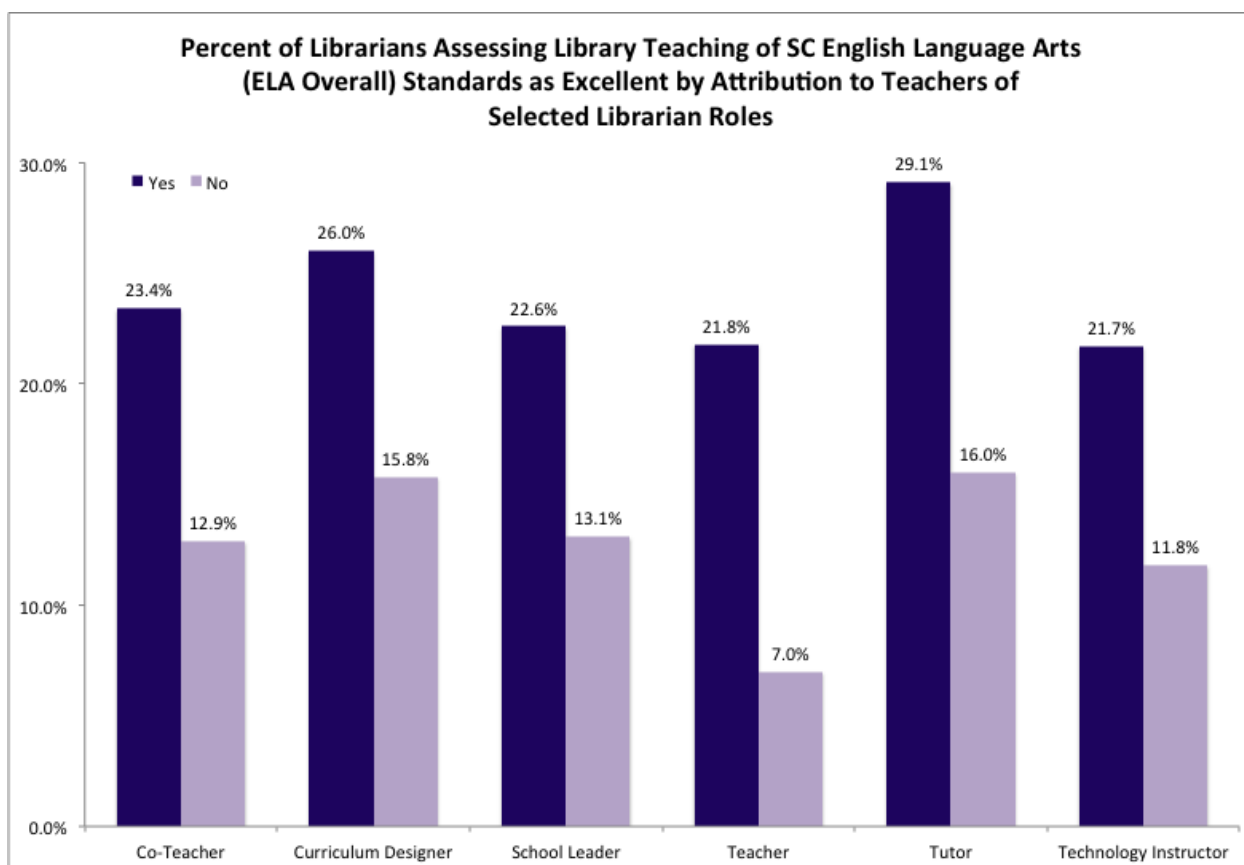
Roles Associated With ELA Research Standards Assessments

The highest percentages of excellent assessments by librarians were related to roles associated with the English Language Arts (ELA) Research standards—generally, the ones for which all 3 educator groups—administrators, teachers, and librarians—gave the highest assessments of excellence. Librarians were more likely to assess their teaching of these standards as excellent, if they felt their principals and teachers perceived them to be playing 5 roles (in descending order by attribution to principals): Co-Teacher, Technology Instructor, School Leader, In-Service Professional Development Provider, and Instructional Resources Manager.



Librarian Roles Attributed to Teachers & Overall ELA Standards Assessments

Librarians' self-assessments on English Language Arts (ELA) standards were associated with their perceptions that teachers see them playing six roles (in descending order): Tutor of At-Risk Students, Curriculum Designer, Co-Teacher, School Leader, Teacher, and Technology Instructor. Notably, some of the biggest differences in excellent assessments are associated with librarian roles that are attributed to teachers less often. And curiously, these associations apply only to overall ELA standards and not to particular ones (i.e., Literary Text, Informational Text, and Research)—with the exception of Research, as reported earlier.

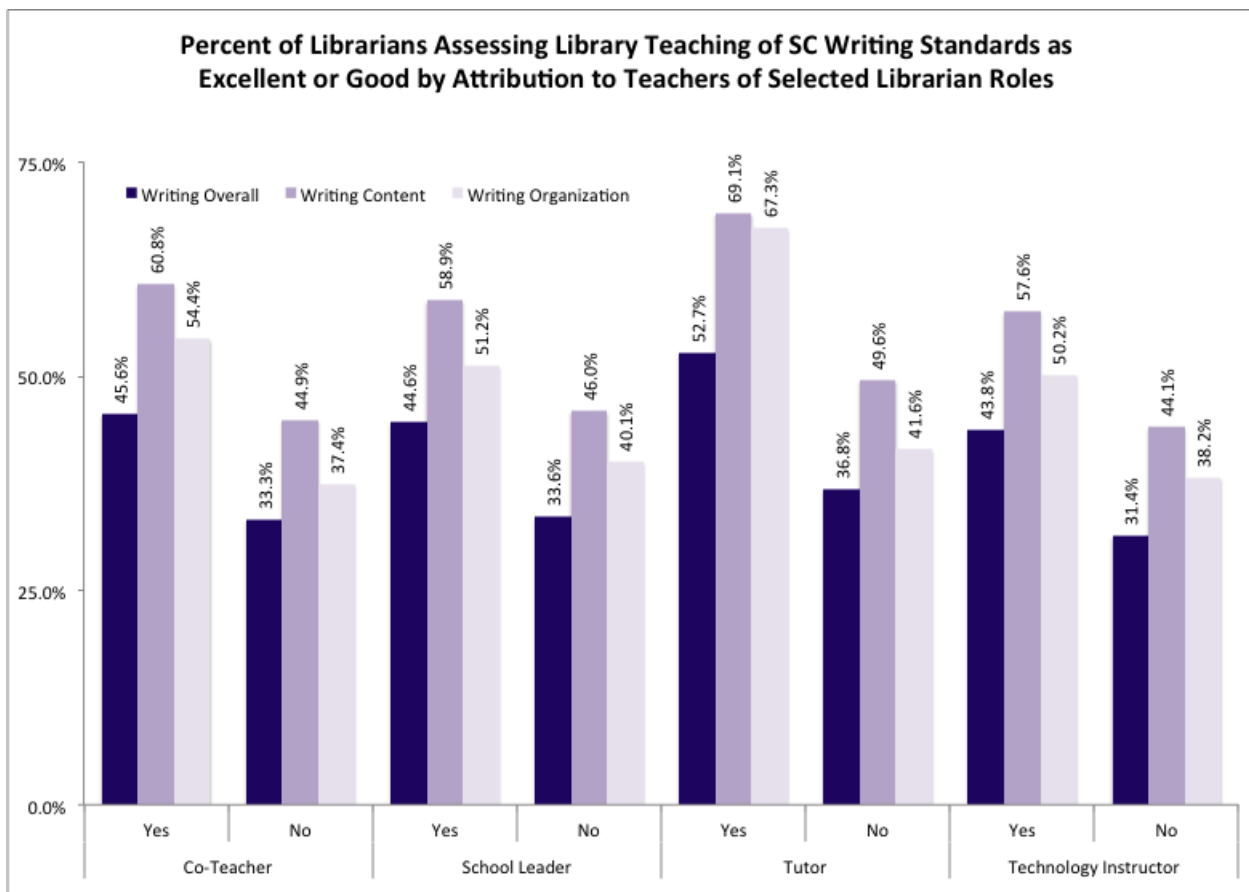


One particular project I worked on this year that was very successful was collaborating with a K5 teacher to do a week long research project about dinosaurs ... The students used print and digital resources to gather basic facts about their dinosaur and created 3 different products to demonstrate their learning ... a written "report" about their dinosaurs ... a drawing of the dinosaur and a fossil of the dinosaur, made out of popsicle sticks ... The combination of print and digital resources, planning and collaboration with the teacher, and of course the ever popular topic of dinosaurs, led to a great introduction to research for our youngest learners.

- Elementary School Library Media Specialist

Librarian Roles Attributed to Teachers & Writing Standards Assessments

While librarians did not seem to connect their regular activities with how well they teach Writing standards, their self-assessments on these standards were associated with their perceptions that teachers see them in 4 roles (in descending order for Writing overall): Tutor of At-Risk Students, Co-Teacher, School Leader, and Technology Instructor. In all 4 cases, librarians who believed their teachers saw them in these roles gave themselves better assessments on Writing standards by double-digit margins, compared to librarians who did not attribute those role perceptions to their teachers. Notably, these patterns apply not only to self-assessments for teaching the Writing standards overall, but also for Content and Organization standards. Indeed, across the board, librarians rate themselves more highly on those 2 subsidiary standards than on the overall Writing standards.



When librarians, therefore, believed their teachers saw them in 4 roles—Co-Teacher, School Leader, Tutor of At-Risk Students, and Technology Instructor—they were more likely to assess their own teaching of both Writing and ELA standards as excellent.

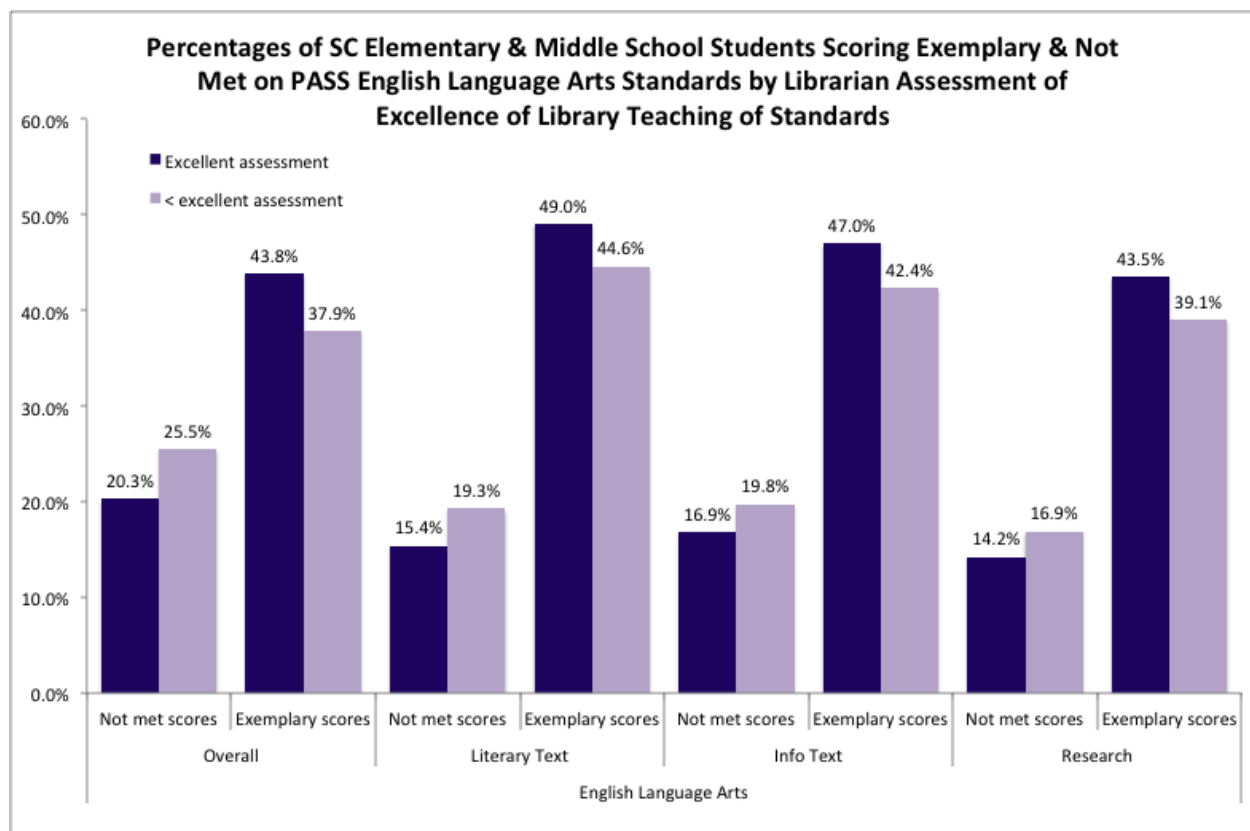
Library Teaching Assessments & PASS Results

Are librarians' excellent self-assessments of their teaching of standards confirmed by students' PASS English Language Arts (ELA) results? The answer to this question is yes. Not only is the answer yes; it is a remarkably consistent one for both the most and least successful students.

For ELA standards, excellent teaching self-assessments were associated with a lower incidence of students failing to meet standards and a higher incidence of them exceeding standards.

These findings indicate that librarians' self-assessments of their teaching of ELA standards tend to reflect accurately actual student performance.

Notably, the same type of relationship was not found for Writing standards. Either librarians do not understand their contributions to the teaching of Writing standards or, in fact, they do not contribute as much to teaching those standards as they could. The former, however, seems more likely, as administrators' assessments of library teaching of Writing standards and actual student performance are related.



I've seen great growth in my students as I work to implement the Common Core State Standards. They are thinking more deeply ... (and) creating great products to show what they know (VoiceThreads, Google Presentations, QR codes, posters, etc.) First graders have been working hard on learning text features of informational text ... they've moved from supporting claims with evidence from the text to creating VoiceThread projects using their own independent research. Their faces lit up with excitement when they heard their own voices reading back their research facts.

- Elementary School Library Media Specialist

We've had success working on a technology data team. We collaborate with classroom teachers and assess their students prior to working on a research project with their classes. We've covered information literacy skills, choosing the most effective app or tool for an assignment, and digital citizenship. In all cases, student proficiency has increased as a result of the instruction and assignment.

- High school Library Media Specialist

For one 3rd grade class, all but one student reached the (reading) goals set. (That one) little boy went to his teacher and asked why he wasn't invited (to the State Read-In). She explained about the goals. He decided he wanted to reach the reading goals. When his classmates saw that he had taken an interest and was now trying to reach his goals, they all became his personal cheering squad ... When the announcement was made that for the following quarter, all the children in the class reached their reading goals, he cried. And so did his classmates.

- Magnet School Library Media Specialist

I think my best success story is from a 7th grader who never used the library and she was put in our library because there wasn't a related arts class for her. As she listened to our interaction she started taking note of books we would recommend. Her family is not one which would have books readily available for her. After she started reading some of the books she would hear us recommend, she started sharing her thoughts and feelings. She is now in 8th grade, she has a library card for the public library and she loves to tell people that she LOVES to read.

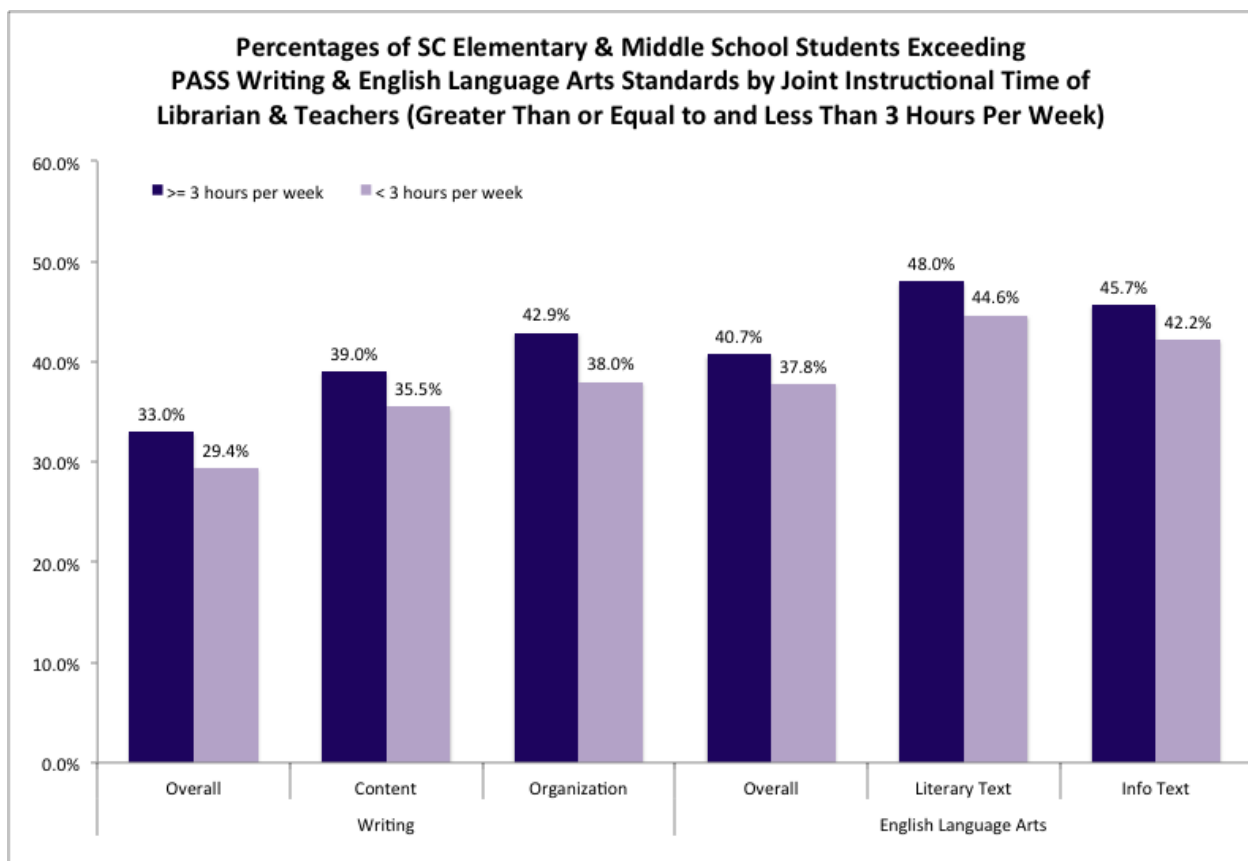
- Middle School Library Media Specialist

Joint Instructional Time & PASS Results

In addition to mirroring the perceptions of administrators and classroom teachers, responding librarians also reported the number of hours per week they spent on joint instructional time with teachers. The median number of such weekly hours was 3. Interestingly, while librarians' self-assessments of their teaching of Writing standards did not correlate with actual student performance, joint instructional time was associated with PASS results in a modest, but consistent way.

Elementary and middle school students were consistently more likely to exceed both Writing and English Language Arts (ELA) standards, if their librarians reported spending 3 or more hours per week on joint instructional time.

Curiously, the only standard to which this pattern did not apply was ELA Research—a standard that was associated with better teaching self-assessments by librarians, many positive perceptions about library-related activities and librarian roles, and a consistent relationship between ELA teaching self-assessments and actual ELA results.



This more quantitative, alternative data may indicate that some of the librarians' self-assessments, particularly about their teaching of Writing standards, were excessively—and indeed, inaccurately—modest.

Librarians & HSAP Results

While high school librarians were included in the analysis of library-related activities, librarian roles attributed to principals and teachers, and self-assessments of standards teaching, the relationships between those assessments and High School Assessment Program (HSAP) results could not be analyzed due to insufficient data.

Conclusion

South Carolina educators—administrators, teachers, and librarians themselves—demonstrated a remarkable consensus about how school libraries and librarians contribute to the academic success of students.

- Administrators agreed about policies and practices that define successful library programs, and teachers and librarians confirmed that the actual incidence of such activities relates in a positive way to the extent to which library programs contribute to the teaching of state standards.
- There is also consensus between these educator groups—at least 2, if not all 3, of them—about the roles librarians play in their schools that make a difference for students.
- Perhaps most importantly, administrators' and librarians' assessments of how well library programs contribute to standards teaching were confirmed by actual state test results.

Library-Related Policies, Practices, and Activities

The three educator groups consistently endorsed instructional collaboration between librarians and teachers and, indeed, librarians serving as teachers of new information skills to classroom teachers.

- Majorities of administrators not only considered instructional collaboration itself essential, but also supported flexible scheduling of school library access and consideration of collaboration when evaluating teachers. Consistently, their belief

in these policies and practices helped to predict their perceptions of how well librarians taught state standards.

- Teachers and librarians associated the frequency of collaboration-related activities with their assessments of library teaching of state standards. In addition to collaboration itself, these activities included class visits on a flexible schedule, individual students being allowed to visit the library during class time, and teacher-initiated collaboration with librarians in classrooms, and librarians teaching new skills to teachers.

Librarian Roles

The 3 educator groups demonstrated some consensus in their rankings of librarian roles; but, they also revealed several areas of disagreement.

There was consensus at both the top and bottom of these rankings. Reading Motivator, Instructional Resources Manager ranked highly with all 3 groups, and Technology Instructor fell in the middle of the rankings for all 3 groups. Lowest in the role rankings were Tutor of At Risk Students, Curriculum Designer, and Website Manager.

Administrators disagreed with teachers and librarians in ranking several roles. Administrators ranked Co-Teacher and In-Service Professional Development Provider near the top, while the other 2 groups gave them middling rankings. Conversely, teachers and librarians ranked the role of Technology Troubleshooter very highly, while for administrators it fell near the bottom of the list.

Curiously, teachers disagreed with administrators and librarians about one role—School Leader. Administrators and librarians gave it a middling ranking, while teachers ranked it near the bottom of the list.

Whatever their rankings of the roles, however, the 3 educator groups tended to assess as excellent library teaching of standards when they associated librarians with the roles of Co-Teacher, Curriculum Designer, Instructional Resources Manager, Reading Motivator, School Leader, and Technology Instructor.

There were some interesting variations between the 3 educator groups regarding these and the remaining roles. Administrators associated all of the other roles closely with the role of School Leader. Administrators who desired that librarians be School Leaders were also likely to wish them to play each of the other roles. Teacher perceptions of librarians playing each and every role were associated with better library teaching of standards. And, for librarians themselves, the most consistent association of their belief that their principals and teachers see them in most of the roles is specifically with the English Language Arts (ELA) Research standard.

PASS Results

The 3 educator groups differed dramatically in the extent to which their assessments of library teaching of standards was consistent with actual PASS results.

Administrator assessments of the contributions of their library programs to teaching standards were consistent with both PASS Writing and English Language Arts (ELA) results.

Librarian self-assessments of their contributions to standards teaching were consistent only with ELA results.

Teacher assessments of the contributions of their library programs to teaching standards were consistent with neither Writing nor ELA results—an inconsistency in the overall findings of this phase of the study that is most likely attributable to responding teachers and/or their students not representing accurately all students at their schools. In making their own assessments, administrators and librarians were probably considering all students in their schools, while teachers were most likely focusing on the students in their particular classes.