

Making library programs count: Where's the evidence?



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School library media specialists can and do exert a positive and significant effect on academic achievement. (Lance 2002.)

Current academic research applauds the work of teacher librarians and confirms what we already know in our hearts. Excellent school library facilities and programs enhance student achievement! Even though we know this to be true it has been wonderful to hear and read it over and over again at recent conferences and in school library journals. The research results have been confirming. They make us feel good even in these turbulent times in education.

Strong school library programs have never been needed more. Businesses, organizations and school districts realize that information handling is and will continue to be important. Information Literacy, the ability to access, process and communicate information is recognized as a universal life skill today.

The school library provides information and ideas that are fundamental to functioning in today's information and knowledge based society. The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens. (UNESCO/IFLA School Library Manifesto, 2000.)

Yet we hear daily of schools and entire school districts in Canada that have decided they no longer need or can afford teacher-librarians. This dichotomy is not only mind-boggling but also very disturbing and wasteful.

- There is a globally recognized need for students to be information literate.
- The research identifies how school library programs improve student achievement.
- Our faculties of education offer high quality teacher training both face-to-face and on-line.
- Our teacher librarians are well skilled and highly qualified.
- We have many excellent information literacy skills continuums.
- We have access to the best professional teaching materials.
- Facilities worth great sums of money already exist in most schools.

Why does the decline continue despite our collective efforts to change the tide?

The time for tears and anger is past. It is now time for site based action. We must use the research findings to really make a difference. If we are ever going to be successful collectively we need to begin now by taking personal, individual action. Putting research findings to work for us entails more than lobbying for improved staffing, budgets, facilities and technical support for school libraries. Look closely at what the research is really telling us. The greatest positive impact on student achievement occurs in schools where the emphasis is on effective teaching and learning facilitated in the library. School library program makes a difference in schools where:

- The teacher-librarian is a curriculum leader.
- Teachers and teacher-librarians collaborate in the design of learning experiences.
- Information literacy is infused in all curriculum.
- Technologies are seen as tools to enhance learning.
- Technologies in the library are linked to classrooms and to the world of information beyond the school.

Improved staffing, budgets, facilities, and support, are goals we all need to lobby for. They make the work of the teacher-librarian more effective, more efficient, and lets face it, a lot more pleasant. These, however, do not make a significant difference alone. It takes a trained, creative teacher-librarian to make a real difference through purposeful collection development, careful planning, implementation, and evaluation of program in collaboration with teachers.

To make our programs count and to be accountable, we need to take a hard look at the research findings, assess where we are and decide what we need to do. We need to set some achievable goals, and develop an action plan.

This article will, we hope, provide you with some starting points and a basic framework for change that reflects

the implications of current research findings from the work of Lance, Loertscher, Woolls, Krashen, McQuillan and Haycock. We need to focus our energies on implementing the interpretation of these research findings so we can empower our students and teachers. We know "what works" (Haycock) in school libraries to make a difference in achievement. What we have to figure out is how to make it happen in our own schools. As Loertscher suggests in his book of the same title, "Reinvent Your School Library in the Age of Technology". Take the research findings and translate them into action. Reflect on what you are doing. Rethink, rework, and redesign. Make it happen, even if only on a small scale at first.

The organizer, *Charting the Preferred Future for Your Library* will help you put some of the research findings into practise. This organizer is intended to be a catalyst for teacher librarians as we begin to diagnose, assess, and plan improved library programs. In the first column, *What the Research Says*, are some of the key research findings. The implications these findings hold for school libraries and school library programs suggested in current literature are listed in the second column entitled *Implications for Program*. The *Focus for Action* column lists some ideas for your school based implementation. These suggestions are by no means exhaustive. You will want to add many more for yourself. The last column, *Evidence of Success* will, we hope, help you to think about ways you can collect tangible data that demonstrates improved teaching and learning experiences in your school. When gathering evidence, collect both quantitative and qualitative data.

If we are going to make sure that libraries count, each of us must be accountable for improving our facility and program. The research suggests that at each school library site we must:

- Teach information literacy skills infused in classroom curriculum.
- Build a rich inclusive library collection.

- Enhance technology and expand links to classrooms and beyond the school walls.
- Collaborate with teachers to design, teach and evaluate learning activities.
- Teach Information Literacy strategies to staff and help them make connections to content subjects.
- Provide leadership in the integration of information literacy and technology in all curriculum areas
- Report, advertise and celebrate our successes.
- Reflect on, rework and redesign tasks in a quest to create improved capacity for student achievement.
- Collect and share evidence of student and co-teacher success.

As we put a plan in place we must all start gathering the evidence of improved student achievement to share with other teacher-librarians, classroom teachers, administration, parents and of course our students. They also need to know that

information literacy is empowering for them. That's what it is all about, improving student achievement. Let's put student results back at the center of our planning.

Use the chart we have developed or create a blank one of your own targeting the specific research findings that you and your school want to zero in on. Develop an action plan based on the research. Implement it and start recording all indications that you, your co-teachers and your students are experiencing success. Think about how and why they were successful. Keep in mind that assessment of student learning is not only to inform the student and parent of individual progress but also to inform us as educators so that we can improve our teaching and learning methodologies. When achievement is less than you had hoped for look for the areas of weakness and devise a way to provide students with experiences that will facilitate greater success next time.

Share the "secrets of student success" with co-teachers and

administrators. Explain the different tasks and how each contributes to the ultimate success of the project. Make it work for you. Provide your school community with the "grassroots evidence" and then collectively urge all other stakeholders to work to improve staffing, technical support, budgets, and facilities. Keep in mind however, that this kind of improvement will register little impact, in terms of student achievement, without you, the teacher-librarian, to make things happen.

The teacher-librarian is the person who can really make a difference. Put the research into action and show the world that you "can and do exert a positive and significant effect on academic achievement". ✨

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References
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Charting the preferred future for your school library

Developed from the works of Haycock, Krashen, Lance, Loertscher & Woolls, and McQuillan.

What the research says	Implications for program	Your focus for attention	Evidence of success
Principal support of the Library Media program and teacher collaboration with the Library Media Specialist are critical to making the Library Media program an integral part of teaching and learning. <i>(Colorado Study 1999)</i>	<ul style="list-style-type: none"> ● engage in active, positive advocacy with colleagues, administration, parents and community. ● collaborate with teachers to plan lessons and units. ● "get on with it" 	<ul style="list-style-type: none"> ● prepare documentation of roles and goals (budget proposal, annual/monthly report) ● present brief but enticing staff meeting agenda items ● book regular focused meetings with administration ● invite administrators and community members to see students working during the processing of information as well as the celebration and sharing 	<ul style="list-style-type: none"> ● increased support ● increased budgets ● increased planning time with teachers ● team approach to planning, teaching and evaluating ● collaboration log ● impact questionnaire ● humming library
The Library Media Specialist has a teaching role, both as a co-teacher of information literacy to students and as an in-service trainer of teachers. <i>(Colorado Study 1999)</i>	<ul style="list-style-type: none"> ● adopt an information skills continuum for your school ● identify requisite information skills and collaboratively infuse these skills in learning experiences ● together identify other curriculum applications for these skills. ● identify staff needs in terms of information skills training ● adopt a flexible scheduling timetable ● assume a leadership role in the school 	<ul style="list-style-type: none"> ● teach a research process to students, staff and parents ● co-design lessons/activities to ensure that students develop understanding through information processing ● co-operatively (with teacher, and/or students) establish criteria for assessment of all stages of the project. ● co-plan/share/teach exciting strategies to effectively integrate information literacy skills in other curriculum ● provide creative staff development (lunch, on-line, with another school) 	<ul style="list-style-type: none"> ● tracking of skills taught ● journal of your teaching ● timetables/planning records ● reporting comments ● co-teacher reflections ● feedback from staff development sessions ● evidence of transfer of skills to new situations ● student self assessment ● assessment of information skills (rubrics, checklists) ● confident, happy, successful, researchers

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<p>Library Media programs that contribute most strongly to academic achievement are those with the technology necessary to extend access to information resources beyond the Library Media Center to classrooms and labs throughout the school <i>(Colorado Study 1999)</i></p>	<ul style="list-style-type: none"> ● establish an information flow in and out of the library, to all stakeholders, 24 hours a day ● use technology purposefully and effectively ● make the use of technology transparent ● capitalize on engaging appeal of technology 	<ul style="list-style-type: none"> ● develop and implement a technology plan ● assess and purchase excellent licensed databases ● ensure that library digital information is networked to classrooms and labs ● provide bookmarked sites or hotlists for specific needs ● develop a library WebPage ● mount projects on the WebPage with access from home if possible ● develop/use engaging Webquests 	<ul style="list-style-type: none"> ● collection of exemplars ● observation notes ● interviews with students, and staff ● reporting comments ● evidence of transfer of technology skills to new situations ● effective use of multimedia ● evidence of co-teacher technology comfort and expertise ● student mentoring ● skills continuum tracking ● student computer logs ● excitement
<p>The presence of rich collections of print and electronic resources is a predictor of academic achievement. <i>(Pennsylvania Study 2000)</i></p>	<ul style="list-style-type: none"> ● match collection to curriculum and special needs of staff and students. ● collection must contain the right materials for the right learners at the right time in every format available (Loertscher) ● collections should enhance textbook information 	<ul style="list-style-type: none"> ● weed the collection ● conduct a needs assessment ● survey staff and students ● prepare a budget proposal ● apply selection criteria ● source and acquire needed resources ● promote new acquisitions 	<ul style="list-style-type: none"> ● survey results ● circulation data ● collection mapping (strengths and weaknesses) ● collection development plan ● library full of busy students
<p>Students need help to realize that they must summarize and make decisions rather than just copy what someone else has concluded. <i>(Loertscher and Woolls 1999)</i></p>	<ul style="list-style-type: none"> ● teach the skills of synthesis <i>(Haycock 2002)</i> ● ensure that students use the library facility for more than just fact finding. ● integrate higher level skills in the context of classroom content. ● instruct teachers in the design of effective information tasks ● value process as well as product ● teach legal and ethical use of information 	<ul style="list-style-type: none"> ● focus on activities that generate synthesis not "thinsesis" ● design lessons that integrate higher level skills ● teach analysis and sythnesis: summarizing, synthesizing, decision-making, taking a side based on evidence, coalescing ideas forming a supportable position, taking a stand... ● provide inservice to staff, students and parents on plagiarism, safe and ethical use of information and proper documentation 	<ul style="list-style-type: none"> ● research portfolios ● exemplars of process and product ● learning logs/journals ● audio recordings of discussions ● videotapes of student presentations ● student self evaluation ● co-teacher evaluation of process ● student engagement and satisfaction ● students ask higher level questions ● student understanding
<p>Children and teens surrounded by huge quantities of books they want to read actually read more. Those who read more score higher on achievement tests. <i>Krashen 1993 & McQuillan 1998)</i></p>	<ul style="list-style-type: none"> ● select and purchase lots of recreational reading material to interest and challenge students. ● make books easily accessible ● entice students to come to the library ● celebrate books, authors, illustrators, poets ● get books into the homes ● promote non fiction as well as fiction ● read non fiction aloud to students ● collaborate with the public library ● inspire the reading habit 	<ul style="list-style-type: none"> ● provide lots of motivation, promotion of recreational reading material. ● present imaginative book talks, book buffets, displays ● study book reviews and recommended lists ● ask students what they want to read ● provide all kinds of engaging texts (newspapers, magazines online and hard copy, audio books, video, databases) ● ensure library is always open ● organize book clubs ● hold a book fair ● provide classes with rotating classroom collections ● organize a literacy workshop for parents ● support summer reading programs (public library) ● let students check out lots and lots of books ● read aloud often to students 	<ul style="list-style-type: none"> ● circulation statistics ● student surveys ● teacher interviews ● observation notes ● eager students exchanging books ● school yard conversations about books ● requests to reserve books ● need to buy extra copies certain books/authors ● video tapes of student book talks ● student awareness of authors and titles ● student requests in your suggestion box ● traffic in the library ● students caught reading ● lots of students reading

