

Surveys of Indiana School Library Media Specialists 2003-2004

Association for Indiana Media Educators (AIME) in collaboration with the Indiana University School of Library and Information Science and the IU Public Opinion Laboratory at Indianapolis on the IUPUI campus
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*The findings, conclusions, references to other research, and recommendations from these surveys are those of Daniel Callison as Principal Investigator, and do not necessarily represent interpretations from the AIME or ILF membership or Boards, the Indiana Department of Education, or any Indiana school corporation represented by those who developed the survey instruments.

Three survey instruments were sent to each public school building in Indiana:

- #1 The School Library Media Program Assessment Rubric for the 21st Century, approved by the American Association of School Librarians (AASL), September 2003.
- #2 A Survey on Professional Development of School Library Media Specialists, developed and approved by AIME, March 2004.
- #3 A Survey on School Library Media Services at the Building Level, developed and approved by AIME, March 2004.

AIME Data Distribution Task Force

This current group will develop print and electronic publications to inform stakeholders of the findings. Members are Pam Barry, Danny Callison, Carl Harvey, Leslie Preddy, Lara Moore, Robyn Young, and Elizabeth Winningham. A variety of communication pieces are in development and others may evolve over the next two years.

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Key Findings

From the AASL Assessment Rubric Survey (2003)

- **The Educationally Effective Elementary School Library Media Specialist. (Table 1.3, page 16)** A certified elementary school library media specialist, with experience of at least three years on a full-time basis at the same school, and who performs information access and administrative services at a proficient to exemplary level, is a strong positive predictor of a learning environment in which sixth grade student scores are well above average on all portions of the ISTEP exams that measure language arts development in reading, writing and comprehension. These strong correlations are not a basis for cause and effect, although they are strong enough to state that in a vast majority of cases where an effective full-time school library media specialist is found you will also find sixth graders who have, as a group, higher than average scores on all of the language arts sections of ISTEP. “Library quality, both in terms of better staffing and better collections, is related to reading achievement,” according to Stephen D. Krashen (2004) in his analysis of hundreds of research reports documented in the 2nd edition of *The Power of Reading* – a compilation that should be in all professional development collections and read by each principal, classroom teacher, school library media specialist, education and library science professor, education state administrator and consultant, state legislature and parent in Indiana as well as the other 49 states.
- **A higher achieving full-time school library media specialist and a larger than average group of high achieving students are likely to be found in the same elementary school. (Table 1.4, page 17)** In Indiana elementary schools where a full-time, certified school library media specialist and program have functioned at the proficient and exemplary levels of the AASL Rubric over the past three years the percentage of students who pass the language arts sections of ISTEP range 17% to 20% higher than in Indiana elementary schools where the school library media specialist and program consistently scored in the lower levels. Higher performing school library media specialists and programs may be a function of an overall more enriching learning environment that includes a supportive administration, collaborative teachers and an up-to-date resource and technology base. It seems to take a full-time, experienced school library media specialist performing at high levels of the AASL Assessment Rubric to make such learning environmental components interact and support student learning. Lowest scores on the Rubric as self-reported by full-time school library media specialists seem to be a predictor of learning environments that do not capitalize on the full range of school library media program staff, services and collections and may contribute to the decline of student ISTEP scores in the language arts from third grade to sixth grade.

From the AIME Building and Professional Surveys (2004)

- Full-time school library media specialists, at all levels K-12, are more likely to participate in program and **instructional planning**, especially in content areas for language arts, social studies, science, health education and reading than in situations where the library media specialist serves on a part-time basis.(Table 2.2, page 23)
- Full-time elementary school library media specialists involve over twice as many students and teachers in **meaningful reading promotion** activities such as the Young Hoosier Book Award and Read Aloud Books Too Good to Miss, than situations where the library media specialist serves on a part-time basis or there is no certified media specialist employed for the building. (Items 4, 5, 6, page 24)
- The school library media center is more likely to have **electronic connections** to other school collections and the public library, secure larger amounts of federal funding, provide more frequent instruction in access and use of **electronic resources**, and maintain a website linking to current and relevant professional resources, when a full-time, certified school library media specialist serves the school on a full-time basis and does not have professional responsibilities scattered among other buildings. (Items 16, 17, 18, pages 39-30)
- Full-time school library media specialists who are assisted by a full-time clerical assistant are more likely to provide services that are relevant to learning standards, access to **technology for video and multimedia production, and collections that are more up-to-date** and relevant to the curriculum, especially in Indiana elementary schools. Indiana secondary school book collections continue to lag behind the national averages in funding, and in general, contain many nonfiction items that are out-of-date and misleading for today's pre-college education. (Items 16, 18, 19, 29, pages 29-39)
- There has been a **decline in the number of professional school library media specialists and clerical assistants** in Indiana secondary schools, especially in situations where more than one full-time school library media specialist has been employed per building. Further study is needed to determine the reasons and to identify evidence that may show damage to the academic program caused by such reduction. Professional positions for elementary school media specialists have decreased in some portions of the state and increased in others. (Table 1.2, page 6 and Table 1.6, page 18)

Specific Findings

Study #1: The Assessment Rubric for the 21st Century Survey - 2003

AASL 21st Century Assessment Rubric Survey
September 2003
Sent to all Indiana public school buildings from
Indiana University
Daniel Callison, Professor
Naomi Patterson, Graduate Assistant

Data summary based on responses from:
259 Elementary Schools
105 Middle/Junior High Schools
140 Senior High Schools

*The full report will be submitted for review and publication in 2005.
Initial responses reported here serve as a guide for those seeking exemplary performance measures.*

TABLE 1.1
Changes Reported in the Number of Professional Library Media Specialists in Indiana Public Schools (2002-2003)

	Reduction of One full-time or part-time	Increase of One full-time or part-time	Change
Elementary	-2	+3	+1
Middle/Junior High	-7	+1	-6
Senior High	-7	0	-7

Extrapolating from this sample, 15 - 20 professional positions at the middle school and 15 - 20 at the high school level may have been lost following the 2002-2003 year.

TABLE 1.2

Changes Reported in the Number of Paid School Library Media Center Clerical Assistants in Indiana Public Schools (2002-2003)

	Reduction of One full-time or part-time	Increase of One full-time or part-time	Change
Elementary	-11	+4	-7
Middle/Junior High	-11	+3	-8
Senior High	-17	+2	-15

Extrapolating from this sample, 15 – 20 paid school library media clerical assistants may have been lost in elementary schools, 20 – 25 in middle/junior high schools, and 30 – 40 in senior high schools, following the 2002-2003 school year.

2003 School Library Media Program Assessment

Select **one** statement for each function that best describes the school library media program in your building for the **2002 – 2003** school year. Place a check to the left of the statement you select.

The following statements are drawn from the School Library Media Program Assessment Rubric for the 21st Century and used with permission from the American Association of School Librarians. The original rubric can be found in the *Planning Guide for Information Power*, prepared by AASL in 1999 and available from AASL publications in Chicago. ISBN 0-8389-8073-2.

Tallies for each statement are given as percentage of responding schools indicating the local school library media program is operating at a level that best matched the selected statement for the fall 2003 term. E = elementary, M = middle/junior high school, S = senior high school. Total percentage for some sections may not equal 100 because of rounding to the nearest whole percentage.

Teaching and Learning

Function 1. Information Literacy Skills are integrated into content learning.

_____ This function does not exist at this building. **E3%, M2%, S1%**

_____ This function is provided on a minimal basis at this building. **E19%, M5%, S1%**

_____ Students learn to use library materials in the context of classroom content. Library skills are location skills or how to find information. **E43%, M38%, S36%**

_____ The library media program provides essential support to the curriculum. Students learn information literacy skills that extend beyond location to analysis, evaluation, and use of information through collaborative efforts of teachers and the library media specialist. **E31%, M49%, S52%**

_____ The library media program is a catalyst for intellectual inquiry. Students learn to incorporate information literacy skills into their work and become proactive users of information and resources. **E4%, M7%, S6%**

Function 2. Collaborative planning is modeled and promoted.

_____ This function does not exist at this building. **E11%, M2%, S2%**

_____ This function is provided on a minimal basis at this building. **E29%, M13%, S12%**

_____ Discussions take place between the library media specialist and teachers regarding lessons and the curriculum. **E33%, M36%, S33%**

_____ Some teachers and the library media specialist collaboratively plan and teach curriculum units. **E25%, M44%, S48%**

_____ The school schedule ensures time for the teacher and the library media specialist to regularly meet at common planning times, to plan instructional units, learning strategies, and activities. The library media specialist helps build a coordinated instructional program. **E2%, M5%, S5%**

Function 3. Curriculum development is modeled and promoted.

_____ This function does not exist at this building. **E10%, M4%, S3%**

_____ This function is provided on a minimal basis at this building. **E22%, M22%, S16%**

_____ The library media program reflects the curriculum and curriculum guides and/or information are provided to teachers and library media specialists. **E44%, M54%, S51%**

_____ School policies enable the library media specialist to participate in building and district-wide curriculum meetings and share knowledge and resources. **E14%, 11%, S19%**

_____ The district encourages the library media specialist to work collaboratively with administrators and teachers in planning, developing, and writing curriculum. **E9%, M9%, S11%**

Function 4. Effective teaching is modeled and promoted.

_____ This function does not exist at this building. **E7%, M8%, S4%**

_____ This function is provided on a minimal basis at this building. **E36%, M27%, S24%**

_____ The library media specialist participates in directing activities and assessment of student work. **E23%, M22%, S19%**

_____ Teaching is generally facilitative. The teacher and/or library media specialist may prescribe the strategies, research questions or assessment products to be used. **E25%, M34%, S46%**

_____ Teaching is facilitative, collaborative, and creative. Reflection and authentic assessment are built into all instructional units. **E9%, M10%, S7%**

Function 5. Students are engaged in reading, writing, speaking, viewing, and listening for enjoyment, enrichment, and understanding.

_____ This function does not exist at this building. **E2%, M1%, S0%**

_____ This function is provided on a minimal basis at this building. **E8%, M2%, S14%**

_____ The library media program regularly promotes reading, viewing, and listening. **E35%, M40%, S39%**

_____ The library media program offers special literacy related events that motivate students to view, listen, write, or speak on their own or as part of classroom activities. **E24%, M18%, S24%**

_____ The school-wide culture encourages viewing, reading, writing, speaking, and listening for the intrinsic rewards of learning, enrichment, and personal pleasure. **E32%, M40%, S24%**

Function 6. Students with diverse learning abilities, styles, and needs are given support.

_____ This function does not exist at this building. **E1%, M2%, S3%**

_____ This function is provided on a minimal basis at this building. **E24%, M11%, S14%**

_____ The library media program reflects diverse learning abilities and collaborative methods to accommodate them. **E39%, M51%, S43%**

_____ The library media specialist helps students to recognize and use their own learning styles. **E17%, M16%, S16%**

_____ School-wide programs enable and encourage students to use their own learning styles, abilities, and needs to solve complex information problems and present their solutions in various formats. **E20%, M21%, S24%**

Function 7. Inquiry is fostered.

_____ This function does not exist at this building. **E1%, M2%, S1%**

_____ This function is provided on a minimal basis at this building. **E23%, M10%, S5%**

_____ The library media specialist and/or teachers present choices for research and may determine research groups or partners. The library media specialist or teacher defines resources to be used. **E46%, M38%, S34%**

_____ Students are given an opportunity to select topics within a theme and the resources to be used. Students may select their research partner. **E23%, M41%, S39%**

_____ Inquiry can take place by an individual or in a group. Students determine their own research needs and develop their own research strategies. **E6%, M10%, S20%**

Function 8. Student achievement is assessed.

_____ This function does not exist at this building. **E4%, M4%, S3%**

_____ This function is provided on a minimal basis at this building. **E10%, M1%, S2%**

_____ The teachers assess a product produced to fulfill an assignment. **E69%, M71%, S63%**

_____ Demonstrations of student learning are assessed by the teacher and library media specialist using a teacher and library media specialist produced rubric. Students may also be assessed during presentations to peers. **E15%, M19%, S22%**

_____ Student learning is assessed through student presentations to peers and adults, using student and teacher produced rubrics. Students may also present to professionals in the field of study. **E3%, M6%, S10%**

Functions of the school media center that are related to teaching and learning at this building over the past THREE years have

_____ grown much worse. **E3%, M2%, S2%**

_____ grown worse. **E7%, 2%, S2%**

_____ remained the same. **E25%, M22%, S24%**

_____ become better. **E49%, M56%, S47%**

_____ become much better. **E15%, M13%, S24%**

_____ I am not certain, or I have not been at this building for the past three years. **E3%, M5%, S1%**

Information Access and Delivery

Function 9. Physical access to information and resources provided: facility.

_____ This function does not exist at this building. **E1%**, **M0%**, **S0%**

_____ This function is provided on a minimal basis at this building. **E25%**, **M11%**, **S6%**

_____ The school library media facility is large enough to accommodate a class with additional space for small groups for book selection or independent research. There is sufficient shelving for the collection, appropriate furniture, professional workspace, storage, and wiring. If this is an elementary library, there is an area for storytelling. **E51%**, **M46%**, **S43%**

_____ The school library media facility is large enough to accommodate areas for large and small groups and individuals working simultaneously. There is ample shelving for the collection, appropriate furniture, professional workspace, storage, and wiring. If this is an elementary library, there is an area for storytelling. **E21%**, **M33%**, **S35%**

_____ Multiple classes and small groups can be accommodated. Production space, presentation space, and flexibility in design are provided in the library media center. **E3%**, **M10%**, **S16%**

Function 10. Physical access to information and resources provided: resources.

_____ This function does not exist at this building. **E3%**, **M1%**, **S1%**

_____ This function is provided on a minimal basis at this building. **E23%**, **M4%**, **S6%**

_____ An online catalog and circulation system provides access to a collection supplemented by interlibrary loan. **E54%**, **M69%**, **S45%**

_____ A library network provides students with access to a variety of information resources within the library and from their homes. Interlibrary loan is forwarded electronically within the region. **E12%**, **M20%**, **S26%**

_____ The collection extends into classrooms for both print and electronic resources. The library is networked within the school, the district, and the community. Interlibrary loan is conducted throughout the state and beyond. **E8%**, **M7%**, **S21%**

Function 11. A climate conducive to learning is provided.

_____ This function does not exist at this building. **E0%**, **M0%**, **S0%**

_____ This function is provided on a minimal basis at this building. **E9%**, **M1%**, **S3%**

_____ The learning community feels welcome and drawn to the inviting library media center. **E49%**, **M23%**, **S9%**

_____ Some students frequently use the library media center on their own because the center is warm and inviting and students are able to work productively. **E35%**, **M52%**, **S46%**

_____ Students consistently use the library media center on their own during and beyond the school day. The environment stimulates and supports productive and focused learning. **E7%**, **M24%**, **S41%**

Function 12. Flexible and equitable access is ensured.

_____ This function does not exist at this building. **E6%, M0%, S0%**

_____ This function is provided on a minimal basis at this building. **E10%, M2%, S1%**

_____ Some flexible access to the library media center is provided. **E47%, M11%, S7%**

_____ Flexible access is provided during all hours that the school is in session. **E24%, M57%, S35%**

_____ Access to the library media center and its resources is fully flexible and available both during and beyond the school day. **E5%, M30%, S57%**

Function 13. Collections support the curriculum and fulfill learning needs.

_____ This function does not exist at this building. **E0%, M0%, S1%**

_____ This function is provided on a minimal basis at this building. **E13%, M5%, S9%**

_____ The collection has been weeded, is up to date and responsive to curricular and patron needs. There are some multi-media and electronic resources. **E54%, M47%, S44%**

_____ The collection is current and meets curricular and recreational needs. It is adequately balanced with resources in various formats to support diverse learning styles. **E24%, M33%, S24%**

_____ The collection accommodates several classes working on comprehensive research. It is well-balanced with resources in all formats. The collection extends into the classrooms for both print and electronic resources. **E9%, M16%, S23%**

Function 14. A commitment to the right of intellectual freedom is the foundation of the program.

_____ This function does not exist at this building. **E1%, M1%, S0%**

_____ This function is provided on a minimal basis at this building. **E14%, M7%, S6%**

_____ The library media program is fully committed to the concept of intellectual freedom. **E33%, M38%, S24%**

_____ The library media program and staff support the concept of intellectual freedom and implement it through policies and practice. **E26%, M31%, S46%**

_____ The entire school community supports intellectual freedom for all students and implements it through district policies and practices. **E28%, M23%, S24%**

Function 15. Legal guidelines and professional ethics in information policies, procedures, and practices are in place.

_____ This function does not exist at this building. **E2%, M1%, S1%**

_____ This function is provided on a minimal basis at this building. **E24%, M21%, S17%**

_____ Within the past year, written policies on information issues (selection, challenges, copyright, intellectual freedom, confidentiality, Internet acceptable use) have been developed and approved by the school and district. **E9%, M3%, S1%**

_____ Within the past three years, written policies on information issues (selection, challenges, copyright, intellectual freedom, confidentiality, Internet acceptable use) have been developed and approved by the school and district. **E17%, M26%, S14%**

_____ For the past five years and probably longer, written policies on information issues (selection, challenges, copyright, intellectual freedom, confidentiality, Internet acceptable use) have been developed and approved by the school and district; and reviewed and revised as needed. **E48%, M50%, S66%**

Functions of the school library media center that are related to information access and delivery at this building over the past THREE years have

_____ grown much worse. **E1%, M0%, S0%**

_____ grown worse. **E5%, M4%, S4%**

_____ remained the same. **E31%, M57%, S54%**

_____ become better. **E43%, M57%, S54%**

_____ become much better. **E16%, M18%, S26%**

_____ I am not certain, or I have not been at this building for the past three years. **E4%, M5%, S1%**

Program Administration

Function 16. Staffing is at an appropriate level.

_____ This function does not exist at this building. **E6%, M2%, S2%**

_____ This function is provided on a minimal basis at this building. **E67%, M37%, S24%**

_____ The library media center is staffed with at least one full-time library media specialist and one part-time support staff person. **E11%, M13%, S26%**

_____ The library media center is staffed with at least one full-time library media specialist and at least one full-time support staff person. **E13%, M47%, S46%**

_____ Staffing follows usage so that high usage results in additional professional and support staff with at least one full-time library media specialist and one full-time support staff person for every 500 students. **E3%, M1%, S2%**

Function 17. Administration support is ongoing.

_____ This function does not exist at this building. **E7%, M2%, S1%**

_____ This function is provided on a minimal basis at this building. **E28%, M20%, S20%**

_____ The school administrator and central office administrators support the library media program. The school administrator makes time to meet with the library media specialist occasionally. **E52%, M62%, S57%**

_____ The school administrator encourages teachers to integrate classroom learning into the library media program. School, department, and district administrators meet regularly with the library media specialist. **E11%, M15%, S16%**

_____ The school administrator and central office administration and library media specialists promote learning through inquiry. School department heads and district administrators meet regularly with the school library media specialists. **E2%, M1%, S6%**

Function 18. Library operations are effective.

_____ This function does not exist at this building. **E2%, M0%, S0%**

_____ This function is provided on a minimal basis at this building. **E11%, M2%, S7%**

_____ Procedures exist to process, inventory, catalog, circulate, maintain, and weed the collection. **E72%, M62%, S63%**

_____ Ample time and staff are allocated to implement library operation procedures. **E9%, M17%, S16%**

_____ Staffing enables the library media specialist to focus on collaborative collection development and other professional responsibilities while supervising staff performing nonprofessional library operations. **E7%, M19%, S14%**

Function 19. Comprehensive and collaborative program planning is in place.

_____ This function does not exist at this building. **E13%, M7%, S6%**

_____ This function is provided on a minimal basis at this building. **E39%, M36%, S29%**

_____ Strategic planning and goal setting exist. **E41%, M50%, S51%**

_____ The school supports a team composed of library media specialist, teachers, parents, and the principal to determine current and future needs. A short-range plan for the library media program and resources has been developed. **E3%, M4%, S6%**

_____ Short and long-range plans reflect a school-wide strategic planning process. **E5%, M4%, S9%**

Function 20. There is on-going assessment of the library media program.

_____ This function does not exist at this building. **E14%, M5%, S6%**

_____ This function is provided on a minimal basis at this building. **E41%, M42%, S35%**

_____ Assessment of the library media program is based on input criteria, such as number of books added, the number of classes taught, circulation statistics, and the number of units designed. **E40%, M48%, S50%**

_____ Teachers and students and the school community participate in the assessment of the library media program. **E5%, M9%, S9%**

_____ An ongoing formal assessment process is central to community-wide planning that makes use of state and national assessment tools. **E0%, M1%, S1%**

Function 21. Funding is sufficient.

_____ This function does not exist at this building. **E4%, M3%, S1%**

_____ This function is provided on a minimal basis at this building. **E50%, M33%, S37%**

_____ The library media program is funded at a level adequate to support the curriculum. **E36%, M53%, S52%**

_____ A long-range budget includes funds for expansion. Grant and fundraising opportunities are sought to supplement the budget. **E10%, M9%, S9%**

_____ Funding supports a large, diverse, in-depth, school-wide collection. Bond issues, grants, school fundraising, and business partnerships supplement the budget. **E1%, M3%, S1%**

Function 22. There is ongoing staff development: learning community.

_____ This function does not exist at this building. **E6%, M2%, S4%**

_____ This function is provided on a minimal basis at this building. **E34%, M21%, S22%**

_____ Professional resources are used by the faculty. The library media program provides individual assistance to teachers in using technology and designing instruction. **E40%, M51%, S29%**

_____ The school provides opportunities for the library media specialist to organize and facilitate some formal professional development instruction. **E17%, M23%, S29%**

_____ The school's strategic plan includes time for the library media specialist to coordinate many professional development opportunities including technology and inquiry. **E3%, M4%, S4%**

Function 23. There is ongoing professional development for the library media specialist.

_____ This function does not exist at this building. **E9%, M2%, S7%**

_____ This function is provided on a minimal basis at this building. **E26%, M24%, S11%**

_____ The library media specialist is encouraged to occasionally attend professional development conferences and courses. The library media specialist participates in a local professional organization. **E41%, M40%, S44%**

_____ The library media specialist is encouraged to attend professional development opportunities and to share new ideas with the school and district. The library media specialist is an active member of a statewide professional organization. **E22%, M32%, S33%**

_____ With the district's support the library media specialist organizes and coordinates workshops, models instructional strategies and coaches other teachers. The library media specialist takes a leadership role in professional organizations. **E2%, M2%, 1%**

Function 24. The mission, goals, functions, and impact of the library media program are communicated: sharing opportunities.

_____ This function does not exist at this building. **E11%, M15%, S13%**

_____ This function is provided on a minimal basis at this building. **E28%, M22%, S34%**

_____ The district provides opportunity for library media specialists to meet occasionally to discuss district concerns, policy, procedures, and services. **E37%, M32%, S26%**

_____ The district provides opportunity for library media specialists to meet regularly. **E12%, M14%, S17%**

_____ The district encourages library media specialists to meet at least monthly. **E13%, M16%, S11%**

Function 25. General communications.

_____ This function does not exist at this building. **E9%, M5%, S8%**

_____ This function is provided on a minimal basis at this building. **E47%, M43%, S43%**

_____ Time is allocated for the library media specialist to communicate the issues and successes of the library media program to the principal and parents. **E39%, M35%, S39%**

_____ The district encourages the library media specialist to develop and maintain a library Website and community newsletter, to contribute to local publications, and to advocate for school library media programs with public officials. **E5%, M14%, S11%**

_____ Recognized in the district as a master teacher, the library media specialist publishes in national periodicals and Websites, applies for recognition awards, receives visitations from other communities and reports at school board meetings regarding school library media services. **E1%, M3%, S0%**

Functions of the school library media center that are related to program administration at this building over the past THREE years have
 _____ grown much worse. **E1%, M1%, S2%**
 _____ grown worse. **E10%, M6%, S9%**
 _____ remained the same. **E47%, M47%, S45%**
 _____ become better. **E32%, M36%, S37%**
 _____ become much better. **E5%, M6%, S5%**
 _____ I am not certain, or I have not been at this building for the past three years. **E4%, M5%, S1%**

Additional Findings from the AASL Assessment Survey

Most of the responding school library media specialists at all levels indicated that the functions related to “teaching and learning” and to “access and delivery of information” were better in 2003 than in the immediate years past. Most believed that the functions related to program administration were about the same compared to the immediate past.

TABLE 1.3
 Correlations from the Total Self-Reported AASL Assessment Rubric Score by Indiana Fulltime Elementary School Library Media Specialists, Experienced for at Least Three Years at the Same Building (1999 – 2002), and Sixth Grade Language Arts Scores as Reported on ISTEP in 2002.

ISTEP Language Arts Section	Pearson Correlation	Spearman Nonparametric Correlation
Reading Vocabulary	.584*	.592*
Reading Comprehension	.671*	.711*
Literature Response	.601*	.564*
Writing Process	.640*	.619*
Writing Application	.602*	.617*
Language Conventions	.615*	.625*

* Correlation is significant at the 0.05 level (2-tailed)

TABLE 1.4

Lowest (20%) and Highest (20%) AASL Assessment Rubric Scoring Elementary Fulltime, Experienced School Library Media Specialists Compared Relevant to Difference in Percentage of Students Passing Sixth Grade Language Arts Sections on ISTEP (2002)

Language Arts Section	Greater Average Percent of Students Passing in Schools with Highest Scoring School Library Media Specialists
Read Vocabulary	18%
Reading Comprehension	20%
Literature Response & Analysis	17%
Writing Process	17%
Writing Applications	18%
Language Conventions	17%

Table 1.5

Percentage of [Elementary] Schools Served by a Part-time School Library Media Specialist (SLMS), No State-Certified SLMS, Total [Elementary] Schools Without Full-time SLMS by Selected States (1999-2000)

	PT	None	Without Full-time SLMS
Indiana	24%	23%	47%
Michigan	15%	40%	45%
Ohio	14%	41%	45%
Illinois	13%	45%	48%
Kentucky	12%	6%	18%
Nation	15%	25%	40%

In Indiana, 98% of the public elementary schools have a “school library” and nearly half are operated without a full-time, certified professional school library media specialist.

Source: National Center for Educational Statistics, U. S. Department of Education.

Schools and Staffing Survey NCES2004-313. March 2004.

AIME 2004 Survey showed Indiana now closer to 60% of public elementary schools without a full-time SLMS.

TABLE 1.6
Number of Students Per School Librarian in K-12 Public Schools by Selected States
(1998)

Indiana	1512
Ohio	1208
Michigan	1132
Illinois	1052
Indiana in 1988	850 (44% increase in SLMS:Student ratio in ten years)
Kentucky	528
Nation	953

Source: "School Staffing Survey 2000" R. R. Bowker, Inc.
Nancy Everhart. "Looking for a Few Good Librarians". *School Library Journal*.
September 2000. 58-62

TABLE 1.7

A Profile of the Multiple Roles of the School Library Media Specialist as an Agent for Teaching and Learning (Todd, 2004).

- * Resource Agent – The school librarian provides up-to-date resources to meet the curriculum’s informational needs!
- * Literacy Development Agent – The school librarian engages students in an active and meaningful search process, enabling them to explore, formulate, and focus on their information searches.
- * Knowledge Construction Agent – The school librarian develops information literacy scaffolds for engaging students with information in meaningful ways, enabling them to construct and develop new knowledge and understanding.
- * Academic Achievement Agent – The school librarian is a dynamic agent of learning who helps students achieve better grades, particularly on research projects and assignments that require the use of many resources and lots of information that is new to the student.
- * Independent Reading and Personal Development Agent – The school librarian plays a role in fostering independent reading, particularly in lower grades. Reading materials that target personal pursuits, pleasure reading, and reading for knowledge provide students with an important foundation for more knowledge.
- * Technological Literacy Agent – The school librarian plays an important role in information technology by providing students with up-to-date software across multiple media.
- * Rescue Agents – Students have many information crises: they need access to additional resources at the “last minute”, help with technology that may not be operating or responding as the student needs, and help in concluding large written assignments. The school librarian is often an educator who is available to provide guidance.
- * Individualized Learning Agent – The personal touch of a professional school librarian matters a great deal to students. Personal engagement with students is a critical component in the support and encouragement for students to achieve.

Developed by Ross Todd and Carol Kuhlthau, Rutgers University

Study #2: The AIME Professional Development Survey - 2004

1. Total response was 501 - 349 full-time and 139 part-time. All respondents held school library media certification.
2. The typical Indiana school library media specialist (SLMS) has served in their current position for 12 years and in the library profession for 17 years, and, on average, has ten years of classroom teaching experience. The national average of service as school library media specialist is also 12 years (Miller, 2003).
3. Of those responding, 35% of part-time SLMS hold a master's in library science, 32% hold a master's in education. 45% of the responding full-time SLMS hold a master's in library science, 35% hold a master's in education.
4. Half of the responding population, over 250 SLMS, full-time and part-time, indicated they will retire by 2011.
5. Just over half, 55%, of those responding, hold membership in AIME, and, on average, have held membership for 14 years.
6. 22% of part-time and 38% of full-time hold membership in AASL, and, on average, part-time for 11 years, full-time for 8 years.

TABLE 2.1
Indiana School Library Media Specialist Membership in Professional Associations
Other than AIME (2003)

	Part-time SLMS	Full-time SLMS
Indiana State Teachers Assoc.	29%	30%
National Education Assoc.	20%	30%
Intern'l or Indiana Reading Assoc.	14%	9%
Indiana Computer Educators	7%	11%

7. Most part-time and full-time school library media specialists reported they would prefer to devote up to 45% of their time to teaching and learning functions rather than under 30% of their time as is currently the general practice. Most of this desired time shift is away from “clerical” duties that now consume, in a typical situation, about a third of the school media specialist’s time.

8. When asked if the following activity has been performed over the previous 12 months, the following percentage of part-time and full-time Indiana library media specialists responded “yes” compared to a national average reported in *School Library Journal* (Miller, 2003):
 - a. Communicated informally with principal on at least a weekly basis.
PT – 80% FT – 73% SLJ – 96%
 - b. Advocated for goals and objectives of the school library media program.
PT – 80% FT – 87% SLJ – 86%
 - c. Participated in professional development leadership activities.
PT – 63% FT – 75% SLJ – 77%
 - d. Served in a leadership role in a regional, state or national association.
PT – 14% FT – 14% SLJ – 63%
 - e. Organized and or taught in-service workshops for staff.
PT – 60% FT – 65% SLJ – 62%
 - f. Served on school, district, or state curriculum planning committee.
PT – 37% FT – 42% SLJ – 59%
 - g. Created an annual report for the library media program.
PT – 40% FT – 56% SLJ – 48%
 - h. Mentored a new library media specialist or teacher.
PT – 17% FT – 24% SLJ – 41%
 - i. Offered programs and services to parents and families.
PT – 50% FT – 42% SLJ – 32%
 - j. Created a monthly library media program newsletter.
PT – 14% FT – 22% SLJ – 26%
 - k. Established or maintained a library media advisory committee.
PT – 9% FT – 17% SLJ – 19%
 - l. Met formally with the principal on at least a monthly basis.
PT – 26% FT – 40% SLJ – 18%
 - m. Participated as a member or chair of a school leadership team.
PT – 36% FT – 66% SLJ – 17%

Levels of Instructional Involvement

9. Most full-time school library media specialists reported high levels of planned information access, resource gathering and advocacy for use of the library in support of teacher stated objectives for curricular areas including language arts, social studies, science, health education and reading.

Most part-time school library media specialists reported lower levels of curricular involvement and usually described instructional support as spur of the moment with little advanced planning.

School library media specialists, part-time and full-time at all levels, seem to continue to play a limited role in curricular areas such as business, family, or consumer education, mathematics, physical education, foreign languages, and music, theatre or visual arts.

TABLE 2.2 Levels of Instructional Involvement by Part-time and Full-time School Library Media Specialists in Indiana (2004)

Level 10: Curriculum Development – The results from collaborative (school library media specialist and other teachers) planning, presentation and evaluation include establishment of new units in the curriculum that are based on critical thinking skills, inquiry, information literacy, media literacy, or computer literacy.

Level 9: Collaborative Evaluation – In addition to collaborative planning and presentation, the teacher and the library media specialist share evaluation of each student's performance or achievement for the jointly planned lesson. Classroom teacher and library media specialist are accepted by each other and their students as co-teachers in nearly all aspects of the learning activities.

Level 8: Collaborative Planning – The teacher and the library media specialist plan specific objectives that integrate information literacy standards with the learning standards for the subject and grade level. Both the teacher and the library media specialist take the role of presenting a portion of the lesson and assisting students in the activities.

>Most Full-time School Library Media Specialists are able to work at this level and some contribute to the higher curricular adoption levels in order to implement learning standards in language arts, social studies, science, and reading.

Level 7: Outreach/Advocacy – A concerted effort is made to promote the philosophy of the library media program.

Level 6: Planned Gathering – The library media specialist gathers potential resources and selected additional relevant electronic tools and Internet links to support a specific lesson and set of learning standards. The classroom teacher remains the clear lead educator.

Level 5: Cursory Planning – Informal and brief discussion concerning resources to support a specific lesson and perhaps to support some learning standards, but the teacher determines the objectives and the basic use of library media resources.

> Most Part-time School Library Media Specialists are only able to work at this level or below in such curricular areas such as language arts, social studies, science, health education, career education, and reading promotion.

Level 4: Spontaneous Interaction and Gathering – Spur of the moment gathering of resources to support an instructional need, but no advanced planning.

Level 3: Individual Reference Assistance – Some teachers and students request specific materials and specific help to meet information needs, but there is no advanced planning.

Level 2: Self-Help – Generally, teachers and students help themselves without the assistance of the library media specialist.

Level 1: No Involvement – There is no use of the library media center staff or resources.

Adapted from Loertscher's (2002) Library Media Program Taxonomy

Study #3 - The AIME Building Level Survey - 2004

1. Total response: 561 – 157 Senior High Schools, 98 Middle/Junior High Schools, 306 Elementary Schools. Of the elementary school respondents – 102 with full-time, certified school library media specialist (SLMS), 139 part-time, certified SLMS, 65 full-time or part-time clerical and without certified SLMS. 55% of the Indiana elementary schools reported in this sample do not have the services of a full-time SLMS serving the needs of students and teachers in a single building without dividing such services among several buildings.

2. Average student enrollment per school responding: 1077 per Senior High School, 795 per Middle/Junior High School, 491 per Elementary with full-time SLMS, 386 per Elementary with part-time SLMS, and 416 per Elementary with no certified library media specialist.

3. The average number of classroom teachers: 37 – 66 per Senior High School, 46 per Middle/Junior High School, 20 per Elementary School.

4. The average percentage of the student population who has read at least one book nominated for the AIME **Young Hoosier Book Award**:

Elementary with SLMS	70% of students
Elementary without SLMS	50% of students

5. Over the past 12 months, the total number of teachers in this school who have participated in “**Read Aloud Books Too Good to Miss?**”:

Elementary with full-time SLMS	7
Elementary with part-time or no SLMS	2

6. Over the past 12 months, the total number of students who have participated in “Read Aloud Books Too Good to Miss”:

Elementary with full-time SLMS	155
Elementary with part-time or no SLMS	51

7. Last year the total number of projects entered in the local AIME **Media Fair** was:

Elementary with full-time SLMS	1.7	Range 0 – 30
Elementary with part-time or no SLMS	.7	Range 0 – 12
Middle/Junior High School	.9	Range 0 – 30
Senior High School	.2	Range 0 – 5

8. Is there a **collection development policy** in place for your school media center?

Percentage reporting “yes”:

Elementary with full-time SLMS	90%
Elementary with part-time SLMS	69%
Elementary with no SLMS	32%
Middle/Junior High School	78%
Senior High School	82%

9. Percentage of respondents reporting “yes” a collection development policy is in place:

a. “yes” the policy includes a selection criteria

Elementary with full-time slms	35%
Elementary with part-time slms	31%
Elementary with no SLMS	33%
Middle/Junior High School	54%
Senior High School	52%

b. “yes” the policy is based on collaborative selection with teachers

Elementary with full-time SLMS	77%
Elementary with part-time SLMS	49%
Elementary with no SLMS	32%
Middle/Junior High School	46%
Senior High School	38%

c. “yes” the policy includes targeting specific areas that match the curriculum

Elementary with full-time SLMS	29%
Elementary with part-time SLMS	38%
Elementary with no SLMS	26%
Middle/Junior High School	44%
Senior High School	28%

d. “yes” the policy includes a process for review of challenged materials

Elementary with full-time SLMS	90%
Elementary with part-time SLMS	98%
Elementary with no SLMS	21%
Middle/Junior High School	74%
Senior High School	78%

e. “yes” the local school board is aware of the policy

Elementary with full-time SLMS	82%
Elementary with part-time SLMS	78%
Elementary with no SLMS	21%
Middle/Junior High School	62%
Senior High School	72%

f. “yes” the policy includes a long-range plan for development of the collection

Elementary with full-time SLMS	32%
Elementary with part-time SLMS	28%
Elementary with no SLMS	21%
Middle/Junior High School	34%
Senior High School	20%

g. “yes” the collection development plan has been reviewed by principal and library advisory committee

Elementary with full-time SLMS	67%
Elementary with part-time SLMS	50%
Elementary with no SLMS	16%
Middle/Junior High School	20%
Senior High School	12%

10. A school library media center advisory committee exists at this building.

Answering “yes”:

Elementary with full-time SLMS	5%
Elementary with part-time SLMS	15%
Elementary with no SLMS	5%
Middle/Junior High School	30%
Senior High School	16%

a. Percentage of those answering “yes” and teachers serve on the advisory committee:

Elementary	90%
Middle/Junior	100%
Senior High	88%

b. Percentage of those answering “yes” and parents serve on the advisory committee:

Elementary	10%
Middle/Junior	53%
Senior High	38%

c. Percentage of those answering “yes” and students serve on the advisory committee:

Elementary	30%
Middle/Junior	60%
Senior High	75%

d. Percentage of those answering “yes” and a principal serves on the advisory committee:

Elementary	70%
Middle/Junior	87%
Senior High	88%

e. Percentage of those answering “yes” and a public librarians serves on the advisory committee:

Elementary	13%
Middle/Junior	7%
Senior High	2%

11. The percentage of respondents who rated their **library book collection** in selected areas as “Excellent” and “Good”:
- a. Fiction: Elementary 25% and 51%, Middle/Junior 50% and 42%, Senior High 14% and 74%
 - b. Picture Books: Elementary 30% and 55%
 - c. Early Readers: Elementary 14% and 43%
 - d. Biographies: Elementary 8% and 38%, Middle/Junior 22% and 38%, Senior High 6% and 32%
 - e. Reference books & indexes: Elementary 10% and 39%, Middle/Junior 18% and 30%, Senior High 20% and 24%
 - f. Indexes online or compact disc: Elementary full-time SLMS 44% and 33% Elementary part-time or no SLMS 11% and 39%, Middle/Junior 18% and 30%, Senior High 28% and 24%
 - g. Periodicals (magazines and newspapers): Elementary 6% and 43%, Middle/Junior 22% and 50%, Senior High 18% and 54%
 - h. Professional resources: Elementary 6% and 28%, Middle/Junior 6% and 38%, Senior High 10% and 22%
 - i. Library resources supporting English/Language Arts: Elementary 16% and 60%, Middle/Junior 34% and 44%, Senior High 24% and 56%
 - j. Library resources supporting Mathematics: Elementary 3% and 29%, Middle/Junior 8% and 24%, Senior High 2% and 14%
 - k. Library resources supporting Science: Elementary 26% and 46%, Middle/Junior 20% and 56%, Senior High 8% and 56%
 - l. Library resources supporting Social Studies: Elementary 11% and 53%, Middle/Junior 30% and 50%, Senior High 22% and 54%
 - m. Library resources supporting Business Education: Senior High 2% and 10%
 - n. Library resources supporting Career & Technical Education: Middle/Junior 6% and 18%, Senior High 6% and 44%
 - o. Library resources supporting Family & Consumer Services: Middle/Junior 2% and 24%, Senior High 4% and 44%
 - p. Library resources supporting Foreign Languages: Middle/Junior 0% and 14%, Senior High 2% and 24%
 - q. Library resources supporting Health Education: Elementary 3% and 29%, Middle/Junior 18% and 34%, Senior High 14% and 46%
 - r. Library resources supporting Music and Visual Arts: Elementary 6% and 43%, Middle/Junior 2% and 26%, Senior High 8% and 40%
 - s. Library resources supporting Physical Education: Elementary 2% and 20%, Middle/Junior 0% and 16%, Senior High 2% and 12%
 - t. Library resources supporting Theater: none at any level reporting excellent, all Elementary and all Middle/Junior reporting 0% “Good”, and at the Senior High level 26% reporting “Good”
 - u. Library book collection supporting Reading: Elementary 89% with full-time SLMS rated the reading collection as excellent to good, Elementary 0% with no SLMS rated the reading collection as excellent and 42% rated

reading collection good, Middle/Junior 38% and 44%, Senior High 18% and 46%

12. If granted \$5,000 tomorrow to invest in the improvement of the school library media center's collection:

Over 65% of the respondents indicated the investment would be in books to support curricular areas. Science, biographies and fiction for general reading were most often noted as areas that would get most of the investment. Over 25% indicated the need to invest in new materials to support studies in science.

13. What was the average number of items (all - including magazines, nonprint, books and other items) **circulated** per student last semester?

Elementary with full-time SLMS	31
Elementary with part-time SLMS	31
Elementary with no SLMS	27
Middle/Junior High School	12
Senior High School	8

14. What was the average number of books circulated per student last semester?

	<u>2003</u>	<u>1993</u>
Elementary with full-time SLMS	30	18
Elementary with full-time SLMS and full-time clerical assistant	34	
Elementary with part-time SLMS	30	
Elementary with no SLMS	26	
Middle/Junior High School	11	7
Senior High School	4	4

15. Percentage reporting "yes" the circulation system is automated:

Elementary	98%
Middle/Junior High School	100%
Senior High School	100%

a. Software system in place:

Elementary – Follett 30%, Athena 20%
 Middle/Junior High School – Follett 34%, Winnebago 12%, Surpass 12%
 Senior High School – Follett 36%, Winnebago 14%, Athena 12%, Dynix 12%

b. System was last updated:

Range 1991 to 2004, mean 2002
 Elementary – most in 2003 or more recent
 Middle/Junior – most in 2002 or more recent
 Senior High – most in 2003 or more recent

16. Percentage reporting “yes” searching the school library media center’s collection is through an **online public access catalog (OPAC)**:

Elementary with full-time or part-time SLMS	68%
Elementary without SLMS	53%
Middle/Junior High School	72%
Senior High School	68%

a. “yes” OPAC is connected to collections at other schools

Elementary with full-time or part-time SLMS	53%
Elementary without SLMS	26%
Middle/Junior High School	64%
Senior High School	32%

b. “yes” OPAC is connected to the local public library’s collection

Elementary with full-time or part-time SLMS	9%
Elementary without SLMS	0%
Middle/Junior High School	6%
Senior High School	9%

c. the software for the computerized catalog

Elementary: Follett 51%, Dynix 22%
 Middle/Junior: Follett 27%, Dynix 20%, Surpass 16%
 Senior High School: Follett 31%, Surpass 14%
 Most at all levels have been up-dated since 2002

d. “yes” there is access to the OPAC before school

Elementary with full-time or part-time SLMS	84%
Elementary without SLMS	40%
Middle/Junior High School	62%
Senior High School	68%

e. “yes” there is access to the OPAC after school

Elementary with full-time or part-time SLMS	75%
Elementary without SLMS	20%
Middle/Junior High School	83%
Senior High School	68%

f. “yes” there is access to the OPAC at school in the evening

Elementary with full-time or part-time SLMS	33%
Elementary without SLMS	10%
Middle/Junior High School	26%
Senior High School	28%

g. “yes” it is possible for teachers or students to access OPAC at home	
Elementary with full-time or part-time SLMS	46%
Elementary without SLMS	40%
Middle/Junior High School	47%
Senior High School	44%

17. Nearly all Indiana schools provide **Internet access** to students and teachers.

a. “yes” there is a computer cluster for access to the Internet at school

Elementary	91%
Middle/Junior High School	96%
Senior High School	96%

b. “yes” students have school-sponsored e-mail accounts

Elementary	1%
Middle/Junior High School	4%
Senior High School	4%

c. “yes” teachers have school-sponsored e-mail accounts

Elementary	97%
Middle/Junior High School	100%
Senior High School	100%

d. “yes” there is student access to the Internet through the library media center before school

Elementary	30%
Middle/Junior High School	72%
Senior High School	100%

e. “yes” there is student access to the Internet through the library media center after school

Elementary	24%
Middle/Junior High School	68%
Senior High School	98%

f. “yes” there is student access to the Internet through the library media center in the evening

Elementary	0%
Middle/Junior High School	0%
Senior High School	16%

18. “Yes” a **website** or page has been developed for the school library media center

Elementary with full-time SLMS	63%
Elementary with part-time or no SLMS	31%
Middle/Junior High School	78%
Senior High School	72%

a. “yes” a link is provided to the library media center online catalog

Elementary	35%
Middle/Junior High School	44%
Senior High School	58%

b. “yes” links are provided to databases such as ProQuest, SIRS, EBSCO	
Elementary	28%
Middle/Junior High School	59%
Senior High School	78%
c. “yes” links are provided to library media specialist and other staff e-mail addresses	
Elementary with full-time or part-time SLMS	71%
Elementary with no SLMS	37%
Middle/Junior High School	69%
Senior High School	69%
d. “yes” links are provided to specific resource lists produced locally to support lessons	
Elementary with full-time or part-time SLMS	42%
Elementary with no SLMS	26%
Middle/Junior High School	46%
Senior High School	39%
e. “yes” links are provided to WebQuests to support lessons	
Elementary with full-time SLMS	25%
Elementary with part-time or no SLMS	12%
Middle/Junior High School	18%
Senior High School	8%
f. “yes” links are provided to the local public library catalog	
Elementary with full-time or part-time SLMS	42%
Elementary with no SLMS	5%
Middle/Junior High School	46%
Senior High School	69%
g. “yes” links are provided to a local academic library catalog	
Elementary	6%
Middle/Junior High School	10%
Senior High School	17%
h. “yes” a link is provided to Inspire	
Elementary with full-time or part-time SLMS	65%
Elementary with no SLMS	26%
Middle/Junior High School	82%
Senior High School	97%
i. “yes” links are provided to professional development resources	
Elementary with full-time or part-time SLMS	31%
Elementary with no SLMS	11%
Middle/Junior High School	34%
Senior High School	33%
j. “yes” links are provided to recommended reading lists	
Elementary with full-time or part-time SLMS	49%
Elementary with no SLMS	26%
Middle/Junior High School	51%
Senior High School	47%

k. “yes” links are provided to resources to help parents	
Elementary	21%
Middle/Junior High School	26%
Senior High School	22%
l. “yes” links are provided to homework help services and resources	
Elementary	21%
Middle/Junior High School	36%
Senior High School	31%
m. “yes” links are provided to virtual reference sources	
Elementary with part-time or full-time SLMS	32%
Elementary with no SLMS	14%
Middle/Junior High School	41%
Senior High School	33%

19. “Yes” there is studio equipment available for in-school **video broadcasting**.

Elementary	31%
Middle/Junior High School	72%
Senior High School	72%
a. “yes” the library media specialist coordinates the student broadcasts.	
Elementary with part-time or full-time SLMS	26%
Elementary with no SLMS	0%
Middle/Junior High School	36%
Senior High School	14%
b. “yes” teachers may use the video equipment for recording and editing.	
Elementary	91%
Middle/Junior High School	86%
Senior High School	83%
c. “yes” students may use the video equipment for recording and editing.	
Elementary with full-time SLMS	85%
Elementary with part-time or no SLMS	41%
Middle/Junior High School	81%
Senior High School	89%
d. “yes” there is equipment in the school for provision of televised distance education programs.	
Elementary with full-time SLMS	21%
Elementary with part-time or no SLMS	6%
Middle/Junior High School	32%
Senior High School	54%
e. The number of distance education programs received per week is:	
Elementary with full-time SLMS	1 per week average
Elementary with part-time or no SLMS	1 per month average
Middle/Junior High School	1 per two weeks average
Senior High School	2 per week average

f. The number of teachers in this building who use the distance education equipment for continuing education or professional development each year is:

Elementary with full-time SLMS	2 per year
Elementary with part-time or no SLMS	0
Middle/Junior High School	1 per year
Senior High School	4 per year

20. “Yes” at least one **digital camera** is owned by the school library media center.

Elementary	71%
Middle/Junior High School	84%
Senior High School	90%

a. The total number of digital cameras owned:

Elementary with full-time SLMS	1 to 18, 6 on average
Elementary with part-time SLMS	1 to 14, 3 on average
Elementary with no SLMS	1 to 6, 2 on average
Middle/Junior High School	1 to 14, 5 on average
Senior High School	1 to 10, 3 on average

b. “yes” digital cameras are available for loan to teachers for use at school:

Elementary	98%
Middle/Junior High School	98%
Senior High School	100%

c. “yes” digital cameras are available for loan to teachers for use at home:

Elementary	86%
Middle/Junior High School	88%
Senior High School	82%

d. “yes” digital cameras are available for loan to students for use at school:

Elementary	51%
Middle/Junior High School	67%
Senior High School	87%

e. “yes” digital cameras are available for loan to students for use at home:

Elementary	4%
Middle/Junior High School	12%
Senior High School	29%

21. The total **local district funding** for the school library media center (not including salaries) for the most recent year [2003] (average per building, per student):

Elementary with full-time SLMS	\$5,106.24, \$10.40 per student
Elementary with part-time SLMS	\$5,537.24, \$15.06 per student
Elementary with no SLMS	\$5,531.06, \$13.30 per student
Nationally for Elementary Schools	\$12,444.72, \$23.76 per student

Indiana elementary schools are 36% to 56% below the national average per student.

Middle/Junior High School	\$12,383.63, \$15.58 per student
Nationally for Middle/Junior High	\$16,868.11, \$22.92 per student

Indiana middle/junior high schools are 32% below the national average per student.

Senior High School	\$15,239.36, \$14.15 per student
Nationally for Senior High School	\$30,715.24, \$32.78 per student

Indiana senior high schools are 57% below the national average per student.

a. The amount spent on books annually [2003] from local district funds (per student, percentage of local district funds spent on books):

Elementary with full-time SLMS	\$7.03 per student, 68% of total
Elementary with part-time SLMS	\$8.84 per student, 58% of total
Elementary with no SLMS	\$8.58 per student, 65% of total
Middle/Junior High School	\$7.64 per student, 49% of total
Senior High School	\$6.83 per student, 48% of total

b. The amount of federal funds received in the most recent year [2003] for the school library media center (average per building, per student):

Elementary with full-time SLMS	\$677.58, \$1.38
Elementary with part-time SLMS	\$441.93, \$1.14
Elementary with no SLMS	\$131.69, \$0.32
Middle/Junior High School	\$901.93, \$0.88
Senior High School	\$759.51, \$0.71

Nationally, the average amount of dollars received through federal funds per school library media center is between \$3,000 and \$5,000 (Miller, 2003).

c. Gift dollars to the school library media center (most often from PTA, private or memorial donations) in the most recent year [2003] (average per building, per student);

Elementary	\$424.53, \$0.99
Middle/Junior High School	\$321.70, \$0.40
Senior High School	\$111.41, \$0.10

22. The total **amount expended** from all funding sources for the library (per building, per student, compared to national average in 2002) (Miller, 2003) over the most recent year [2003] for selected resources*:

a. Books

Indiana Elementary Schools 2003 \$4,144.97, \$9.68

Nationally for Elementary Schools 2002 \$5,750.71, \$11.17

Indiana elementary schools are 13% below the national average per student.

Indiana Middle/Junior High 2003 \$6,597.88, \$8.30

Nationally for Middle/Junior 2002 \$8,569.11, \$11.11

Indiana middle/junior high schools are 25% below the national average per student.

Indiana Senior High 2003 \$7,973.00, \$7.40

Nationally for Senior High 2002 \$15,130.00, \$15.44

Indiana senior high schools are 52% below the national average per student.

*These figures are based on reported local investments in library books **without including the salary of the school library media specialist or clerical assistant.** Some Indiana school corporations seem to insist that including salaries is acceptable. Such is **NOT** a practice that is defined in the State Accounting Manual for Schools, nor is the practice of including salaries a practice in any of the other 49 states. The practice of including professional salaries is no even considered rational in such areas as including principal salaries in lines to report investments in textbooks, or art teacher salaries to report investments in supporting materials for art education, or inclusion of coaching salaries to report investment in resources and materials to support athletic program development. School corporations that practice inclusion of salaries in lines that define investments in library resources are conducting not only misleading financial accounting, but are near unethical practices and deny students their fair share of library resources that support reading education and a quality education.

The North Central Accreditation process now expects that school districts demonstrate that they are investing in print and electronic materials in order to keep resources up-to-date and relevant. In order to do so, most Indiana schools need to more than double their current investment in library resources.

The Indiana University Center for Evaluation and Education Policy reported in 2004 (Plucker) that purchase of books for school libraries in Indiana declined by 13% since 2000 when the State stopped funding of the Indiana “School Library Printed Materials Grant.”

The Indiana Middle Grades Reading Network tracked (Humphrey, 2000) the library book purchases and book circulation during the years (1997 – 2000) of the “School Library Printed Materials Grant.” Acquisition of new books increased 53% in Indiana elementary and middle schools. Circulation was climbing and was up 15% by 2000 when the grant ended.

The purchase price for a typical library book has more than doubled since 1990 while the local funding for purchase of library books in Indiana has not increased. In 1980, most Indiana schools provided enough local funding to acquire at least one new library book per student. Today that local investment ratio is one new library book for every three students and in some Indiana high schools the ratio has dropped to one new library book for every five students.

b. Books on Tape

Elementary School	\$29.10, \$0.06
Middle/Junior High School	\$140.56, \$0.18
Senior High School	\$129.81, \$0.12

c. Print Magazines and Newspapers

Elementary School	\$526.89, \$1.20
Nationally for Elementary Schools 2002	\$789.31, \$1.54
Indiana elementary schools are 22% below the national average per student.	
Middle/Junior High School	\$1,136.51, \$1.42
Nationally for Middle/Junior 2002	\$1,270.66, \$1.79
Indiana middle/junior high schools are 21% below the national average per student.	
Senior High School	\$2,037.37, \$1.89
Nationally for Senior High 2002	\$2,239.40, \$2.74
Indiana senior high schools are 31% below the national average per student.	

d. Nonprint Resources (VHS, DVD, Software)

Elementary School	\$665.14, \$1.55
Nationally for Elementary Schools 2002	\$1,219.88, \$2.27
Indiana elementary schools are 32% below the national average, per student.	
Middle/Junior High School	\$2,105.01, \$2.65
Nationally for Middle/Junior High	\$1,048.44, \$1.48
Indiana middle/junior high schools are 44% above the national average, per student.	
Senior High School	\$2,025.83, \$1.88
Nationally for Senior High	\$2,819.65, \$3.10
Indiana senior high schools are 39% below the national average, per student.	

e. Subscription to Online Resources and Indexes (CD ROM & Internet)

Elementary School	not enough data to report
Middle/Junior High School	\$601.51, \$0.76
Nationally for Middle/Junior High	\$2,942.97, \$3.51
Indiana middle/junior high schools are 78% below the national average, per student.	
Senior High School	\$2,788.14, \$2.59
Nationally for Senior High	\$7,566.89, \$8.15
Indiana senior high schools are 68% below the national average, per student.	

f. Professional Resources (journals, books, teaching guides, standards)

	Per building, per student, per teacher
Elementary School	\$115.00, \$0.25, \$6.40
Middle/Junior High School	\$252.31, \$0.32, \$5.49
Senior High School	\$543.93, \$0.51, \$8.24

g. Equipment Purchases from library funds

Elementary School	\$674.56, \$1.57
Middle/Junior High School	\$1,940.28, \$2.44
Senior High School	\$2,037.76, \$1.89

h. Equipment Repair from library funds

Elementary School	\$138.61, \$0.32
Middle/Junior High School	\$335.33, \$0.42
Senior High School	\$554.66, \$0.52

23. Approximately what percentage of this building's student enrollment can be seated comfortably in the school library media center?

Elementary School	11% or 45 students on average
Middle/Junior High School	10% or 80 students on average
Senior High School	10% or 112 students on average

24. The school library media center in this building has **space** to hold how many classes for instructional purposes?

Elementary School	1 on average
Middle/Junior High School	2 on average
Senior High School	3 on average

25. The following **technology functions** are provided in the school library media center:

a. "yes" video production	
Elementary with full-time SLMS	21%
Elementary with part-time SLMS	14%
Elementary without SLMS	11%
Middle/Junior High School	50%
Senior High School	42%
b. "yes" multi-media production	
Elementary with full-time SLMS	21%
Elementary with part-time SLMS	5%
Elementary with no SLMS	0%
Middle/Junior High School	36%
Senior High School	38%
c. "yes" computer lab	
Elementary School	47%
Middle/Junior High School	64%
Senior High School	74%

26. "Yes", in general, classes are **scheduled** into the school library media center at this building in **a flexible manner allowing for instruction to be delivered collaboratively** by the school library media specialist and the classroom teacher.

Elementary School	22%
Middle/Junior High School	58%
Senior High School	52%

27. "Yes" cooperation and communication are maintained between the school library media center of this building and the local **public library**.

a. "yes" communication is maintained through e-mail, phone and meetings	
Elementary School	44%
Middle/Junior High School	60%
Senior High School	60%
b. "yes" there is cooperation in promotion of reading programs	
Elementary School	65%
Middle/Junior High School	70%
Senior High School	50%
c. "yes" there is exchange of announcement of events	
Elementary School	58%
Middle/Junior High School	72%
Senior High School	66%
d. "yes" the school library media specialist facilitates public library visits	
Elementary School	31%
Middle/Junior High School	18%
Senior High School	12%

- e. “yes” the school library media specialist facilitates contacts for reference services and homework assistance at the public library
 - Elementary School 28%
 - Middle/Junior High School 56%
 - Senior High School 56%
- f. “yes” the school library media specialist has provided reference information to the public library
 - Elementary School 6%
 - Middle/Junior High School 22%
 - Senior High School 26%
- g. “yes” there is coordination of homework help services between the public librarian and the school librarian
 - Elementary School 6%
 - Middle/Junior High School 20%
 - Senior High School 10%
- h. “yes” the public librarian and the school librarian confer on collection development
 - Elementary School 11%
 - Middle/Junior High School 14%
 - Senior High School 20%
- i. “yes” the public librarian and the school librarian confer on access to electronic resources
 - Elementary School 8%
 - Middle/Junior High School 16%
 - Senior High School 20%
- j. “yes” the public librarian and the school librarian provide inter-library loan of resources
 - Elementary School 38%
 - Middle/Junior High School 56%
 - Senior High School 64%

28. Most **nonfiction library books** in the areas of science (space exploration, genetics, health) and political rights (women’s rights, minority rights) are over 20 years old as found on the shelves of most of the reporting Indiana middle school and high school libraries. Over half of the books found on the shelves of Indiana senior high school libraries were published prior to the copyright dates given for these selected areas of study. In Indiana elementary schools that have invested in a full-time school library media specialist, supported by a full-time paid clerical to assist with collection development (acquisition and weeding), the nonfiction book collections tend to be nearly ten years more up-to-date.

	Senior High	Elementary (Full-time SLMS with Clerk)
Civil and Political Rights	1983	1993
Space Travel and Exploration	1983	1990
Human Development and Genetics	1977	1993
Promotion of Public Health	1987	1995
Middle East History	1986	1992

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