
Re: purpose/background on Teacher Librarian

From : Amy Page <page_a@4j.lane.edu> Thu, Sep 22, 2022 04:24 PM
Subject : Re: purpose/background on Teacher Librarian
To : Justin Huntley <huntley_ju@4j.lane.edu>
Cc : Allan Chinn <chinn@4j.lane.edu>, Deirdre Pearson <pearson_d@4j.lane.edu>, Jeffry Johnson <johnson_je@4j.lane.edu>, Erin Gaston <gaston_e@4j.lane.edu>

Hello!

Thank you for your patience with my response. I know you're swamped and it sounds like you're fielding a lot of questions regarding teacher librarians in your schools. I'm sure that's frustrating. I have been in libraries all week teaching and did not think to leave time for communication in my schedule. My apologies.

With regard to scheduling library time I think it's a good idea to ease teachers into having regular library time. Visiting the library three times every two weeks seems like a workable solution. Below is a possible schedule with thoughts as to how it would be beneficial:

K-2 Classes:

Week 1: Visit the library once for check out only.

Week 2: Visit the library twice, once for check out and once for library learning.

Rationale: K-2's are generally reading picture books and early chapter books that do not take as long to finish. Having check out weekly is beneficial for them. Having two library learning days a month will work for now with this age group.

3-5 Classes:

Week 1: Visit the library twice, once for check out and once for library learning.

Week 2: Visit the library once for library learning only.

Rationale: 3rd-5th graders generally are reading longer books that if they are truly reading them from start to finish (which is what we want) will take most students at least two weeks to complete. That being said, there are voracious readers out there that will definitely need more check out time and alternative check out times can be made for these kiddos (ie. before the first bell rings to start the day, during a recess, or other space the TL might have during their day). 3rd-5th graders need more library learning days to teach essential information, literacy, and tech skills as well as digital citizenship.

Also, I don't know your schedules and what it would look like if teachers are bringing their classes to the library three times every three weeks, but I'm hoping it will leave a little room in the TL's schedule to actually deal with the library space (shelf books, order books, process and repair books, create displays etc.). This time needs to be set aside and is different than their prep time. Their prep time is for preparing lessons for six different age groups (technically speaking they have six preps: K-5), dealing with the library itself requires additional time. Also, if they have space in their schedule, my hope is that it will allow for

some collaboration with teachers. As specific units are taught and needs arise, if there's space in the TL/library schedule, teachers can bring classes to the library or the TL can go to the class to teach lessons specific to the teacher's needs (ie. how to use a database, kick off a research unit, or introduce a new digital tool being used).

Just call if you need clarification on any of this (541-953-4670).

Deirdre! That was a great article. Thank you! Below in bold are some talking points with regards to the benefits/value of having a teacher librarian. These were taken directly from the proposal the high school librarians presented to the board in late 2019 (pre-COVID and before I started in the district) when they were advocating for SSA funds to hire TLs. Though I'm not positive, I believe the board used this proposal to guide their decision making. I included links to the research cited as well. Note that the points below speak to reading and academic success that will not happen over the course of two years. That is why the pilot was set for 5 years. Below the talking points/research is a bulleted list of what a TL can do for your school.

I've also included research that talks about librarians and the SEL support they bring to a school.

- [*Social Emotional Learning in the Library.*](#)
- [This article discusses](#) how bibliotherapy can change lives and perspectives as well as the importance of human-focused programming (combining civic engagement activities with a student-centered approach that involves inquiry, action and reflection)
- The TL can build a collection filled with books that reflect the specifics of you school's population (window and mirror books).
- The TL can build a collection that is home to relevant, engaging SEL books.

Full-time certified librarians boost elementary students' reading scores across the board

- A Michigan study found after controlling for other factors that the presence of teacher-librarians boosted 4th-grade students' reading scores by 35%.
- A 2012 Colorado study found that schools that hired librarians between the years 2005 and 2011, were "significantly more likely to have higher advanced reading scores and higher increases in advanced reading scores (49%) than schools that lost librarians (33%)."
- In Minnesota, "twice as many schools with above-average [reading] scores" for grades 3, 5 and 8 had full-time licensed librarians.

Full-time certified librarians boost underserved students' reading scores at greater levels

- According to a 2015 Pennsylvania study, full-time teacher-librarians increase reading and writing test scores for all students, and those "who are economically disadvantaged, black, Hispanic, and have IEPs (i.e. students with disabilities) benefit proportionally more than students generally." Specifically, the study found the "while 1.6% fewer

students tested at the Below Basic level in reading when they had full-time librarians than those who did not, the difference was even greater for Black students (5.5%), Latino students (5.2%), and students with disabilities (4.6%). Even higher academic gains were evident among student subgroups if their schools had more library staff, larger library collections, and greater access to technology, databases, and the library itself. On average, Black and Latino students whose schools had larger library collections (versus those who did not) more than doubled their percentages of Advanced writing scores and cut their risk of Below Basic writing scores in half.”

- Another study examined 4th-grade National Assessment of Educational Progress (NAEP) reading data in states that gained or lost librarians between 2004-2009. In states that gained librarians during this time period, “average reading scores for poor students, Black students, and Latino students improved more than in states that lost librarians. In states that lost librarians, English language learners’ scores dropped by almost 3%.”

Rodney, Marcia J., Keith Curry Lance, and Christine Hamilton-Pennell. *The Impact of Michigan School Libraries on Academic Achievement: Kids Who Have Libraries Succeed*. Library of Michigan, 2003, http://www.michigan.gov/documents/hal_lm_schllibstudy03_76626_7.pdf; American Association of School Librarians, *Strong School Libraries Build Strong Students*, 2013, http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/AASL_infographic.pdf. Scholastic. *School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries*. 2016. <http://www.scholastic.com/slw2016/>, page 10. Scholastic. *School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries*. 2016. <http://www.scholastic.com/slw2016/>, page 21. Kachel, Debra E., and Keith Curry Lance. “Latest Study: A Full-Time School Librarian Makes a Critical Difference in Boosting Student Achievement.” *School Library Journal*, March 7, 2013, <https://www.slj.com/?detailStory=librarian-required-a-new-study-shows-that-a-full-time-school-librarian-makes-a-critical-difference-in-boosting-student-achievement>; Kachel, Debra E., and Keith Curry Lance. “Why School Librarians Matter: What Years of Research Tells Us.” *Phi Delta Kappan*, March 26, 2018;

Full-time librarians boost academic achievement in other subjects, like writing and math

- In the 2015 Pennsylvania state study, “students with full-time librarians were almost three times more likely than those without librarians to have advanced writing scores.” Furthermore, “students who are poor and minority, and have IEPs, but who have full-time librarians, are at least twice as likely to have Advanced Writing scores as their counterparts without full-time librarians.”
- In a 2014 Washington state study, the presence of a certified school librarian was also a predictor of higher 9th grade math scores, even after controlling for factors like poverty and school size. 77% of students who had a certified librarian had passing math scores vs 64% of students who passed without access to a licensed librarian.
- 23 state studies provide evidence that certified librarians significantly impact student achievement and increase academic achievement for all ages.

<https://www.kappanonline.org/lance-kachel-school-librarians-matter-years-research/>; Lance, Keith Curry, and Bill Schwarz. *How Pennsylvania school libraries pay off: Investments in student achievement and academic standards*. PA School Library Project. October 2012, <https://files.eric.ed.gov/fulltext/ED543418.pdf>.
 Kachel, Debra E., and Keith Curry Lance. "Why School Librarians Matter: What Years of Research Tells Us." *Phi Delta Kappan*, March 26, 2018, <https://www.kappanonline.org/lance-kachel-school-librarians-matter-years-research/>; Lance, Keith Curry, and Linda Hofschire. "Something to Shout About: New Research Shows That More Librarians Means Higher Reading Scores." *School Library Journal*, 2011, <https://www.slj.com/?detailStory=something-to-shout-about-new-research-shows-that-more-librarians-means-higher-reading-scores>.
 Kachel, Debra E., and Keith Curry Lance. "Why School Librarians Matter: What Years of Research Tells Us." *Phi Delta Kappan*, March 26, 2018, <https://www.kappanonline.org/lance-kachel-school-librarians-matter-years-research/>; Lance, Keith Curry, and Bill Schwarz. *How Pennsylvania school libraries pay off: Investments in student achievement and academic standards*. PA School Library Project. October 2012, <https://files.eric.ed.gov/fulltext/ED543418.pdf>, page 11.
 Coker, Elizabeth. "Appendix C." *Certified Teacher-Librarians, Library Quality and Student Achievement in Washington State Public Schools: The Washington State School Library Impact Study*. Washington Library Association and the Washington Library Media Association. April 2015, https://wala.memberclicks.net/assets/WLMA/Advocacy/wslitreport_final%20revised7_14_15.pdf, page 7.

Ideas on all a TL can do for your school:

Teach students information literacy skills, including how to:

- Evaluate the accuracy, reliability and credibility of websites
- Discern credible information from "fake news"
- Identify internet hoaxes
- Stay safe online and protect a student's personal identity
- Use proper online etiquette and ethical behavior
- Review key parts of a book (title page, copyright date, author, illustrator, publisher, glossary, page numbers)
- Find information within books using the table of contents and index
- Understand the basics of the Dewey Decimal system, how to read call numbers and locate books on the shelf

Teach students research skills, such as how to:

- Differentiate fiction from nonfiction, as well as facts from opinions
- Locate and assess primary and secondary sources
- Select strong keywords for search engines, databases, and the library catalog
- Practice how to paraphrase and avoid plagiarism
- Write basic citations
- Take effective notes
- Use academic online and print reference sources (databases, almanacs, digital encyclopedias, atlases, maps, globes, dictionaries, thesauruses)

Teach students technology skills (we're 1:1 now, super important) like how to:

- Create safe passwords
- Open and save files, copy and paste, download photos
- Collaborate with other students while using word processing and spreadsheet programs effectively
- Perform basic coding using programs like Scratch and Hour of Code
- Write and create e-books
- Create podcasts, blogs, websites, and slideshows

- Present themselves professionally online through videos and video chat programs

Reinforce literacy instruction and help students discover the joy of reading

- Promote a fun school-wide culture of reading (One Author/One School, kids' choice book awards, March Book Madness, OBOB, read-a-thon, student book review bulletin board, principal's book shelf in the front office, etc.)
- Match students individually with appealing books through book talks, read-aloud stories, and one-to-one personal recommendations
- Reorganize the fiction area by genre like a bookstore to enhance browsing
- Help students learn how to select their own books that they will enjoy
- Delve deep into helping students explore book genres and formats
- Examine award-winning books, authors and illustrators.

APPENDIX C (Part 2). What Teacher-Librarians Could Do at 4J Elementary Schools

Provide teachers with integrated technology support in the classroom

- Serve as an in-house liaison between the Instructional Technology department and schools as the district moves toward becoming 1:1.
- Teach staff engaging educational tech tools they can use in the classroom
- Provide on demand support with teachers' integrated technology use.

Support teachers with resources and class time

- Collaborate with classroom teachers, then build upon and support that classroom learning in the library
- Provide teachers with print and digital resources related to their curriculum
- Serve as a facilitating teacher and take half the class to work on information and research skills in the library while classroom teachers work with smaller groups in the classroom
- Provide prep time for teachers when students are in the library

Serve as counseling support

- Provide bibliotherapy support for students. Match students with books and resources on topics such as death of a loved one, divorce, friendship troubles, anxiety, homelessness, and countless other topics.)
- Provide a safe, quiet space with a certified teacher for students who need a grounding space.

Update the collection

- Align the library collection so it supports the curriculum in each classroom. Students who are excited about studying volcanoes in class can then borrow current books on volcanoes.
- Select culturally responsive and diverse books that represent the student population in terms of race, gender identity, sexual orientation, socio-economic status, disability as well as mental and physical health issues

- Weed outdated books, books in poor condition, and those that aren't being checked out anymore
- Purchase current, relevant, high quality and enjoyable nonfiction and fiction
- Build special collections like Spanish books for ELL students and an audio book collection for students with IEPs and 504s.

Lead school-wide events

- Lead an afterschool book club and/or coding club
- Plan a Family Literacy Night
- Arrange author visits and/or Skype chats with authors
- Organize book fairs and read-a-thons
- Summer book checkout (biweekly or monthly)

Create a library website with resources for parents, students and teachers

- Offer online resources that are aligned with the curriculum and would help support students
- Link to existing but overlooked district resources.

Amy Page
 District Librarian - TOSA | Library Services
 Eugene School District 4J
page_a@4j.lane.edu
 541-790-7765

From: "Justin Huntley" <huntley_ju@4j.lane.edu>
To: "Allan Chinn" <chinn@4j.lane.edu>
Cc: "Deirdre Pearson" <pearson_d@4j.lane.edu>, "Jeffrey Johnson" <johnson_je@4j.lane.edu>, "Erin Gaston" <gaston_e@4j.lane.edu>, "Amy Page" <page_a@4j.lane.edu>
Sent: Thursday, September 22, 2022 2:26:40 PM
Subject: Re: purpose/background on Teacher Librarian

It would be best to build in time for teacher librarians to have time for collaboration with teacher rather than slamming them twice a week, especially in light of the fact that these folks are new and based on grumbling such as the ones alluded to by Deirdre. And to that the implementation of Wit and Wisdom.

Allan I really like your idea of 1 time a week for everyone and for the 2nd visit to be every other week. Amy has a great idea on how this could work, that she will email later to this chain. She has been teaching classes all week and I needed to chat with her before responding.

Amy is also going to send out some research and talking points, in addition to what Deirdre sent out earlier.

Thanks everyone,