

# Community Unit School District 200

## BOARD REPORT

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**Title:** Approval to Post K-12 LLC Program Review Phase

**Contact:** Dr. Richard Drury

**Date:** March 26, 2008

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### **BACKGROUND:**

The Educational Services Department has been reviewing curriculum following the Continuous Improvement Model for Instruction adopted by the Board of Education in June of 1996. The previous review of the Learning Center Program began in 2001 and the task force report was presented to the Board of Education in October 2002. This report delineates a redefined LLC Program focused by an updated Library Learning Center Program Mission Statement and Program Goals. The recommendation for the Library Learning Center Program phase two of the review cycle is based upon the evaluation phase which consisted of:

- Alignment of the newly adopted Board of Education Vision and Mission with the mission of District 200's Library Learning Center Program,
- Review of current research and best practices as they relate to the Library Learning Center Program,
- Assessment of the needs for continuance of the highly-effective and progressive standards-based program to support academic success of District 200 students and classrooms, and
- Development of program goals to guide the renewal of design and development of program for Board approval and implementation.

### **DISCUSSION:**

Over the years, District 200 has provided an enriching Library Learning Center (LLC) experience for our students. In the 1970's, our learning centers were recognized as among the best in the nation. Today, however, our students are living in a world that has been revolutionized by ready access to vast stores of information that are continually increasing and rapidly changing. While this information explosion has provided countless opportunities, it also has dramatically altered the knowledge and skills needed to live productively. We must prepare our students to navigate successfully through this profusion of media. District 200's Board Policy defines the role of the LLCs is to "ensure that students and staff are effective users of information by providing instruction, services, leadership, and resources to support the instructional staff in the effective delivery of curriculum, and to provide students with the environment and materials conducive to maximum growth in the knowledge and skills necessary for lifelong learning."

Setting the stage for the vital and essential review task set before this program review committee, it is asked that the reader take a moment to review and compare past practices and current needs and practices using a picture in time (a streaming video clip). Henrico County, Virginia schools has

captured with a short video the depth and breadth of an effective 21<sup>st</sup> Century school library. Please access this video by holding down the control key on the keyboard and clicking on the hyperlink. After viewing this video clip, please return to this word document to complete the posted request. (Please note – SOL is equitant to District 200’s *Critical Content*.)

[http://henrico.k12.va.us/hcpstv/vv\\_library.html](http://henrico.k12.va.us/hcpstv/vv_library.html)

The current LLC Program supports the District 200 curriculums by providing adequate resources, personnel and training so that both students and teachers become independent users of information. The video emphasizes the magnitude and necessity of future thinking that needs to be included in this review process. Although, our schools today have adopted the philosophy that the LLC Program should be fully integrated into the educational program, this integration varies from school to school. The main charge of the review is to bring equity across the district at the three levels by following the mission and goals set forth in this report.

The evaluation phase of the LLC Program Review began in the spring of 2007. In following the District 200 systematic process, it was necessary to bring together a task force representative of the stakeholders of the K – 12 District 200 Learning Community, while at the same time calling upon the expertise of the District 200 school LLC Directors. Therefore, this initial evaluation phase of review consisted of two concurrent work groups (Appendix A) to ensure comprehensive communication. One group was comprised of a larger learning community stakeholder group, with building representation including teachers, administrators, and community members. The other group was comprised of program teachers (LLC Directors). Communication was shared during concurrently run workshops.

### *Alignment of Mission Statements*

Grounding the work groups around their current perceptual understanding of the LLC Program was needed to move forward in aligning the newly adopted Board of Education Mission statement and revising the current LLC Mission Statement. The groups accomplished this task by using an interactive tool provided by the Illinois School Library Media Association. Both work groups used “rubrics for evaluation of essential program components” to rank current opinions. This evaluation tool addressed three main areas of program: 1) learning and teaching, 2) information access, and 3) program administration. Different components within each program area were evaluated on a continuum – basic, proficient, exemplary. The aggregated data of this survey (Appendix B) and the ensuing reflective discussion among the workshop participants allowed the groups to move forward in revising the current mission statement. The following mission statement is the revised, aligned LLC Mission Statement (Appendix C).

### ***LLC Program Mission Statement***

The mission of the District 200 Library Learning Center Program is to foster a love of reading and learning to further the District’s goal of inspiring, educating, challenging, and supporting all members of the school community.

The LLC program will provide an inviting atmosphere where:

- All are provided flexible, equitable, and efficient access to ideas, information, and resources,

- All are encouraged to explore a variety of diverse materials,
- All are taught skills to locate, evaluate, and use information appropriately for their purposes, and
- Collaboration with members of the learning community will further the delivery of the critical content.

With a firm grasp of what the program mission was, the work groups proceeded in exploring the most recent research available to support a quality school library learning center.

### Review of Current Research and Best Practices

School libraries inspire literacy: reading literacy, information literacy, and technology literacy. They can be the hub of learning when accessible to the total school community, resources are diverse and up-to-date to meet the demands of the learning community, and are staffed with highly qualified educators. The program review work groups examined research studies and various journal articles on school libraries (Appendix D). Consistently, the research stated that school libraries are critical for student achievement, have an important role in teaching, and are leading the way of technology use in schools. Research concludes that school library programs influence learning outcomes and student achievement when the following is in place.

- Access to school libraries should be scheduled as flexibly as possible
- A high-quality school library, at any grade level, requires at least one library media specialist plus support staff
- Highly qualified library media specialist provides leadership and has a positive impact on student academic achievement when they
  - Collaborate with classroom teachers to teach and integrate literature and information skills into the curriculum
  - Partner with classroom teachers on projects that help students use a variety of resources, conduct research, and present their findings
  - Are supported fiscally and programmatically by the educational community to achieve the mission of the school
- Computers that provide access to library resources – both in the library and elsewhere in the school – should be available to facilitate student performance
- School libraries should be funded to maintain their traditional collections as well as to expand their reach beyond the library's walls via educational technology
- Students achieve academically when their visits to libraries bring them into contact with library media specialists as teachers and co-teachers

This review of research validates that the LLC Program should not have a separate critical content, and affirming that best practice emphasizes collaboration with classroom teachers. This collaboration should be focused, but not limited to addressing the three areas of literacy aforementioned addressed in District Critical Content - Subject Expectation 5 (State Goal 5): Use the language arts to acquire, assess and communicate information

- Essential Learning 1 – Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- Essential Learning 2 – Analyze and evaluate information acquired from various sources.
- Essential Learning 3 – Apply acquired information, concepts and ideas to communicate in a variety of formats.

Using a framework to support students in their research is an element of best practice in an effective LLC program. The current LLC Program goals address using the Big 6 (or Super 3) to help meet the District Critical Content. The implementation of this researched based framework has been limited across the elementary and middle school levels and not utilized at the high school level due to various factors. Project CRISS, the scientifically-based research program being implemented at the high schools and middle schools as part of the District Improvement Plan also provides strategies that address District Critical Content - Subject Expectation 5. CRISS strategies are applicable in the classroom from intermediate elementary school students through high school. The Big 6 also fits well under the CRISS framework. Incorporating the two processes together will provide consistency and vertical alignment to the continuity of content delivery and address all learners K-12.

### Assessment of Needs

During early fall of 2007, the work in the evaluation phase continued. Teachers were surveyed by members of the work groups as to how they addressed District Critical Content - Subject Expectation 5. Assessment questions of the LLC Program created by the two work groups in Spring 2007 were disseminated through a web survey tool. Responses were requested from the community through the District Web site, and from the whole school learning communities through announcements at faculty meetings and follow-up email. Both of these data collection activities provided the work groups to conduct a gap analysis.

The analysis of the teacher input regarding the District Critical Content - Subject Expectation 5 was fairly consistent across grade levels, and confirmed the need and application of a framework that is consistent and spirals as a continuous thread in the learning process as a student progresses through the levels of District 200 schools. CRISS provides this continuity. Additionally, the analysis called for focused lessons at the grade levels to bring clarity to the application of research while addressing various content areas. The work groups felt this would provide the consistency in the use of information and digital literacy, and articulate well with the integration of the technology skills expected in K-12 classes. It was suggested to use the “Understanding by Design” (UBD) framework to construct these lessons of inquiry, building upon the professional development already provided to teachers and supplementing future UBD professional development.

The online surveys consistently mentioned four areas of need from all responses: collaborative learning climate, communication, equity in resources, and technology - digital, Twenty-first Century learning and support (Appendix E). This gap analysis provided the basis for the newly revised LLC Program Goals.

### ***Library Learning Center Program Goals - 2007***

**Program Goal One:** The Library Learning Center program establishes a collaborative climate where students:

- Acquire skills to locate, evaluate, and use information
- Access a variety of materials selected and promoted by the LLC staff
- Are given opportunities to explore reading for a variety of purposes

**Program Goal Two:** The Library Learning Center is accessible for individual, whole class, and small group use of its resources in an environment that is welcoming and purposeful. In order to accomplish this, the LLC staff will:

- Collaborate with teachers to deliver instruction aligned with the critical content
- Communicate on a regular basis with the school community
- Offer scheduling options that meet the needs of all students

**Program Goal Three:** The Library Learning Center program in each of the District 200 schools must reflect equitable funding based on the diverse student population at each building by:

- Establishing, reviewing, and adjusting (according to annual rate of inflation) base-line funding to support the collection
- Maintaining print and non-print collections that reflect the needs of our diverse student population at each building in order to support critical content
- Managing District funds that provide for library and media resources which service and allow the whole school to function in addition to the base-line funding, i.e., library automation system, hardware, software, selected web-based subscriptions, projection bulbs, and book processing materials.

**Program Goal Four:** The Library Learning Center program will provide appropriate equipment and instruction of use in order to improve teacher and student access to information and technology by:

- Collaborating and communicating with the Department of Technology about equipment and program needs
- Completing an annual summary report of equipment and program needs to develop and sustain an appropriate replacement schedule
- Participating actively to develop, lead, and explore opportunities for professional development such as U200 and/or online courses
- Leading students and teachers in the use of technology.

These program goals will guide phase two of the review process, the renewal of design and development of program that will come before the Board in the future.

A comment on the timeliness of this program review is worth mentioning. During the evaluation phase of this program, information gleaned from the research and journal articles accelerated the work groups to recommend a pro-active approach to addressing copyright/intellectual property to all District staff. This need was reinforced with revisions of the District policy addressing instructional resource materials. In the fall of 2007, all schools showed the District produced video “Copyright: What you need to know”(sic), based on the District’s copyright guidelines for staff. Both of these documents were prepared by or in collaboration with District LLC Directors and may be viewed at: <http://www.cusd200.org/programs/edtech/LLC/copyright.html>.

#### **ESTIMATED COST AND FUNDING SOURCE:**

The costs associated with the program development include task force work groups during the summer and next school year. There will be future costs associated with the program development to provide equitable funding across our schools and will be brought to the Board of Education at the conclusion of the design and development phase of the review process. Most of these costs are currently met through the District school operating expenses, the technology budget, and

Educational Services Departmental budget. The Illinois State Library Grant monies are also used to contribute toward equitable funding in our schools through the purchase of a collection of award books, i.e., Monarch, Caudill, or Lincoln Book Award books for each school.

**RECOMMENDATION:**

The Board is asked to review and post this evaluation of the program for community review. It will be posted on the District 200 website until May 14, 2008 and available in hard copy at the School Service Center. Community members who read this program review and complete a comment sheet will be contacted by a member of the Department of Educational Services for further discussion.

# Appendix A

## K – 12 District 200 Learning Community Stakeholders

<b>Stakeholder Group</b>	<b>Last Name</b>	<b>First Name</b>
Parent	Jones	Jan
Parent	Pfalgraf	Taryn
BOE Member	Swanson	Rosemary
Principal	Monson	Kelly
Principal	Turyna	Brian
Asst. Principal	Thomas	Deborah
Asst. Principal	Campos	Lorrie
LLC Director	Ramp	Jeri
LLC Director	Jaeger	Cathy
LLC Director	Jenkins	Kathy
LLC Director	Mambu	Barb
CL - Kindergarten	Stoll	Debby
CL - Kindergarten	Lynch	Katy
CL - First Grade	Gunther	Beth
CL - Second Grade	Piccione	Ann
CL - Third Grade	Baehl	Andrea
CL - Third Grade	Connolly	Lisa
CL - Third Grade	Murphy (Morris)	Melissa
CL - Third Grade	Pasqualicchio	Suzanne
CL - Fourth Grade	Meyer	Jennifer
CL - Fifth Grade	Hewick	Stacey
CL - Fifth Grade	O'Rourke	Ellen
CL - ELL/ESL	Pilkington	Jon
CL - Reading Specialist	Baumann	Laura
CL - Reading Specialist	Burke	Kathy
CL - Reading Specialist	Szafran	Denise
CL – Special Education	Raniere	Karen
CL - MS	Bonnamy	Joan
CL - MS	Quartarone	Sue
CL - MS	McCormick	Meredith
CL - MS	Bresnahan	Patrick
CL - MS	Tavine	Jennifer
HS - 9th -12th Grade	McNeal-Bulak	Susan
HS - 9th -12th Grade	Ellett	Alexia

# K – 12 District 200 Learning Community Stakeholders

## LLC Directors

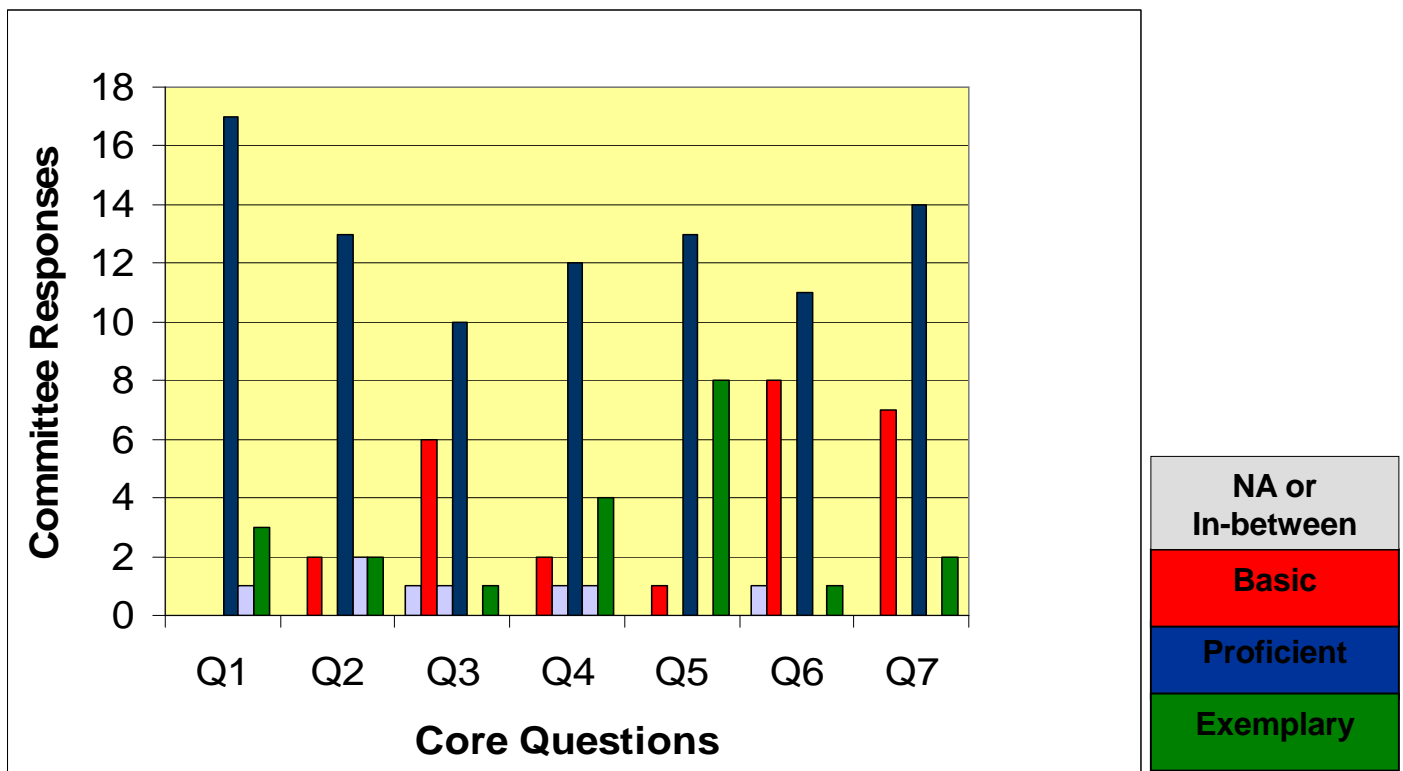
<b>Last Name</b>	<b>First Name</b>
Campbell	Carolyn
Dolgin	Jill
Evans	Karen
Graham	Diane
Hettlinger	Taryn
Jaeger	Cathy
Jenkins	Kathy
Johnson	Jan
Jones	Cheryl
Lawson	Debby
Lia	Phyllis
Luehring	Sue
Mambu	Barbara
McCartney	David
Monaghan	Jan
Northup	Kristin
O'Grady	Mary Clare
Paul	Kristin
Ramp	Jeri
Schoon	Carol
Smalenberger	Susan

# Appendix B

## Evaluation of Essential Program Components<sup>1</sup>

### *Learning and Teaching* - 7 core questions

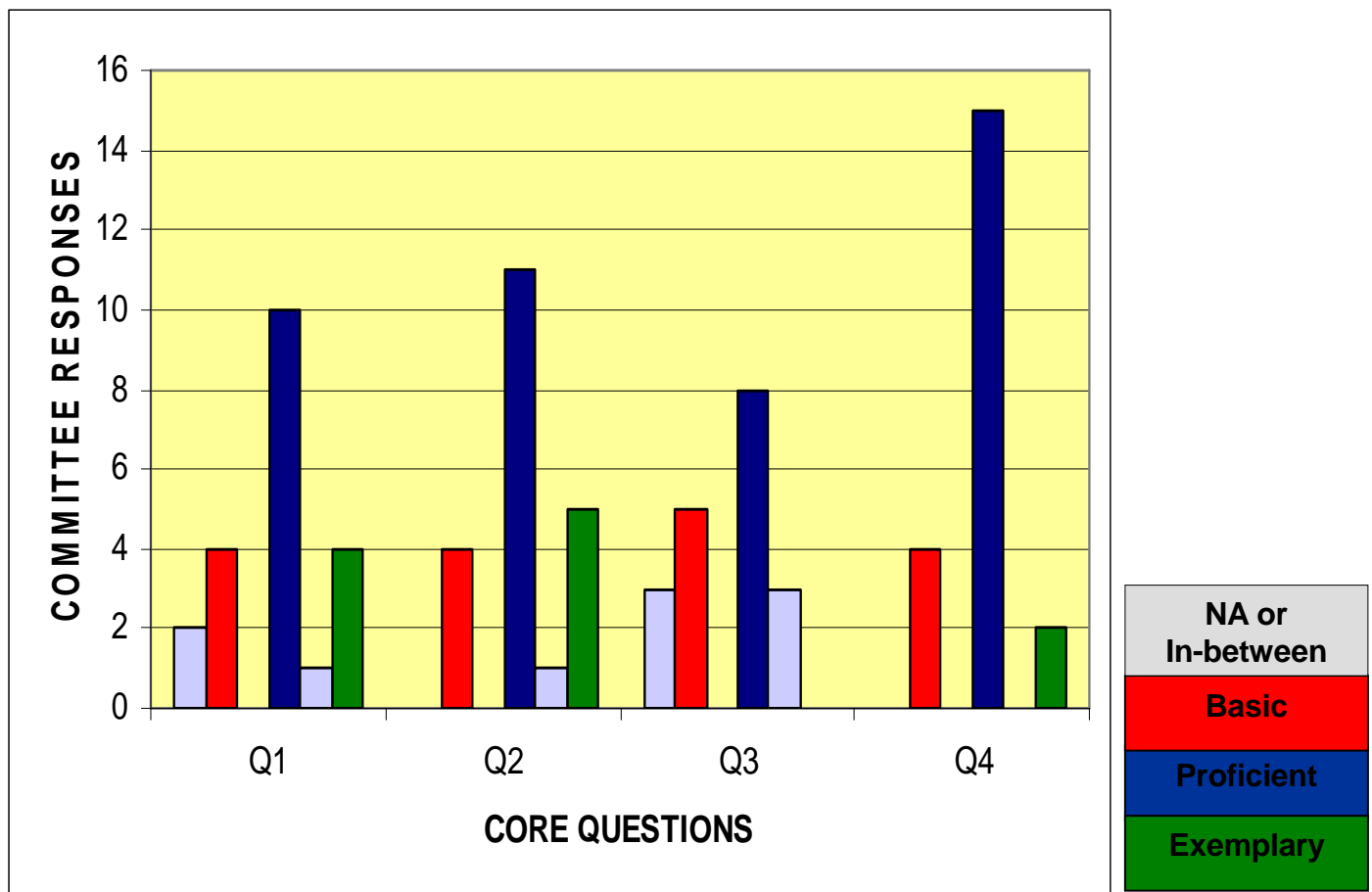
1. The Library media program is integral to the educational program of the school.
2. The Information Literacy Standards for Student Learning are integral to the content and objective of the school's curriculum.
3. The library media program models and promotes collaborative planning and teaching within a school climate conducive to and supportive of collaborative learning.
4. The library media program promotes the fundamental skills of reading, viewing, listening, and communications by promoting the enjoyment and fulfillment derived from using various media for ideas, information, and recreation.
5. The library media program integrates technology for learning and teaching.
6. The library media program supports the learning of all members of the learning community including those who have diverse learning abilities, styles, and needs.
7. An effective library media program provides an inviting, accessible, and stimulating space that is open and staffed for individual and group use.



<sup>1</sup> Illinois School Library Media Association, Linking for Learning, 2nd ed. (Canton, ISLMA, 2005) 28-36.  
Board Meeting – 3/26/08

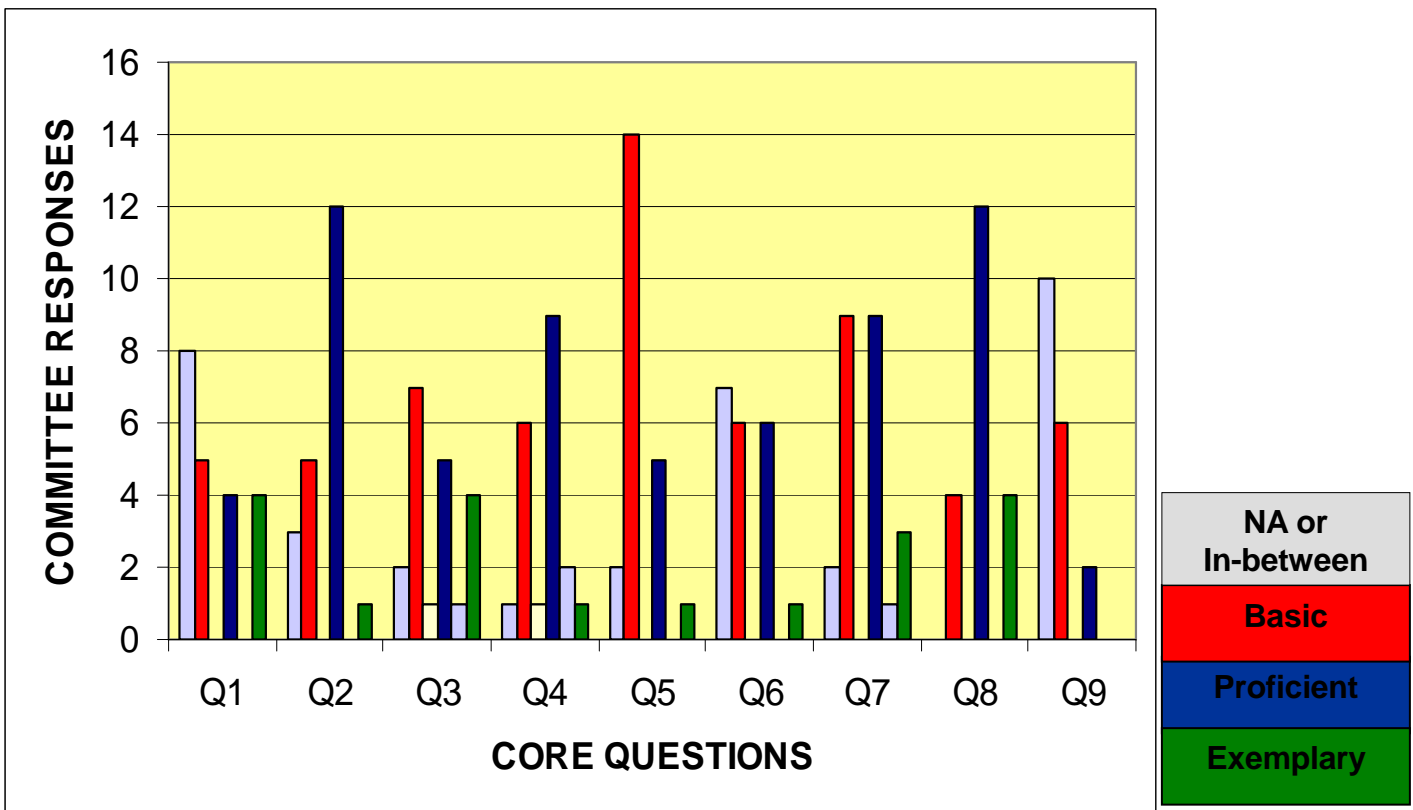
### **Information Access - 4 core questions**

1. The library media program provides intellectual and physical access to ideas, information, and resources for learning that support the Illinois Learning Standards, as reflected in the district and building curriculum goals, including the Information Literacy Standards for Student Learning and mirroring the School-wide goals for the Student Learning from the National Study for School Evaluation.
2. The library media program provides and promotes flexible, equitable, and efficient access to ideas, information, and resources.
3. The library media program supports the principles of intellectual freedom; legal guidelines and professional ethics are reflected in its' policies, procedures, and practices.
4. The library media program includes and organizes appropriate resources that support and extend the curriculum and provides the most appropriate and advanced technologies for accessing and producing information related to the learning needs of all members of the learning community.



**Program Administration - 9 core questions**

1. The library media program provides intellectual and physical access to ideas, information, and resources for learning that support the Illinois Standards, as reflected in the district and building curriculum and goals, including the Information Literacy Standards for Student Learning and mirroring the School-wide goals for Student Learning from the National Study for School Evaluation.
2. Effective school library media programs are the result of strong curricular and instructional leadership.
3. The mission, goals, functions, and impact of the library media program are clearly communicated to the entire learning community.
4. The organizational structure of the library media program ensures that access to ideas, information, and resources is equitable, efficient and integrated into the educational program of the school.
5. Planning and continuing assessment are crucial elements in the development, implementation, and improvement of an effective library media program.
6. Sufficient local funding is provided annually to ensure a successful library media program.
7. Every library media program requires at least one full-time certified library media specialist per attendance center who directs the program within the building program requires one or more paid clerical support staff and one or more paid technical support staff.
8. Every effective library media program requires one or more paid clerical support staff and one or more paid technical support staff.
9. District level leadership is required in multi-building district to provide vision, direction, instructional leadership, and links to the community and beyond.



# Appendix C

# Board of Education Adopted Vision, Mission and Belief Statement



Inspiring in everyone

A passion to excel

Our vision is to be an exemplary, student-focused school district that is highly regarded for the competence of our graduates and the excellence of our people, programs, and learning environment.

Our mission is to inspire, educate, challenge, and support all students to reach their highest level of academic achievement and personal development.

We believe:

1. **All students can learn and learn at high levels.**
2. **The community has high expectations** for the quality of education in its public schools.
3. Successful schools result when a **partnership** exists between the schools, parents, and the community.
4. **A highly qualified, nurturing, and enthusiastic staff** is necessary to ensure each student's success.
5. Each student has the right to a **challenging, rigorous, and comprehensive curriculum** that leads to academic achievement, social well-being, self-realization, good citizenship, and personal growth. Each student should have the opportunity to enhance these characteristics through a **comprehensive extra-curricular program**.
6. **Technology** must be an integral part of the instructional program.
7. Schools should promote a **culture of respect** that values diversity.
8. **A safe and secure environment** should be provided for all students.
9. **Well maintained facilities** that support the instructional program promote student learning.
10. Services should be delivered in a **cost effective** manner.

## **Library Learning Center Mission Statement - Revised 2007**

The mission of the District 200 Library Learning Center Program is to foster a love of reading and learning to further the District's goal of inspiring, educating, challenging, and supporting all members of the school community.

The LLC program will provide an inviting atmosphere where:

All are provided flexible, equitable, and efficient access to ideas, information, and resources,

All are encouraged to explore a variety of diverse materials,

All are taught skills to locate, evaluate, and use information appropriately for their purposes, and

Collaboration with members of the learning community will further the delivery of the critical content.

## **Library Learning Center Mission Statement - 2002**

The mission of the District 200 Library Media Program is to foster a love of reading and to support the District's goal to ensure that each student, K-12, will acquire and apply knowledge and skills for lifelong learning in a global community.

Every LLC program will provide a warm, welcoming atmosphere where students:

Are encouraged to explore a variety of reading materials;

Have intellectual and physical access to an organized system of ideas, information and resources;

Develop skills enabling them to locate, synthesize, evaluate and communicate information through a variety of resources and current technologies;

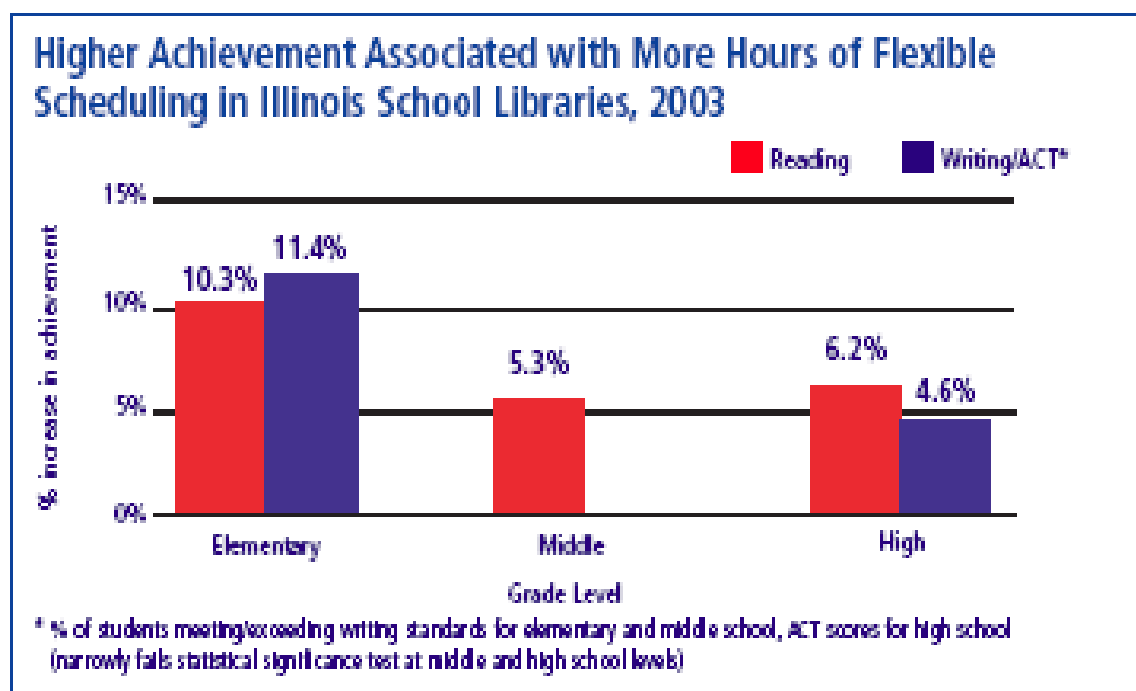
and where the LLC staff works in collaboration with building administrators, teachers, and staff to support the curriculum and meet the diverse needs of all students.

# Appendix D

## Powerful Libraries Make Powerful Learners: The Illinois Study 2005<sup>2</sup>

### Flexible scheduling

- Elementary schools with flexible scheduled libraries performed 10% better in reading and 11% better in writing
- High schools with flexible scheduled libraries had 5% higher ACT scores

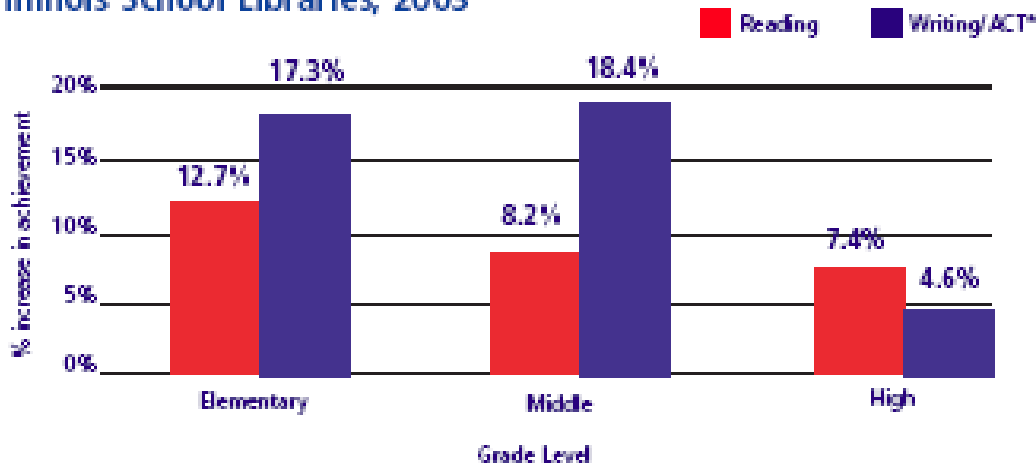


### Higher Staffing levels

- The principal assets of a strong school library program are those who staff it – including both librarians and other staff
- School librarians are instructional consultants from whom classroom teachers can learn of more numerous, more authoritative, and more current books, articles, and databases than they would ever find on their own
- The payoff of this type of librarian-teacher cooperation is more students meeting or exceeding ISAT writing standards at those grade levels

<sup>2</sup> Lance, Keith Curry, Rodney, Marcia J., and Hamilton-Pennell, Christine, Powerful Libraries Make Powerful Learners: The Illinois Study 2005. 2/9/2007 <<http://www.islma.org/pdf/ILStudy2.pdf>>.

### Higher Achievement Associated with Higher Staffing Levels in Illinois School Libraries, 2003

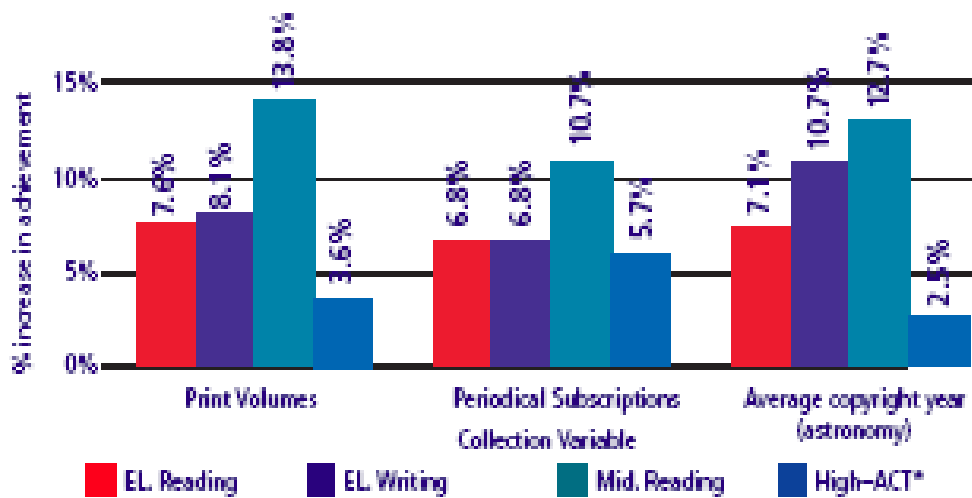


\* % of students meeting/exceeding writing standards for elementary and middle school, ACT scores for high school

### Up to Date Collections - Schools with newer collections average:

- Almost 13% higher eighth-grade writing scores
- Almost 11% higher fifth-grade writing scores
- More than 7% higher fifth-grade reading scores
- Almost 3% higher ACT scores

### Higher Achievement Associated with Larger & More Current Illinois School Library Collections, 2003

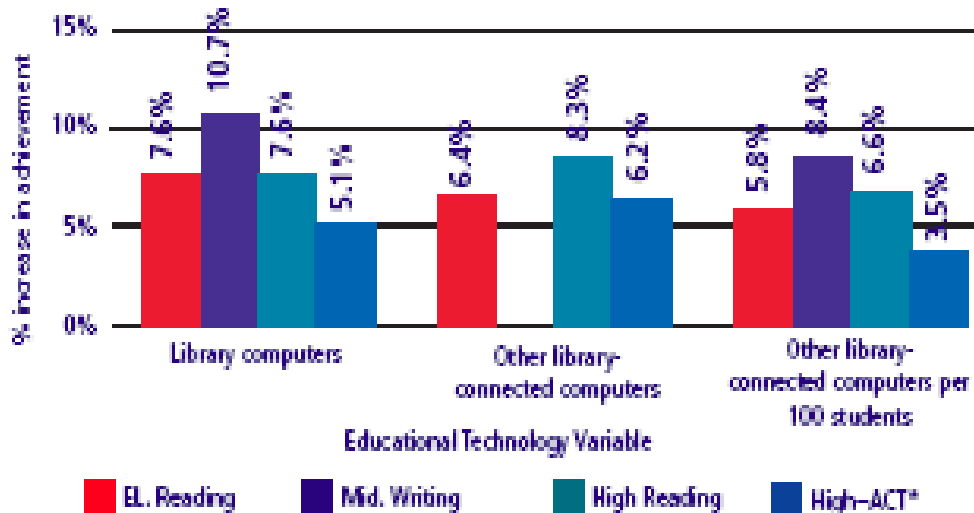


\*% of students meeting/exceeding reading/writing standards for elementary and middle school, ACT scores for high school

### Technology Accessibility - The presence of more library computers is associated with percentage increases of:

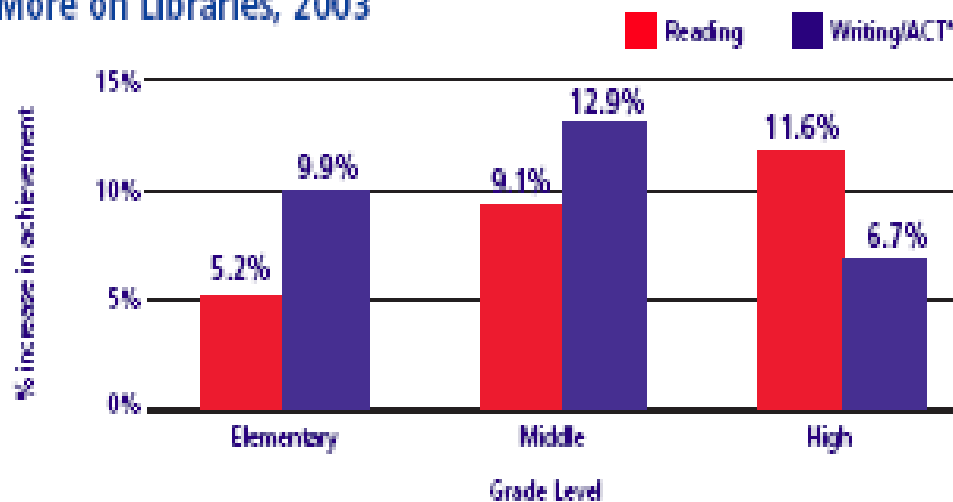
- 8% of fifth-and eighth-grade ISAT reading performance
- Almost 11% for eighth-grade ISAT writing performance
- Just over 5% for eleventh-grade ACT scores

### Higher Achievement Associated with Illinois School Libraries Being More Accessible Via Educational Technology, 2003



\*% of students meeting/exceeding reading/writing standards for elementary and middle school, ACT scores for high school

### Higher Achievement Associated with Illinois Schools Spending More on Libraries, 2003



\*% of students meeting/exceeding reading/writing standards for elementary and middle school, ACT scores for high school

## **Research Studies**

- Baumbach, Donna. (2002). Making the Grade: The Status of School Library Media Centers in the Sunshine State and How They Contribute to Student Achievement. Spring, TX: Hi Willow Research and Publishing. 2/9/2007 <http://www.sunlink.ucf.edu/makingthegrade/>
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<http://www.ilfonline.org/Units/Associations/aime/Data/index.htm>
- Lance, Keith Curry, Marcia J. Rodney, and Christine Hamilton-Pennell. (2000). How School Librarians Help Kids Achieve Standards: The Second Colorado Study. Spring, TX: Hi Willow Research and Publishing. 2/9/2007 <http://www.lrs.org/documents/lmcstudies/CO/execsumm.pdf>
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<http://www.ilfonline.org/AIME/INfinalreportNextSteps.pdf>
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<http://www.statelibrary.state.pa.us/libraries/lib/libraries/measuringup.pdf>

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Rodney, Marcia J., Keith Curry Lance, and Christine Hamilton-Pennell. (2002). Make the Connection: Quality School Library Media Programs Impact Academic Achievement in Iowa. Bettendorf, IA: Mississippi Bend Area Education Agency. 2/9/2007  
<http://www.aea9.k12.ia.us/04/statewidelibrarystudy.php>

Todd, Ross J., Carolyn Kuhlthau, and OELMA. (2004). Student Learning through Ohio School Libraries: The Ohio Research Study. Columbus, OH: Ohio Educational Library Media Association. 2/9/2007 <http://www.oelma.org/studentlearning/default.asp>

### **Journal Articles**

"21st Century Literacy @your library." American Library Association. American Library Association. 9 Feb 2007 <<http://www.ala.org/ala/proftools/2centurylit/21stcenturyliteracy.htm>>.

Bush, Gail. "Library Q & A; What board members should know about school libraries but seldom ask." American School Board Journal June (2005): 24-26.

Franklin, John. "Taking Up the Challenge." Education Update 44:8(2002): 4.

Fuller, Daniel. "School Library Journal & San Jose State University 2006 Automation Survey." School Library Journal October (2006): 8.

Lynch, Clifford, Janet H. Murray, Alana Springsteen, and Carolyn Karis, Daniel Callison, Jon Goodman, Doug Donzelli. "The Future of Libraries." Threshold Winter 2004: 13-17.

McKenzie, Jamieson. "After-Wires: The Information-Literate School Community." Connected University. 1999. Connected Classroom. 2/9/2007  
<<http://www.connectedteacher.com/newsletter/jmckensie.asp>>.

# Appendix E

## **Gap Analysis and Guiding Questions and Survey Questions**

- Collaborative learning climate

The media center curriculum plays an important part in the total educational program at the school by assisting students with skills needed to locate, evaluate and use information.

*92% of community members, 82% of elementary school teachers, 84% of middle school teachers, and 76% of high school teachers agree with the above statement.*

What best practices will help us maintain this? Project CRISS? Big 6/Super 3?

What grade level benchmarks would help demonstrate this?

What can be done to continue to support LLC and classroom teacher collaboration?

The media center programs encourage and promote reading.

*87% of community members, 93% of elementary school teachers, 94% of middle school teachers, and 84% of high school teachers agree with the above statement.*

What do we need in order to continue this?

- Communication

The media staff creates a welcome and comfortable purposeful climate in the media center.

*87% of community members, 93% of elementary school teachers, 93% of middle school teachers, and 91% of high school teachers agree with the above statement.*

What do we need in order to continue this?

How can we best communicate with parents?

The media center is adequately available for my use, whole class use, and individual or small group student use.

*79% of community members, 83% of elementary school teachers, 86% of middle school teachers, and 77% of high school teachers agree with the above statement.*

How can availability be increased? Flexible Scheduling? Before and after school programs? Cooperative agreements with public library?

- Equity in resources

The media budget for books, audio-visual materials, computer software, and equipment is adequate to meet my students' needs.

*64% of community members, 41% of elementary school teachers, 31% of middle school teachers, and 36% of high school teachers agree with the above statement.*

How do we ensure equitable funding in every school?

How do we provide standardized collections?

What purchases can be expected at the district level? Subscriptions? Circulation Systems?

## **Gap Analysis and Guiding Questions and Survey Questions**

- Technology - digital, Twenty-first Century learning and support

Technology is being taught and used in the media center to improve student access to information.

*85% of community members, 87% of elementary school teachers, 81% of middle school teachers, and 63% of high school teachers agree with the above statement.*

How can we best use what technology is available?

How do we keep current with both training and equipment?

### **Surveys**

[Parent/CommunitySurveyResults.pdf](#)

[ElementarySurveyResults.pdf](#)

[MiddleSchoolSurveyResults.pdf](#)

[HighSchool SurveyResults.pdf](#)