

2018 Status Report on Indiana School Libraries



INDIANA LIBRARY FEDERATION

www.ilfonline.org

Acknowledgements

The *2018 Status Report on Indiana School Libraries* could not have been completed without the leadership of the members of the Advisory Board of Indiana Library Federation-Association of Indiana School Library Educators and the members, supporters and the Board of Directors of Indiana Library Federation.

Special thanks goes to those who completed surveys and assisted with review of drafts:

- Diane Rogers, Ben Davis 9th Grade Center
- Leslie Sutherlin, South Dearborn Community School Corporation
- Tara White, Elkhart Community Schools
- Sarah Batt, Indianapolis Public Library
- Robyn Young, Avon High School
- Staff of the Indiana Library Federation, including Tisa Davis, Brittany Snow and Megan Zanto
- The 250+ individuals who voluntarily completed surveys for schools and school districts.

Thank you to Robert Hoke of Robert Hoke and Associates for serving as a consultant on the data analysis and status report. Lucinda Nord of Indiana Library Federation served as project manager for the survey, research and report compilation.

About the Indiana Library Federation

Indiana Library Federation is the statewide, nonprofit 501(c)3 organization whose mission is to *lead, educate and advocate to advance library services for the benefit of Indiana residents.*

Over 2,000 personal and institutional members from academic, public, school and special libraries and their supporters work collaboratively toward our shared vision. *Through access to responsive and innovative libraries, Indiana residents have the knowledge and skills to thrive.*



Indiana Library Federation
941 East 86th St., Ste. 260
Indianapolis, IN 46240
317-257-2040
www.ilfonline.org

Open Letter of Invitation

September 2018

Dear Key Stakeholder,

The last decade has witnessed substantial changes in education and a rapid decline in the number of qualified school librarians and library assistants in K-12 schools in Indiana. We heard stories of position cuts and redeployments for technology integration and teaching responsibilities. Many reasons explain the decline in the number of school librarians—including our own lack of focused attention and actions. We aim to correct myths and expectations about school libraries.

As we share the “2018 Status Report on Indiana School Libraries,” we aspire to inform you, foster dialogue and stimulate action. The modern school library is a vibrant, interactive learning hub of the school, equipped with print and digital resources that enable individualized and classroom learning. Qualified school librarians teach digital and information literacy to students, design lessons with teachers and align curriculum with administrators.

Our children, their parents, taxpayers and future employers deserve modern, effective libraries, led by qualified school librarians and supported by trained library assistants. We invite you to provide us feedback on this report and to demand the schools in your community upgrade their libraries for our children.

We are eager to join conversations with board members and key staff at your school or library. We invite opportunities to collaborate with leaders in government, business, civic and parent organizations to address the information and digital literacy needs of the future generations. Feel free to contact any member of our board or executive director Lucinda Nord, exec@ifonline.org, 317-257-2040, x 101.

Thank you for your support of Indiana’s School Libraries.

Executive Officers of the Indiana Library Federation (ILF)

Edra Waterman, President (Director, Hamilton East Public Library)

Susie Highley, Vice President (retired school librarian and Trustee, Fortville-Vernon Township Public Library)

David Peter, PhD, Past President (retired Dean, Vincennes University)

Kelly Ehinger, Secretary (Director, Adams Public Library System)

Stephanie Davis, Treasurer (retired public library director)

Mike Williams, Assistant Treasurer (Area Resource Manager, Central Library, Indianapolis Public Library)

Lucinda Nord, Executive Director of Indiana Library Federation



2018 Status Report on Indiana School Libraries

Report Contents:	Page
Executive Summary	2
School Libraries and the Link to Student Success	5
What is the State of School Libraries in Indiana?	5
Confusing Terms and Titles	6
Two Paths to School Librarianship: Graduate Study in Library Science and the “Test-in” Option	8
Library Staffing is Uneven across School Corporations and Schools	9
Commingling of Certified Teacher and Noncertified Position Duties	11
Retirements, Recruitment and Retention	13
Trending Best Practices in Indiana School Libraries	14
Driving Forces for Change	15
Technology Integration	15
Demand for 21 st Century Skills	16
Population Changes = Declining Enrollment and Increased Challenges	17
Management Challenges	19
The Need for Deeper Research	20
Recommendations for Next Steps	21
Table of Appendices	23
A: Selected Annotated Bibliography	24
B.1: Summary of Methodology – Research and limitations	27
B.2: Summary of Methodology – Survey Instrument Snapshot	29
C: School Corporations and/or Charter or Private Schools with at least one Online Survey Submission, January – May, 2018	36
D: Job Titles – Summary of Job Titles Used for Certified School Librarian Positions and Summary of Job Titles Used for Noncertified Positions in the School Library	41
E: Great Things Happening in Indiana School Libraries	45
F: Supplemental information regarding retirements, staff transitions, collaborations and technology	61

Note that Appendix A and B.1 are included with the published report. Appendices B.2-F are on the website and available upon request.

EXECUTIVE SUMMARY



Reading with students (Photo 1)

How does a child learn to read? To research information? To distinguish a credible source from a less-than credible or fake source? Where does a student go to learn about and use print and digital resources? Or to work with other students on a project?

Employers and policymakers expect K-12 schools to ensure that Hoosier children have the 21st Century skills to succeed in college, career and life. School libraries led by qualified school librarians are critical to developing adaptability, critical thinking, information and digital literacy in our students. Research has

repeatedly shown the impact of effective libraries on student outcomes and test scores—especially for at-risk students.

Indiana Library Federation launched a School Library Census survey in January 2018 to capture information about the staffing and features of school libraries around the state. This is the first formal study on Indiana school libraries since 2007. In the decade since, schools have implemented 1:1 technology, revised standards and aligned curriculum. Indiana’s schools experienced shifts in population, funding and expectations for student and school performance. The *2018 Status Report on Indiana School Libraries* identified both alarming and promising conclusions.

Alarming findings

- Schools have reduced overall library staffing—both of certified school librarians and of noncertified library assistants. Half of all students have no certified school librarian at their school—most often at the elementary level when children are learning to read and to explore digital resources on the internet. A growing number of schools and school corporations do not meet the state’s requirement for school library programs.
- Noncertified library staff, who most often lack the benefit of being licensed teachers, report providing instruction to students at the same rate of certified school librarians—who are licensed teachers with additional certification.
- The amount of funding dedicated to library materials has not kept pace with demands. The state requirement for spending \$8 per student on library materials has not increased since 1989—at the same time that schools have allocated funds to 1:1 devices.



By Indiana Administrative Code, “all schools” shall have a “media program that is an integral part of the educational program,” supervised by a “licensed media specialist” and spend “at least eight dollars (\$8) per student per year from its 22200 account to maintain its media program.”

511 IAC 6.1-5-6, authorized under IC 20-19-2-8 and IC 20-31-4-17

- In many schools, technology integration, school improvement initiatives or rapid enrollment changes resulted in cuts to the school library services and qualified staffing without understanding the long-term consequences for student and school outcomes.

Promising findings

- Despite limited resources, school libraries across the state are transforming into learning resource centers where students benefit from project-based learning, maker education, STEM and STEAM activities and innovative instruction.
- In order to meet the staffing needs, classroom teachers are transitioning to school librarianship through the “test-in” option. These school librarians would benefit from formal graduate study in library science to complement their teaching skills.
- School and community leaders have been creative in development of collaborations between schools, public libraries, academic institutions for cost-effective sharing of print and digital resources, eCards, library information systems, professional development and staffing.



Students learn coding in the library (Photo 2)

In addition to resource issues, the report identifies confusion among job titles, commingling of certified and noncertified position responsibilities, and a perceived lack of understanding of the school library services or of the impact of a qualified school librarian. Technology integration has had an impact on the library staffing, day-to-day responsibilities and a shift in resources. Retirements and changes in policies have resulted in fewer qualified school librarians in schools.

Indiana is not alone. Our findings mirror national research on school librarian retirements and the librarianship pipeline and on the unintended consequences of technology integration and school-based decision-making. Understanding the trends allows us to direct our attention to program and policy changes that may result in stronger, more effective libraries.



Working on a lesson about nutrition (Photo 3)

What is possible? A modern school library is a bustling learning commons where project-based learning, print and digital resources are part of a student’s daily or weekly routine. At all grade levels, students develop reading fluency, comprehension, vocabulary, problem-solving and empathy through quality reading materials. Certified school librarians plan lessons with teachers, integrate digital resources, align with curriculum and standards, and help administrators with school improvement initiatives. Trained school library assistants manage the library operations while the certified school librarians are co-teaching classes or designing instructional activities with faculty in the building.

School libraries should be supported by strong leadership, policy and resources as the State prioritizes computer skills, critical thinking and soft skills developed through project-based learning.

This report outlines **five recommendations** for next steps:

- 1) **Clarify definitions and expectations for the School Library, Certified School Librarian and Noncertified Assistant positions.** A shared understanding of the roles and responsibilities for the 21st Century school library will help students, teachers and administrators get the most for the investment of limited resources.



A STEM maker activity (Photo 4)



- 2) **Facilitate deeper research about the connections between school library practices and educational outcomes.** Additional research is needed to understand the connections between student learning, school library practices and educational outcomes, especially in the context of performance-based evaluation and digital or 1:1 environments.
- 3) **Highlight best practices.** Effective and modern school library practices will be replicated when state policymakers, school administrators, teachers and school librarians identify strong examples and are recognized for making changes.
- 4) **Recruit high-performing teachers into School Librarianship.** Given the number of retirements and continued growth in information/technology integration, a coordinated approach to increase the number of outstanding and qualified school librarians should be pursued. Recruitment strategies should prioritize diversity to reflect the changing demographics.
- 5) **Explore current and future collaborations.** Some school, public and academic libraries already collaborate to provide eCards, shared information systems and circulation, training and staffing. Opportunities to leverage resources in order to maximize student success should be identified and replicated, especially in areas of highly stressed communities.

2018 Status Report on Indiana School Libraries

School Libraries and the Link to Student Success

Educators, policymakers and parents desperately want Indiana students to succeed in school and college, in the workplace and in life. Prior research studies, including a 2007 study of Indiana school libraries, show the **positive impact of school libraries led by qualified school librarians on student outcomes in learning and test scores**. Most studies found positive links between strong school libraries and student test scores, especially for at-risk learners, children in poverty and with disabilities. The Indiana study showed the strongest link to test scores for children in elementary schools with strong school libraries, controlling for demographic factors of poverty, race and ethnicity.¹ School libraries staffed by qualified school librarians play a critical role in developing reading literacy, comprehension, critical thinking skills and empathy.

School Libraries Impact:

- Student Learning and Test Scores
- Integration of Digital Resources
- Critical Thinking Skills
- School Performance



In addition to test scores and graduation rates, employers and policymakers demand graduates who possess 21st Century skills in information and digital literacy, project management and mastery of technology. School librarians incorporate new technology and digital resources into the classroom and collaborate with teachers on curriculum instruction and lesson design— when they are adequately staffed.

What is the State of School Libraries in Indiana?

1/2

Half of Indiana's K-12 students and teachers have NO certified school librarian in their school.

Indiana Library Federation,² the statewide library association of 2,000 members, observed rapid changes in school libraries and learned of schools that were redefining, restructuring or eliminating school librarian positions. To determine what was actually happening in school libraries, Indiana Library Federation initiated the 2018 Indiana School Library Census Survey.³ The primary objective was to identify the current staffing, features and trends in Indiana's school libraries. **The report confirms a decrease and redefinition of school librarian positions.** More importantly, the study finds that **half of Indiana students and teachers do not have a certified school librarian** in their school.

¹ A compilation of the recent and prior research on school libraries is available in Appendix A. Twenty-one state studies confirm school librarians support student achievement. The last academic study of school library impact in Indiana was completed in 2007 by Keith Curry Lance, who has conducted formal studies for at least eleven states.

² Indiana Library Federation (ILF) is a statewide nonprofit organization with a mission to lead, educate and advocate to advance library services for the benefit of Indiana residents. Indiana's library association was founded in 1891, and evolved through mergers of associations for public libraries, library trustees, academic librarians, school librarians, etc. See. www.ilfonline.org.

³ The ILF 2018 survey gathered information about the staffing composition and features of school libraries across Indiana from January through May 2018. Methodology is described in Appendix B.

Indiana Library Federation provides this point-in-time status report to:

- Engage key stakeholder groups, especially in dialogue about aspirations, challenges and changing expectations of school libraries;
- Initiate outreach and support to school librarians and library staff—including those who are working in school libraries without formal training or graduate study in library and information science;
- Spur professional development and best practice sharing opportunities for school librarians and staff working in or in collaboration with school libraries; and
- Lay the groundwork for additional research and advocacy for modern school libraries led by qualified personnel.

2018 Indiana School Library Census

In early 2018, Indiana Library Federation surveyed schools about the staffing and features of school libraries across the state. A total of **422 responses** was submitted. Complete information was provided for **243 public school corporations** that represented **1,635 public schools**. Additionally, we received qualitative data from staff at over **30 individual public charter or private schools**. This study offers the first statewide status report about Indiana school libraries since 2007.

Confusing Terms and Titles



Confusion begins with how schools provide and name the physical and virtual space for providing print and digital resources for students and teachers. *Is it a school library, a media center, a reading room, a group of study rooms, resource center, lab or a learning commons?* The variety in the naming and deployment of this critical learning resource shapes the activities and outcomes.⁴ The modern school library is a state-of-the-art classroom with print and digital resources, technologies, and hands-on and maker activities, with instruction by qualified school librarians.

⁴ In some schools, *reading rooms* simply house sets of books by reading levels and have no connection to the provision of library services or materials. Some schools promote the use of *classroom libraries* to provide reading materials. Other schools designate library visits as “planning time” for teachers and called these scheduled visits “*specials*,” where the entire classroom visits together and may or may not have an *instructional lesson* about how to use the library, information or research tools and may or may not have a *read-aloud*. Most will usually have a book exchange which is often limited to one to two books per student; the number is often limited in order for staff to perform the exchange of materials. Other schools follow a *flexible access model*, where students and classes gain access to the library materials and services when they need them. In this model, young students may visit almost daily, usually in small groups or independently. Older students may have similar access to print and digital resources and to library staff who work with the classroom teacher to plan, present and assess use of materials in relation to topics covered in class. Information and digital literacy may be taught and evaluated. In some schools, the technology that is housed in the library may become the focal point for teachers and students.

School Librarian
Media Specialist
Technology Integration Specialist
Corporation Librarian
Media Center Director
Teacher Librarian
Innovation Specialist
eLearning Specialist

Confusion is amplified because there is no standard title for the professional who manages the learning and operations within the school library. **A school librarian is a licensed teacher who has qualified to add school librarian certification to their license.**

By Indiana Administrative Code, “all schools” shall have a “media program that is an integral part of the educational program,” supervised by a “licensed media specialist” and spend “at least eight dollars (\$8) per student per year from its 22200 account to maintain its media program.”⁵ The funding amount has not increased since 1989 when it was established, despite increasing expectations and costs for digital and print resources. In contrast, Washington State

recently enacted legislation that allocates \$20 per student for library materials.⁶

Individual school corporations and schools use different terms to describe their school library or school media program and the certified teachers and noncertified positions who work in libraries. The majority of job titles for a certified position include terms such as media specialist, school librarian or librarian or some combination of those terms.⁷ However, mirroring national trends,⁸ a growing number of Indiana schools employ school librarians with other titles such as innovation specialists, instructional or technology specialists, tech coaches or information literacy directors/teachers. Some will maintain responsibility over the library services while also assuming new responsibilities.

Most schools employ noncertified positions in the library. These positions are called library aides, library assistants or media assistants and most require only a high school equivalency. Some schools use the term *librarian, library supervisor, instructional assistant or media center specialist* for noncertified positions, which adds to the confusion.

While most school corporations will differentiate terms for certified and noncertified positions, the lack of consistency in language obscures the qualifications and roles for teachers and staff working with students and faculty in the library. Further, this report identified inconsistency in job titles *within* a school district, especially for the noncertified positions at the elementary level. This finding supports commentary about potentially unintended consequences on libraries by use of site-based management, where principals have increased decision-making at the building level.⁹

Certified and Noncertified

Students, teachers, administrators and parents often use the title “**librarian**” (a certified teacher) for the “**library assistant**” (a noncertified position).

⁵ The requirement listed in Indiana Administrative Code 511 IAC 6.1-5-6, was authorized under IC 20-19-2-8 and IC 20-31-4-17.

⁶ The State of Washington enacted SB6362, which specified \$20/student for library materials in the education allocation for 2017-2018. <http://apps2.leg.wa.gov/billsummary?BillNumber=6362&Year=2017&BillNumber=6362&Year=2017>. Data is not yet available to determine the impact of this legislation.

⁷ See Appendix D for the summary of job titles used for certified and noncertified positions in Indiana’s school libraries.

⁸ Lance, Keith Curry. “School Librarian, Where Art Thou?” in *School Library Journal*, March 16, 2018, accessed at <https://www.slj.com/2018/03/industry-news/school-librarian-art-thou/>.

⁹ Kachel, Debra E. “A Perfect Storm Impacts School Librarian Numbers,” in *School Library Journal*, March 16, 2018, accessed at <https://www.slj.com/2018/03/research/perfect-storm-impacts-school-librarian-numbers/>.

For the purposes of this report, we will use the terms library, school librarian (certified) and library assistant (noncertified) to encompass the numerous titles in use. We embrace and want to support all staff who work in school library services.

Two Paths to School Librarianship: Graduate Study in Library Science and the “Test-In” Option

The Indiana Department of Education uses the terms certified school librarian and certified media specialist to describe the certified teacher who has qualified to add “school librarian” to their teaching license. Indiana Department of Education maintains “content standards” for educators, with specific standards for each type of licensure. The standards for Indiana school librarians have not changed since 2010.¹⁰

Most school librarians with years of service in Indiana either completed a Master of Library Science, a Master of Library and Information Science or graduate coursework in a certificate in Library Science. Many newer school librarians are teachers who have added certification for school librarian by successfully passing an exam for school librarian without requiring any graduate-level coursework in Library and Information Science, as allowed under REPA.¹¹



Librarians discuss book selections for Young Hoosier Book Awards (photo 5)

librarian and an effective school library program works to develop learners and to support teachers.

The *2018 Status Report on Indiana School Libraries* finds that about one-third of currently licensed school librarians “tested in” to school librarian licensure without formal graduate coursework in Library and Information Science. This path to school librarianship

1/3
One-third tested in and did not complete graduate-level coursework in Library and Information Science.

A school librarian is a teacher and instructional leader who collaborates with teachers and administrators in developing student reading initiatives, digital learning, participatory learning, technology literacies and information literacy. The *National School Library Standards*¹² provide a framework for how the school

Graduate courses in Library Science provide a foundation in:

- Research and Inquiry
- Collection Development
- Information and Data Systems
- Cataloging
- Measuring Learner Growth in Information Literacy
- Reference and Reading Advisory
- Library Management and Ethics

¹⁰ Indiana Department of Education’s content standards for various educator licenses are found at <https://www.doe.in.gov/licensing/rep-a-educator-standards>.

¹¹ Since Indiana’s Rules for Educator Preparation and Accountability (REPA) in 2010, no formal study in library or information science is required for Indiana school librarians. The certification test was originally through PRAXIS and is now through Pearson. See <https://www.doe.in.gov/sites/default/files/licensing/infinalreport.pdf>

¹² The *National School Library Standards* are promulgated by the American Library Association and are utilized in pre-service school librarian teacher preparation programs. See <https://standards.aasl.org/>.

has encouraged some collaborative classroom teachers to fill positions created by retirements. Yet, by testing in, this group of school librarians misses graduate coursework that is critical to information science, collection development, library management and more. At a time when state leaders prioritize computer and information sciences and STEM (Science, Technology Engineering and Math) fields, graduate coursework in Library Science¹³ is critical to supplement their teaching skills for effective management of modern school libraries.

Library Staffing is Uneven across School Corporations and Schools

Almost half (47%) of all school districts have fewer than 1 certified librarian for every 2,000 students.

This report attempted to capture the composition of school library staffing across school corporations. The majority of public school corporations have at least one certified school librarian as required by the Indiana Administrative Code. Most often, a certified school librarian is employed at the high school level. If considered the school librarian for an entire corporation or district, the school librarian *may or may not* have responsibilities working with library staff in other buildings. As Indiana education reform efforts have empowered school principals with building-

level decisions, the single school librarian in a corporation has increasingly less communication and coordination with library assistants within the district, often resulting in inconsistency in library services and materials for students.

Only twenty-five (25%) of elementary schools report any certified school librarian. For the 75% of schools without qualified staff, this translates to 345,339 students. This lack of a certified school librarian for students in grades kindergarten through 6th grades comes at a most critical developmental stage when children are *learning to read* and making the transition to *reading to learn*.

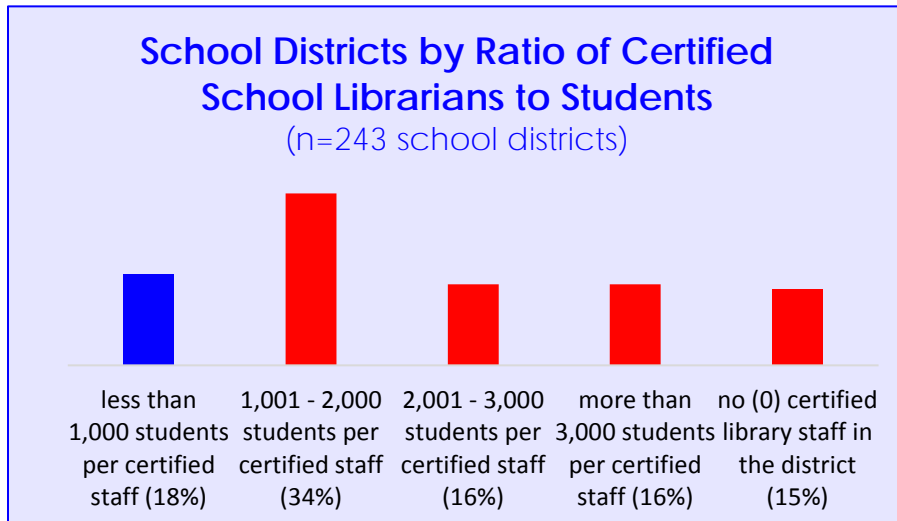
About half (51%) of middle schools have at least a part-time certified school librarian with teaching responsibilities who is often shared with another school such as the high school. Seventy-three percent (73%) of high school students have at least part-time hours of a certified school librarian. Note that part-time hours may equate to as few as one hour a week. When considering the enrollments for each of the types of schools, about half of all Indiana K-12 students have no certified school librarian to oversee a modern library program, to develop literate and digitally educated students or to co-teach and design lessons with fellow teachers. Smaller school districts, charter and private schools are more likely to be lacking in certified librarians than districts with larger enrollments.

1/2
Half of all Indiana students have NO certified school librarian.
75% students in K-6,
49% students in 7-8, and
27% students in 9-12
have no school librarian in their school.

The majority of elementary and middle school libraries are staffed by a noncertified position with a title of library assistant, aide, instructional assistant or paraprofessional. Library assistants range from a few hours each week with no benefits to full-time with benefits. The minimal requirement for most noncertified positions is a high school equivalency. Some will require minimal competencies for Paraprofessional

¹³ The Indiana University-Purdue University of Indianapolis School of Informatics and Computing is one of only two ALA-accredited Library Science degree programs in Indiana. IUPUI is the only program for educating future school librarians, providing both a 16-credit hour certificate and Master of Library Science for school librarians.

status.¹⁴ Our study found nearly half of schools (45%) reported the majority of noncertified staff had only a high school equivalency, and almost one-third (29%) reported the majority of noncertified staff had completed some college. Many retired teachers, new teachers or other-degreed individuals are holding noncertified positions. One-fourth (26%) reported that the majority of their noncertified positions are held by individuals with a college degree. Anecdotally, the library assistant position is an entry point for teachers seeking a regular contract teaching position in highly desired school districts.



A number of districts are not meeting the requirement¹⁵ in the Indiana Administrative Code for a media program or a licensed media specialist. At least thirty-six (36) of responding Indiana school corporations reported no certified school librarians in the corporation. Most charter and many private schools have no school librarian. Some of these have no library, and rely instead on classroom

teachers to supply reading materials. Others may have collections of materials that are provided by parent volunteers who may or may not have library experience or training.

Additionally, at least eight (8) school librarians reported that, while they were considered the “school librarian for the corporation,” they spent no time managing the library as they were consumed with their role as classroom teachers, principals, IT coaches or other roles. Some reported that after a school librarian retired, the corporation contracted with either the retired school librarian or a local public librarian¹⁶ to provide a few hours of library management service each month or semester. Some certified librarians admitted that they were asked to “use their school library license to meet the state requirement” but that they were not working in the library.

Many school librarians are trying to serve multiple schools within a school district. While the school library collection of print and digital resources may be common across multiple school buildings, one school librarian is challenged to serve students and teachers across multiple buildings effectively. **Four in five Indiana students do not have access to recommended library staffing.**

The report identified creative ways that certain libraries are working to ensure *some* level of library access to students when they are not meeting minimum requirements for school library programs. Some schools have teamed up with public libraries or academic libraries for sharing of electronic and print resources,

¹⁴ Indiana Department of Education follows the federal guidelines for instructional paraprofessionals, which requires at least two years of college, a two-year degree or successful passage of the ParaPro assessment. See <https://www.doe.in.gov/licensing/paraprofessionals>.

¹⁵ By Indiana Administrative Code, “all schools” shall have a “media program that is an integral part of the educational program,” supervised by a “licensed media specialist” and spend “at least eight dollars (\$8) per student per year from its 22200 account to maintain its media program.” The requirement listed in Indiana Administrative Code 511 IAC 6.1-5-6, was authorized under IC 20-19-2-8 and IC 20-31-4-17.

¹⁶ Most master’s level degreed public librarians are not licensed teachers. The Indiana State Library maintains certification requirements for public libraries and the staff employed by public libraries, accessible at <https://continuinged.isl.in.gov/certification/>.

Maryland Standards for School Libraries

Enrollment	Certified	Assistants
Under 200	.5	.5
201-799	1	1
800-1199	1.5	1.5
1200-1599	2	2
Increase .5 FTE for 500 students		

cataloguing support and training. Some schools have recruited parent volunteers to help with collection development, fundraising for book purchases, shelving, cataloguing and staffing. Some schools use student assistants to help with shelving, though this still requires a certified teacher to oversee.

Recognizing the important role of the school librarian and staff assistants, other states require or suggest best practices for the number of certified school librarians and noncertified assistant or technician positions to the number of students or buildings. For example, the Maryland State Board of Education recommends a library staff-to-student ratio, which would not be out of reach for Indiana to emulate.¹⁷

Commingling of Certified Librarian and Noncertified Assistant Duties

A modern, effective school library should be led by a certified school librarian who has completed graduate coursework in library and information science. The certified school librarian is a teacher and instructional leader who collaborates with teachers and administrators to ensure students have the skills for information and digital literacy in the 21st Century. The chart at right highlights a few of the job duties of both the school librarian and the library assistant. The Indiana Department of Education’s *Content Standards for Educators: School Librarian* specify the librarian’s role in instruction, curriculum, collaboration and emerging technologies.¹⁸ The school librarian is best supported by library assistants who help with tasks such as material checkout, testing support, technology support, shelving, book-mending, device support, inter-library loans, etc.¹⁹

Certified School Librarian	Noncertified Library Assistant
Library and classroom instruction, integrating multiple literacies	Material checkout
Teacher support through lesson planning, resources, co-teaching	Testing support
Library management (print and digital collection, budget, staffing)	Technology support
Leadership on curriculum, ethical and equitable access and use of various resources, new and emerging technologies, professional development	Book shelving
	Device support
	Inter-library loan
	Library displays

Library assistants maintain the library while the school librarian is co-teaching classes, integrating technology and digital resources or designing lessons with faculty throughout the building.

¹⁷ For example, the Maryland Department of Education Recommends Staff ratios in their Standards for School Library Media Programs, available at <https://goo.gl/c1T3Xc>. For a school with enrollment under 200, they recommend a minimum of .5 certified staff member and .5 clerical or technical staff member, with graduated scale increases with enrollment so that 1 certified and 1 assistant is recommended for schools with enrollments between 200-799, 1.5 each for enrollments between 800-1200 and 2 for 1200-1600 and so on.

¹⁸ Indiana Department of Education, *Indiana Content Standards for Educators: School Librarian*, 2010. See <https://www.doe.in.gov/sites/default/files/licensing/school-librarian.pdf>.

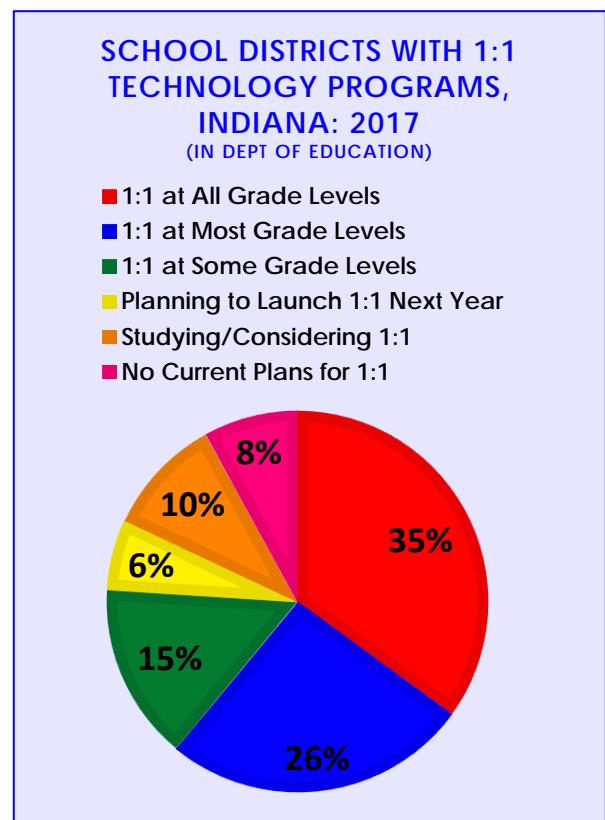
¹⁹ The Library Assistant/Library Technician job description by US Dept. of Labor describes the tasks most often assigned to the noncertified staff in a school library, available at <https://www.bls.gov/ooh/education-training-and-library/library-technicians-and-assistants.htm>. In Indiana, Ivy Tech Community College offers this as an Associate’s Degree.

The 2018 survey finds that the roles and responsibilities of certified librarians and noncertified staff are increasingly blurred and commingled—and do not reflect the separation of duties as represented in the chart on the prior page. The survey asked respondents to assess the percentage of time spent on library-related tasks in a typical week, including other duties like substitute teaching and lunch, bus or cafeteria duty. Both certified and non-certified personnel reported about the same percentages of time spent on duties that fall under the role of the certified school librarian. In some instances, the qualified librarian rarely spends time in the library and relies on the library assistants to manage all library operations and to conduct all library instruction.

Noncertified staff serve as the primary or only library staff presence in the overwhelming majority of school libraries in Indiana. This is especially true in elementary schools where regular library instruction or access is offered.²⁰ The *2018 Status Report on Indiana School Libraries* found that the noncertified staff reported spending nearly the same percentage of their time instructing students as do certified school librarians.²¹ The *No Child Left Behind Act* of 2002, as reinforced by the *Every Student Succeeds Act* of 2015, provided clear guidance about the difference between instruction and instructional support offered by paraprofessionals.²² This Indiana study showed commingling of responsibilities, largely because of inadequate staffing.

Most school librarians oversee traditional roles in library collection development, library management and integration of print and digital resources for students and faculty. In addition to library services, school librarians are providing other assigned and unassigned duties:

- **Technology and Device Support.** While schools historically looked to the school librarian for innovation and technological expertise, the explosion in use of technology and personal devices has increased the demand for technology and device support exponentially.
- **1:1 Integration.** Seventy-six percent (76%) of school districts have implemented 1:1 programs to provide students electronic devices.²³ School librarians often provide tech support to students and faculty. Some school librarians were renamed “Technology Integration Specialists” or some variation.



²⁰ In many elementary schools, library instruction is a part of the rotation of “specials” with music, art, physical education. Library instruction is when students are encouraged to read at their level, taught about digital resources, research skills and resources, etc. In these instances, connection to the classroom curriculum is rare, and library skills are often taught in isolation.

²¹ Staff self-reported their time for a “typical work week.” On average, noncertified staff report 21% of their time in student instruction, while certified librarians report providing the same percentage of 21% in student instruction. Certified librarians often work evenings, weekends and summer, whereas assistants work limited hours during the school session days.

²² In a U.S. Dept. of Education guidance document for use of Title 1 funds, it states “Because paraprofessionals provide instructional support, they should not be providing planned direct instruction, or introducing to students new skills, concepts, or academic content.” See <https://www2.ed.gov/policy/elsec/guid/paraguidance.pdf>.

²³ Indiana Department of Education (2017). *Indiana’s Digital Learning Trends: 2017 Edition*, accessible at <https://www.doe.in.gov/sites/default/files/elearning/trends17-2.pdf>.

- **Testing Support.** As state and local policymakers and parents demand evidence of student outcomes through testing, the school librarian is often called on to support special tests and make-up tests.
- **Support for E-Learning Days.** As Indiana Department of Education has expanded the allowable use of E-Learning for snow days and other cancelled days, the school librarian is often called upon to help teachers create lessons.
- **Distance Learning and Credit Recovery Courses.** As many schools seek to complement their course offerings through online distance education or to ensure on-time graduation, the school librarian is often called to support distance learning or credit recovery courses.
- **Instructional Coach.** As schools provide attention to instructional design, classroom management and nurturing new teachers, the school librarian is often assigned responsibilities as an instructional coach or specialist.
- **Support for High-Need and High-Ability Students.** The library often serves as a place for additional one-on-one instructional support for English Language Learners (ELL), high-ability students, and students with special needs. School librarians provide additional instructional support as well as coordinate programs like International Baccalaureate (IB) Diploma Program.

Additionally, when the certified librarian is assigned to multiple schools or has a primarily instructional role not associated with the library, the library assistant in effect becomes the manager of the library. The nature of the “noncertified” position of library assistant seems to open up that position to poaching for other duties such as building sub, receptionist sub, test proctor, laminator, or duty on the playground, in the lunchroom or with school bus arrival/departure. School librarians report similar calls to substitute teach and provide other duties in addition to their traditional duties in student instruction, teacher collaboration and library management.

Finally, it is important to note that school libraries were often the first place to offer computer and internet access—which is critical in a state where nearly one in six Hoosiers lives in an area without access to broadband, and many other students and families cannot afford internet connectivity. School libraries provide access for all students, which is especially important for those who do not have internet access or print or digital resources at home. School libraries are critical to helping to ensure students have information and digital literacy skills.

Retirements, Recruitment and Retention

Like many other states, Indiana is losing school librarians from the school library to retirements, reassignments in schools and departures from teaching. Nationwide, school librarianship has declined by 19% or 10,000 positions, since 2000 according to the National Center for Education Statistics (NCES).²⁴ Indiana’s decline mirrors the nation, though the exact number is difficult to determine.

Keith Curry Lance, an expert on school libraries who conducted the 2007 study of Indiana school libraries, more recently questioned whether the losses cited in the NCES

School librarianship declined by 19% nationally since 2000, partly due to positions being redefined as tech integration, instructional design and coaching.

²⁴ National Center for Education Statistics are available at <https://nces.ed.gov/> and are explained in an article by Keith Curry Lance called “School Librarian, Where Art Thou?” as published in the *School Library Journal*, March 2018, accessed at <https://www.slj.com/2018/03/industry-news/school-librarian-art-thou/#>.

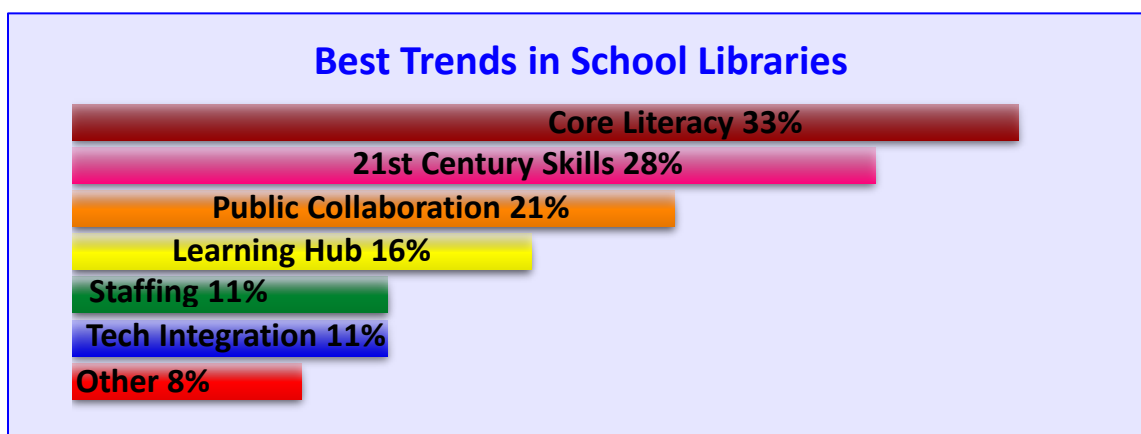
data accurately reflect what is happening in libraries. Lance asks whether school librarians are being evolved into positions with different names, such as “digital learning specialist, digital media content specialist, technology integrator and information literacy teacher,... curriculum specialists, educational technology specialists and instructional design specialists.” The *2018 Status Report on Indiana School Libraries* reflects this shift in titles and responsibilities. We concur with Lance’s assertion that deeper research is needed about the changing titles and job responsibilities for school librarians.

The 2018 Indiana School Library Census survey received numerous comments about pending retirements without definitive plans for recruitment or replacement of the school librarian position.²⁵ The State of Indiana has responded to teacher shortages with recruitment and incentive programs, which are absent for the critical role of school librarian. Some school librarians expressed concerns that certain teachers who “just want out of the classroom” are being allowed to transition to the school library. Librarians expressed a desire to communicate to administrators an expectation for an effective school librarian to model collaboration and strength in classroom instruction in order to support all the students and teachers within a school.

Student and school success would benefit from a concentrated effort on school librarian recruitment and retention—especially among minority candidates to reflect our changing K-12 student body. The most effective school librarians often begin as effective classroom teachers who routinely collaborate with other faculty. Graduate coursework in Library and Information Science supplement their teaching skills to assure quality management of a modern school library.

Trending Best Practices in Indiana School Libraries

One question in the survey captured some of the innovations and practices that may be expanded across the state. The survey asked: *What is the best thing that is happening in libraries in this [school] district? What innovation, activity, partnership or results are happening thanks to the libraries in the district?*



One hundred eighty-three (183) respondents provided examples in response to this question. In many cases, the responses included multiple areas of innovation, partnerships, and focus on core literacy.

- **Literacy:** 33% (59 Respondents) mentioned core literacy activities such as reading, instructions, book circulation, book clubs, and author visits.
- **21st Century Skills:** 28% (51 respondents) made some mention of 21st Century Learning Skills including STEM, STEAM, and makerspace developments.

²⁵ This study identified at least fifteen (15) pending retirements of school librarians in the survey.

- **Public Library Collaboration:** 21% (39 respondents) highlighted their collaboration with their local public library. The collaborations ranged from co-promotion of events such as summer reading to providing public library cards to all students.
- **Learning Hubs/Teacher Collaborations/Physical Changes:** 16% (28 respondents) focused on physical library redesign or programmatic changes that led to the library becoming the “learning hub” of the school or a center for project-based learning.
- **Staffing:** 11% (20 respondents) mentioned either the level of staffing the schools have provided to the libraries or how the library staff works together.
- **Technology:** 11% (20 respondents) listed various ways the library staff is involved in technology integration in their schools including technical support for 1:1 devices.
- **Other or None:** 8% shared experiences that would not fit into another “best” category including those reported they could not think of a positive response.

Note: Numbers are greater than 100% due to classification of response by the researcher to multiple categories. Additional details on the responses can be found in Appendix E.

Subsequent to the completion of the survey in spring of 2018, additional collaborations and innovations were communicated to the researchers for inclusion in this report. Examples include how school libraries are collaborating with certain academic libraries on collections, dual credit coursework and college preparation guidance. To illustrate, the “unconference” by Academic Libraries of Indiana held July 13, 2018 at Purdue University included several focused discussions with school librarians about strategies to help high schools better prepare students for the rigors of research and writing in college classes. Additionally, some colleges make their print and digital collections available to local high schools.

DRIVING FORCES FOR CHANGE

Technology Integration

As administrators, teachers and students respond to new technology in their school and in their own hands, the demands on the school librarian multiply exponentially. School librarians historically led much of the technology integration within a school, becoming the first expert on audio-visual equipment, then computers and now digital resources. Teachers relied on instruction and support from the school librarian. The support was one or two school librarians to the total number of teachers in a school, at a manageable ratio, and at a manageable pace of technology adoption. Now, as every teacher and student has at least one device with multiple new apps and updates every week, the school librarian is being called upon to be the “tech support” in addition to being the “tech expert.”

Librarians and Library Assistants are **both the Tech “Expert” and Tech “Support”** for teachers and students in the building.

Technology provides opportunities for efficiencies and individual learning plans for high quality instruction. Schools are committing to STEM/STEAM and maker education, 1:1 integration and Future Ready Schools. The school librarian is often the ideal teacher in the building to provide the instructional design support for teachers to make the most effective use of new digital resources. We invite school leaders to leverage the skills of school librarians to help lead tech integration and instructional design, and to supplement with expanded library assistant staff.

Demand for 21st Century Skills



A STEM lesson (photo 6)

Indiana’s policy leaders, the Indiana Department of Workforce Development, Indiana Department of Education and the Indiana Commission on Higher Education each have identified and prioritized skills needed in the 21st Century workplace. While fewer high school graduates need remediation in college (13% of 2016 graduates, compared to 28% of the 2012 high school class),²⁶ studies show that “digital natives” still lack critically important information and digital literacy skills (not being able to search or discern credible information sources).²⁷

The modern library is essential to preparing students for college and career. Not only do students learn the core skills in information literacy, digital literacy, internet safety and research; but also, students are engaged in project-based learning about real-world problems and

The School Library is the
“hub of our school.”

solutions. The library provides experience in team building through use of more flexible co-working and instructional space, with guidance on credible sources for information and research. Libraries align directly with the requirements for Indiana’s new Graduation Pathways.²⁸

Survey respondents gave many examples of how modern school libraries are preparing students for college and career:

- School librarians are often the leaders in developing and supporting **project-based learning** in schools. Librarians collaborate with teachers, community organizations and leaders to create relevant learning experiences in preparation for further university study or entry into local employers.
- Employers demand greater attention to the “**soft skills**” that may be honed through group projects and one-on-one and one-to-group communications. Librarians teach students problem solving and collaboration in the library. Libraries are replacing heavy, institutional furniture with lightweight, movable furniture in open space to foster **co-working** that mirrors what students are likely to find in the workplace.



Preparing for a debate project (photo 7)

²⁶ *College Readiness Report 2018*, produced by Indiana Commission on Higher Education, accessed at <https://www.in.gov/che/files/2-College%20Readiness%202018%20FINAL%20full.pdf>.

²⁷ While many studies of information literacy have been completed, a study of nearly 8,000 students across 12 states is one of the most comprehensive. See Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information: The Cornerstone of Civic Online Reasoning. Stanford Digital Repository. Available at: <http://purl.stanford.edu/fv751yt5934>.

²⁸ The Indiana State Board of Education approved Graduation Pathways Policy Guidance July 11, 2018, outlining three elements required for graduation from high school. By 2023, students will be required to 1) earn a high school diploma designation, 2) learn and demonstrate employability skills through project-based, service-based, or work-based learning experience and 3) demonstrate postsecondary-ready competencies. <https://www.in.gov/sboe/files/SBOE%20Pathways%20Memo%20and%20Guidance.pdf>.

- Libraries install self-service kiosks, which empower students to manage their print and digital checkouts, while freeing up the school librarian to provide meaningful instruction for students and to provide planning and co-teaching time with faculty. Self-service checkout also gives the library assistant time for shelving and to provide testing and device support.
- Student library assistants learn valuable skills—both employability skills such as self-discipline, independence, work ethic and time management and job skills for a library technical assistant for employment in academic, public, school or special libraries (law firms, hospitals, corporations, government).

Other innovations from across the state include:

- A student-led and student-operated business based in the library (t-shirt, café, coffee shop);
- Pop-up libraries and little libraries throughout the school campus; and
- “Makerspaces” for collaborative learning in STEM and STEAM focused curriculum.



Checking out books (photo 8)

Population Changes = Declining Enrollment and Increased Challenges

Indiana is experiencing major shifts in population. Seventy-five (75) of Indiana’s ninety-two (92) counties lost child population in the last five years.²⁹ See map next page at left. Only those in green gained child population. Child population trends directly relate to school enrollment and funding.

The population is shifting from rural areas to specific urban and suburban areas of the state that surround the few cities with thriving industries or economic drivers for the state.³⁰ See map next page at right. Most counties are losing population. Only those in green are projected to grow through 2040. Population trends have a direct correlation to economic vitality and the tax base that supports schools.

75 of 92 counties lost child population.

Indiana’s child population is more diverse.

School enrollments are changing. Demographic trends show that child population will be more racially and ethnically diverse by 2030 nationally, with minority children comprising the majority of students.³¹ Indiana’s statistics track similarly, as 26.6% of school age

²⁹ Approximately 1.5 million children under 18 reside in Indiana. *2018 Indiana Kids Count® Data Book*, page 10, Indiana Youth Institute, describes the decline in child population and the changes in demographic composition. <https://www.iyi.org/data-library/data-services/kids-count-data-book/>.

³⁰ The IU Public Policy Institute’s *Thriving Communities, Thriving State* report from 2015 summarized demographic and workforce trends. See <http://policychoices.iu.edu/>. Most counties are projected to lose population and workforce through 2040. Growth areas tend to focus in regions around economic hubs.

³¹ Vespa, Jonathan, David M. Armstrong and Lauren Medina for the U.S. Census. *Demographic Turning Points for the United States: Population Projections for 2020 to 2060*, issued March 2018, accessible at https://www.census.gov/content/dam/Census/library/publications/2018/demo/P25_1144.pdf.

Percentage Change in Child Population 2011-2016



effectively cutting large class sizes in half for every session present. The school librarian enables individualized instruction. In some schools, the school librarian teaches certain classes, facilitates project-based learning or distance learning through online courses.

children were non-white Hispanic in 2016.³² During the 2016-2017 school year, nearly 50,000 students were English Language Learners.³³ School libraries successfully adapt to the changes in the student composition by intentionally curating diverse collections that appeal to and reflect the students and families in communities and by providing resources and educational tools for English language learners.

Rapid changes in enrollment or funding present multiple challenges to school administrators. The demands on administrators can be overwhelming, especially in this ever-changing environment. **However, cuts to library staffing and services have long-term consequences on student and school outcomes.**

Some schools have been creative in ensuring library services in spite of funding cuts. The certified school librarian is called upon to provide professional development and curriculum support for teachers. Schools have deployed the certified school librarian to co-teach classes,

Projected Change County Population by 2040



³² U.S. Census Bureau, 2016 American Community Survey (2017). Table B05003: Sex by Age by Nativity and Citizenship Status. Retrieved from <http://factfinder2.census.gov/>.

³³ See Indiana Department of Education data reports available at <https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports>.

Management Challenges

Schools are stressed. With the pressures felt by changes in technology, demands for 21st century skills and shifts in population, school administrators face seemingly insurmountable challenges. We view it like an impossible game of Jenga®, where the push and pull of changing policies and funding is compounded by the changes in technology, expectations and population. The entire structure teeters as various forces rearrange the pieces, often with undesired consequences.

The survey asked respondents to characterize their district’s approach to the school library. The question intended to identify when a corporation was supportive of the school library program and the extent to which resources were a barrier. Over one-third characterized their administration as fully supportive of the library, yet may be facing resource constraints. Fifty-two percent (52%) of the 167 respondents selected one of the “somewhat supportive” options.

Of those who responded to this question, 41% suggested their school corporation’s administrators may not understand the value of the library program. This lack of understanding and support for school libraries by some may help explain why school libraries have not been sustained in the face of difficult decisions. School administrators are making decisions, perhaps without full information about what a modern, effective school library, led by a qualified school librarian and supported with library assistants, can result in for students, teachers and overall school results. As Kachel and Lance assert, school financing is not the only reason for school librarian losses. Instead, they point to factors including high turnover rates among principals and superintendents, site-based management, increased need for instructional support to implement school improvement initiatives and a school librarian pipeline issue.³⁴

We understand that schools are stressed. What best characterizes the district's approach to maintaining effective school libraries with certified school librarians? (n=167)

Fully supportive, adequately-resourced (12%)

Fully supportive in philosophy, and limited by budget constraints (23%)

Somewhat supportive in philosophy, and faced with declining resources (19%)

Somewhat supportive with resources, and may not understand the value of school libraries (philosophy) (33%)

Not supportive in philosophy nor with budget (8%)

Other (5%)

The preliminary findings in this report imply that the sometimes-haphazard approach to decisions affecting school libraries will likely accelerate the decline in the number of school librarians and the quality of the school library programs. Certain staffing decisions made during the summer or in reaction to a retirement, new technology or a funding change produce unintended and long-term consequences for students and our future workforce. The library’s effectiveness as a critical contributor to student learning is decreased as an unintended consequence of other changes in a district or a school.

³⁴ Kachel, Debra E. and Keith Curry Lance, “Changing Times: School Librarian Staffing Status,” in *Teacher Librarian Journal*, April 2018, Vol. 45:4, accessed at <http://teacherlibrarian.com/2018/04/11/changing-times-school-librarian-staffing-status/>.

Change is inevitable. Administrators face difficult choices and many demands. Choices should be thoughtful, systematic and strategic. Schools need to be intentional and strategic as we consider the short-term and long-term consequences of choices when combined together.

Administrators, policymakers, teachers and parents must demand their students have access to quality library services led by qualified certified school librarians and supported by staff assistants. Library and information science is critical to 21st Century skills.

Change the Decision Process

<i>FROM</i>	<i>TO</i>
<i>Haphazard</i>	<i>Strategic</i>
<i>Piecemeal</i>	<i>Holistic</i>
<i>Reactive</i>	<i>Proactive</i>

The Need for Deeper Research

Researchers attempted comparisons to the 2004 and 2007 prior studies about Indiana school libraries and staffing. However, because of the changes in reporting and evolving job titles, an accurate statistical comparison is not possible with the current data. Researchers explored possible connections between Indiana Department of Education’s school corporation grades and library staffing/certification levels. The analysis of the data was found to be at best inconclusive.³⁵

Researchers also reviewed enrollment data in contrast to certification levels and corporation grades. Again, the data was inconclusive.

Connections between library status, staffing and school performance may be more subtle and require a multivariate analysis at the school level rather than the district level. Deeper research is warranted with a contextual frame that incorporates the drivers for change discussed in this report including:

- Staffing levels with appropriate training and credentials that includes what staff is in the library or providing library services, and for how many hours a week;
- School library practices that might include the number of visits allowed, limits on quantity of materials checked out, access model (i.e. special versus flexible) and integration of library services with curriculum and teaching, especially in the 1:1 environment;
- Public awareness and understanding about school libraries and librarians;
- Relationship with technology for students, teachers and overall instruction;
- Expenditures on library materials, including e-resources and technology (as separate from teacher and staffing costs);
- Correlation with test scores at the school level and alternative methods to measure student, teacher and school success, as well as information and digital literacy; and
- Deeper comparison and contrast with different school sizes and models (urban/rural, public/charter/private, socio-economic factors of population).

³⁵ Researchers compared the number of students per certified staff per district with corporation grades for 2015-2016 and 2016-2017 school years. Researchers explored several variations on data comparisons. A sample of the comparison is available upon request as described in Methodology in Appendix C.

Recommendations for Next Steps

National research demonstrates school libraries are critical to literacy, research, project-based learning and the 21st Century skills needed for success in college and career. This *2018 Status Report on Indiana Libraries* raises many questions and identifies areas for short-term and long-term collective action.

- 1) **Clarify definitions and expectations for the School Library, Certified School Librarian and Noncertified Library Assistant positions** - The survey results illustrate vast inconsistency in school library services, largely because of a lack of shared definitions, terminology, and expectations for the modern school library. Even fellow teachers and administrators may not understand the potential for quality library service or ways to get the most from their physical space or from their school librarians—who are certified teachers, and their library assistants. Indiana Department of Education, school libraries and the IUPUI School of Informatics and Computing-Library and Information Science program may explore agreement about terms, definitions and expectations.
- 2) **Facilitate deeper research** – The survey results raise many questions that warrants future research into the connections between school library practices and educational outcomes, especially in the context of performance-based evaluation and digital or 1:1 environments.
- 3) **Highlight best practices** - Elevate outstanding school administrators who invest in quality school libraries and certified staff. Assist schools with documenting and disseminating their libraries' contributions to education. Increased understanding of the modern school library will serve as a catalyst for more schools to follow. Build awareness among school administrators—especially at the principal and superintendent level—through outreach through professional development programs, direct contacts, conferences, and communications by nontraditional partners. Increase awareness and support by state agency leaders within IN Department of Education, IN Department of Workforce Development, IN Commission on Higher Education, etc. Explore opportunities to ensure a library metric is included for Four Star Schools, Blue Ribbon, School ranking programs, etc.
- 4) **Recruit high-performing teachers into School Librarianship** – School librarianship requires outstanding collaboration, instructional and technology skills, in addition to traditional library skills. Given the number of retirements and continued growth in information/technology integration, we propose a coordinated approach to increase the number of outstanding school librarians, including a career path in coordination with IN Department of Workforce Development,



Ivy Tech, pre-service education schools at colleges; recruitment and scholarship support for the 16-credit graduate program at IUPUI School of Informatics and Computing-Library and Information Science program; and identification of outstanding teachers for recruitment. Recruitment strategies should prioritize diversity to reflect the demographics of our children.

- 5) **Explore current and future collaborations** – This report documented several positive partnerships between schools, academic and public libraries, including library card campaigns, shared resources, online databases, etc. We believe there are additional school-public-academic library collaborations that should be documented. Most schools are constrained by budgets and competing demands for priorities, which reduces opportunity for maximum impact of the library. Schools should identify and replicate opportunities to leverage resources in order to maximize student success, especially in areas of highly stressed communities. This is especially important in a transitional period of simultaneous efforts to increase the number of credentialed and qualified school librarians in schools.

In its role as the statewide library association, Indiana Library Federation will support partners in the action steps above, in addition to its Board-adopted *ILF 2017-2022 Strategic Vision and Work Plan*.³⁶

Photo Credits

Cover – Photos clockwise from top left: Indianapolis Public Schools (IPS) librarian Kathleen Rauth is congratulated on being a finalist for Indiana Teacher of the Year (Indy Star); Shenandoah High School librarian Collette Huxford-Kinnett and her students review books at a Rosie book award meeting (ILF); a Ben Davis student works on an e-learning activity (Diane Rogers); graduates (Pexels); IPS students read new books (Indy Star); 4th graders at Carmel Elementary work a lesson with Snap Circuits (Valerie Williams).

1 – Reading – Kathleen Rauth from IPS reads with students (Indy Star)

2 - Coding – Students Learn Computer Coding at Carmel Clay Elementary (Carli Sauer)

3 – Nutrition Lesson during Breakout EDU session at Wayne Township Schools (Diane Rogers)

4 – STEM Maker Lesson at Wayne Township Schools (Diane Rogers)

5 – Librarians discuss selections for Young Hoosier Book Award finalists (ILF)

6 – STEM activity at Wayne Township Schools (Diane Rogers)

7 – Debate preparation in the Carmel Clay Elementary Library (Carli Sauer)

8 -- Students at Ben Davis 9th Grade Center check out recreational reads (Diane Rogers).

³⁶ After a year of engaging over 750 stakeholders in a visioning process, Indiana Library Federation adopted a five year Strategic Vision, described and accessible at <https://www.ilfonline.org/page/strategic>. Details about Indiana Library Federation’s annual work plans and specific strategies related to school libraries are available upon request.

TABLE OF APPENDICES

The Appendices to the *2018 Status Report on Indiana School Libraries* are three times the length of the report; therefore, the entire set of Appendices is posted at www.ilfonline.org. For the convenience of the reader and integrity of the report, Appendix A – Selected Annotated Bibliography and Appendix B.1 – Summary of Methodology are included with the report.

Appendix A: Selected Annotated Bibliography and Photo Credits (3 pages)

Appendix B.1: Summary of Methodology – Research and limitations (2 pages)

Appendix B.2: Summary of Methodology – Survey Instrument Snapshot (1-page memo and 6-page instrument. Note the Full Survey Instrument is 173 pages when printed, as it included skip logic for the school corporations, allowing the respondent to jump to the school within a district.)

Appendix C: School Corporations and/or Charter or Private Schools with at least one Online Survey Submission, January – May, 2018 (4 pages)

Appendix D: Job Titles – Summary of Job Titles Used for Certified School Librarian Positions and Summary of Job Titles Used for Noncertified Positions in the School Library (4 pages)

Appendix E: Great Things Happening in Indiana School Libraries (18 pages)

Appendix F: Supplemental information regarding retirements, staff transitions, collaborations and technology (7 pages)

Appendix A: Selected Annotated Bibliography specific to 2018 Status Report on Indiana School Libraries

Please note that this bibliography is intentionally brief and focused on research that was conducted most recently, contains Indiana-specific data or addresses a specific finding from the 2018 School Library Census survey. For readers who desire a summary with citations of research through 2012, please review the 31-page report from Frances Gretes' *School Library Impact Studies*, with link below.

"2018 Indiana KIDS COUNT Data Book." *Indiana Youth Institute*, 2018, 2018 Indiana KIDS COUNT® Data Book a Profile of Child Well-Being. 2018, <https://s3.amazonaws.com/iyi-website/data-book/2018-Indiana-KIDS-COUNT-Data-Book.pdf?mtime=20180205073618>.

"College Readiness Report." *Indiana Commission on Higher Education*, 2018, www.in.gov/che/files/2-College%20Readiness%202018%20FINAL%20full.pdf.

Data Access and Dissemination Systems (DADS). "2016 American Community Survey." *U.S. Census Bureau*, 2017, www.census.gov/programs-surveys/acs/news/data-releases/2016/release.html.

Gretes, Frances. *School Library Impact Studies: A Review of Findings and Guide to Sources*. Harry & Jeanette Weinberg Foundation, Aug. 2013, www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf.

This report, funded by a philanthropic foundation, was developed to summarize research on the impact of school libraries for their use in assessing and developing library initiatives. The executive summary provides a high-level summary of studies about various aspects of school libraries, including qualification of teacher librarians, access to digital resources, impact on literacy and achievement scores, impact on children in poverty, library facilities, spending and more. Of most use from this compilation are the executive summary of findings and the bibliography.

Kachel, Debra E, and Keith Curry Lance. "Changing Times: School Librarian Staffing Status." *Teacher Librarian Journal*, Apr. 2018, Vol.45:4, <http://teacherlibrarian.com/2018/04/11/changing-times-school-librarian-staffing-status/>.

In this article, Debra Kachel and Keith Curry Lance discuss the NCES data in the context of Kachel's informal survey of 16 library leaders throughout the country, including urban, suburban and rural school districts about changes they observed related to the 15% loss of school librarians from 2009-2010 to 2015-2016. They debunk the idea that losses are solely from school financing issues, pointing to the dramatic increase in instructional support positions during the periods of loss. They describe 1) high turnover rates among administrators combined with site-based management, where principals may determine resources for a library program; 2) technology initiatives as creating both positive and negative impacts; 3) increased need for instructional support position to support school reform or improvement initiatives; 4) districts seeking to employ certified school librarians have difficulty finding and hiring the quality candidates they seek; and 5) districts with strong library advocates positively preserving or reinstating positions. They further describe specific cases where librarians have been added.

Kachel, Debra E, et al. "A Perfect Storm Impacts School Librarian Numbers." *School Library Journal*, 20 Mar. 2018, www.slj.com/2018/03/research/perfect-storm-impacts-school-librarian-numbers/.

In this article, Debra Kachel explores the conditions that contributed to losses of school librarian positions through lens of national, state and local context. She discusses the impacts of retirements, reductions in school librarianship higher education programs, school funding and state education reforms and regulations, local control and site-based management. She also discusses the impact of technology integration and how school librarians are not viewed in the same light as IT specialists.

Lance, Keith Curry, and Debra E Kachel. "Why school librarians matter: What years of research tells us." *Phi Delta Kappan*, April 2018, Vol. 99:7, <http://www.kappanonline.org/lance-kachel-school-librarians-matter-years-research/>.

This article reviews the findings of school library impact studies conducted since 1992. Multiple studies found positive impact of school libraries and qualified school librarians on standardized test scores, regardless of student demographics and school characteristics. Studies found stronger test scores when school librarians spend more time instructing students (both independently and co-teaching), planning with and providing professional development to teachers, serving on key school leadership committees, facilitating use of technology by students and teachers, providing reading incentive programs, etc. This article made several suggestions to how school leaders may effectively utilize school librarians.

Lance, Keith Curry, et al. "How Students, Teachers, and Principals Benefit from Strong School Libraries: The Indiana Study-2007." *Association for Indiana Media Educators*, 2007, <https://c.ymcdn.com/sites/ilfonline.site-ym.com/resource/resmgr/aisle/infinalreportnextsteps.pdf>.

This study replicated a research design employed in Colorado and many other states to measure the impacts of school library programs. This study mirrored other research to find correlation between better-staffed, better-stocked and better-funded school library programs and ISTEP+ scores. The study looked at the relationships between perceptions by school media specialists, principals and teachers.

Lance, Keith Curry, et al. "School Librarian, Where Art Thou?" *School Library Journal*, 20 Mar. 2018, www.slj.com/2018/03/industry-news/school-librarian-art-thou/.

In this article, Keith Curry Lance analyzes the 19% drop in the school library workforce between 1999-2000 and 2015-2016 school years, as reported by the National Center for Education Statistics (NCES). He explores the loss of more than 10,000 full-time school librarian positions nationwide, taking a deeper dive into the specific losses within certain states. Lance explains some of the loss based on the similar trends in loss of full-time equivalents of teachers and instructional aides, while the number of instructional coordinators have increased. Lance further asks whether school librarians are being evolved into positions with different names, such as "digital learning specialist, digital media content specialist technology integrator, and information literacy teacher" ... "curriculum specialists, educational technology specialists and instructional design specialists." This article supports the idea of taking a deeper look at the job titles and responsibilities across Indiana.

"School and Corporation Data Reports Search Form." *Indiana Department of Education*, various dates, www.doe.in.gov/accountability/find-school-and-corporation-data-reports.

“Searchable reports data repository.” *Indiana Department of Education*, various dates, www.doe.in.gov/idoe/idoe-data.

“Survey of Indiana School Library Media Specialists 2003-2004,” conducted by the Association for Indiana Media Educators (AIME) [now called Association of Indiana School Library Educators, or AISLE] in collaboration with the Indiana University School of Library and Information Science and the IU Public Opinion Laboratory at Indianapolis on the IUPUI campus.

For this research a committee with representatives from various school stakeholder groups, Indiana Department of Education and IU researchers developed three survey instruments that were sent to each public school building in Indiana. The three survey instruments included 1) School Library Media Program Assessment Rubric for the 21st Century, 2) Survey on Professional Development of School Library Media Specialists and 3) a Survey on School Library Media Services at the Building Level. The first correlated student learning as evident from language arts sections of ISTEP with qualified elementary school library media specialists. The building and professional surveys identified school librarian role in instructional planning, reading promotion and electronic resources and technology. The survey further identified a decline in the number of professional school library media specialists and clerical assistants in Indiana secondary schools, especially where more than one full-time school media specialist was employed. Professional positions for elementary school media specialists declined in some areas while increasing in other areas of the state.

“Thriving Communities, Thriving State.” *IU Public Policy Institute*, 2015, <http://policychoices.iu.edu/>.

This project examined Indiana’s changing demographics and economic realities through urban, mid-sized and rural communities. Indiana Library Federation borrowed heavily from the demographic and trend data to understand potential impacts on libraries in the future.

Vespa, Jonathan, et al. “Demographic Turning Points for the United States: Population Projections for 2020 to 2060.” *United States Census Bureau*, Mar. 2018, www.census.gov/content/dam/Census/library/publications/2018/demo/P25_1144.pdf.

Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information: The Cornerstone of Civic Online Reasoning. Stanford Digital Repository. Available at: <http://purl.stanford.edu/fv751yt5934>.

While many studies of information literacy have been completed, a study of nearly 8,000 students across 12 states is one of the most comprehensive. Researchers administered 56 tasks to students of both well-resourced and under-resourced students to explore civic online reasoning, which they define as the ability to judge the credibility of information that feeds young people’s smartphones, tablets and computers.

Appendix B.1: Summary of Methodology – Research and limitations

Research

Indiana Library Federation (ILF) reviewed prior school library studies in Indiana and in other states to identify the most important questions and format, given the limited staff and volunteer resources to complete.

The Survey and Data Collection

ILF launched the “School Library Census” survey in January 2018 that consisted of 19 questions. ILF used the list of schools and corporations available at the time from the Indiana Department of Education website. The survey asked for contact information with expressed purposes of follow-up and outreach. ILF expressed to respondents that the data would be aggregated.

Invitations to participate in the survey were sent to individuals gleaned from the following lists:

- Current and past members of Indiana Library Federation (ILF) – Association of Indiana School Library Educators (AISLE) (n=312 contacted)
- IN Department of Education list of “school librarians” from summer 2017 (n=433 contacted)
- ILF members from public and academic librarians willing to volunteer to contact the schools in their geographic service area (n~85 volunteers, not from schools)
- School corporations for which there was no email or response from the above (n=62 contacted)
- Private, parochial and charter schools as email addresses were available (n~15 respondents)

ILF enlisted volunteers to complete for other schools where no responses were readily available through school librarians, ILF members or partners. Volunteers and staff worked in earnest to provide a full representation of public schools in order to avoid skewing data.

The survey received over 422 responses including incomplete or duplicates representing information for 243 school corporations as of May 2018. Data was included for at least 1,669 individual schools, and qualitative data was provided by at least 196 respondents. Public charter and private schools accounted for 35 responses.

ILF contracted with an external consulting firm with experience with evaluation and planning for both libraries and school counselors, Robert Hoke and Associates, to review the data, analyze the data and to assist with writing of this report.

Data Cleaning and Analysis

After the data was collected, ILF staff identified and omitted certain survey submissions where the full-time equivalent staffing data was duplicated. ILF omitted incomplete responses that would skew statistical results, except for the series of question about full-time equivalent staffing and certification.

The survey was designed to be inclusive of all types of respondents—at the corporation level or at the individual school level. Consequently, responses for an individual school corporation were often duplicated among many school librarians in a district. Only one statistical response per public school corporation was included in the statistical calculations.

The inadequate number of responses from charter and private schools required their removal from the statistical averages provided in this report. Statistics, unless noted, were provided at the school corporation level.

Open-ended answers that provide qualitative data were captured and maintained at the school-level and for all respondents within a school corporation. Qualitative data submitted by single schools, private schools and charter schools were included in the qualitative summaries.

Limitations of Data

ILF recognizes the limitations of its survey design and methodology. As described in the report, the variance in job titles, responsibilities and staffing made data gathering difficult for statistical purposes. In essence, when a significant percentage of respondents are checking “other” to a question, the main response options are minimized.

- Data was self-reported or reported by volunteers who may or may not be fully aware of circumstances unique to each school. Some schools reported uncertainty about near future of library with anticipated budget cuts and/or retirements.
- Survey responses indicate an uneven understanding of school library certification and some terms. Future surveying may want to provide a more detailed set of instructions with definitions along with the copy of the survey.
- The 2018 School Library Census Survey successfully collected aggregated, general staffing information about most public school corporations. The survey was not as successful in collecting qualitative data for individual schools or for schools without a certified school librarian who was providing the data.
- Certain schools were in crisis during the period the survey instrument was open. For example, at least three school corporations faced significant reductions in staffing *while the survey was underway*. The survey implied, but did not expressly direct, a specific point-in-time for the four-month open survey period.

A more detailed methodology description and the survey instrument are available upon request.

Appendix B.2: Summary of Methodology – Survey Instrument

The Survey Instrument was emailed to potential respondents and volunteers who were willing to contact schools. What follows is the 1-page memo with instructions and the 6-page initial part of the survey. The online survey instrument included skip logic, allowing the respondent to check a school corporation and skip to the individual schools within that corporation. When printed, the full survey instrument prints as 173 pages and is available upon request in a PDF format.



2018 School Library Census Survey

Thank you for helping complete the School Library Census Survey. We appreciate the amount of time and attention to detail you have contributed to collect and enter this information. We aim to use this information in three ways: 1) understand the current school library landscape; 2) reach out and tell our story; and 3) create a report that helps with advocacy.

There are 5 pages you would complete for one school district and your last page asks about specific schools in a district/corporation.

Page 1 - About You and your help with the survey and which school district/corporation

Page 2 - Who provided info the school district/corporation and aggregated ##s of School Library personnel

Page 3 - About the library staff – names and contacts of library staff, credentials, job titles

Page 4 – OPTIONAL - This asks certified and non-certified staff to estimate percentage of time on activities.

Page 5 – Select the school district to jump to the individual school(s)

Page 6-16 - Report # of types of library staff for Individual Schools, alphabetized by school district/corporation. NOTE this has logic built in to skip to the page of the school district/corporation, followed by individual schools.

*** 1. IMPORTANT - So that we may follow up with you, what is your name and best way to reach you? (cell or work phone, personal or work email)**

First Name	<input type="text"/>
Last Name	<input type="text"/>
Phone (with area code)	<input type="text"/>
Email address	<input type="text"/>

2. What best describes you? (do you work in a school, public, academic library?)

Note that we are asking volunteers to complete the survey about an ENTIRE SCHOOL DISTRICT/CORPORATION, where info is available. We realize that most volunteers may report only on 1-2 SCHOOLS. If you are reporting for the entire school district, please list the corporation/district in question 3 and aggregate number of staff in question 6 on the next page. If you are reporting on your own school or know all the schools in your district, please answer for your individual school(s) at the end of the survey (sorted by corporation/district).

3. For which school district are you reporting information?



4. IMPORTANT - With whom did you speak in the school corp/district to gather this information? Contact info? Date of contact? (If from your own knowledge of district, describe your relationship, i.e. employee, former employee, collaborating library, etc.)

First Name	<input type="text"/>
Last Name	<input type="text"/>
Email address	<input type="text"/>
Their role	<input type="text"/>
Date of contact	<input type="text"/>
Other info?	<input type="text"/>

5. ASK: What is the best thing that is happening in libraries in this district? What innovation, activity, partnership or results are happening thanks to the libraries in the district?

6. IMPORTANT - How many TOTAL PAID full-time and part-time certified school librarians, certified teachers (not certified librarians) and noncertified library staff are dedicated to school library service in the entire district/corporation? Note the survey also asks for # of library in individuals schools at the end of the survey, if known.

	# of certified school librarians	# of certified teachers (not certified for library)	# of noncertified library staff (aides or paras)
Elementary School(s)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Intermediate School(s)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Middle School(s)	<input type="text"/>	<input type="text"/>	<input type="text"/>
High School(s)	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other (please specify)

7. Is there anything else we should know about this school district or its approach with school libraries? (collaborations, awards, recognitions, activities, constraints)



2018 School Library Census Survey

This page continues questions about the school corporation and its school library personnel, including school librarians and library assistants.

8. **IMPORTANT** - If not members of ILF, what is(are) the name and email address of the school library personnel in the district associated with each school? We would like to email a follow-up message about membership, professional development and advocacy related to school libraries. Ex: Jane Doe, School Librarian at Abe Lincoln Elem. If easier with multiples, email the ILF staff.

Person 1 Name and role	<input type="text"/>
Person 1 Email	<input type="text"/>
Person 2 Name and role	<input type="text"/>
Person 2 Email	<input type="text"/>
Person 3 Name and role	<input type="text"/>
Person 3 Email	<input type="text"/>

9. Which best represents the makeup of the certified school librarians?

10. Which best represents the makeup of the other school library staff who are not certified as school librarians?

11. Which job title(s) does the district use for certified school librarian? (school librarian, teacher librarian, media specialist, etc.)?

12. Which job title(s) does the district use for other school library staff who are not certified? (library assistant, library paraprofessional, library aide, etc.)?

13. Is there anything we should know about the school library personnel in this district (i.e. pending retirements, works collaboratively with public or academic library, school tech integration, etc.)?



2018 School Library Census Survey

This **OPTIONAL** page asks certified school librarians and non-certified staff to estimate percentage of their week is spent doing certain library and other tasks. For example, a librarian may report spending the following percentages: 25 in library instruction, 25 in support to teachers and 10 divided among the other areas. An assistant who spends 50% time in support to students and 25% in managing the collection and 25% in study hall would report 50, 25, and 25 on the appropriate lines. Numbers should add to 100. Then we ask for the respondent to characterize the district's support for libraries.

14. Estimate the percentages of the work week of the typical *non-certified school library staff or assistant* for each activity. Totals must add to 100.

Library Instruction with students	<input type="text"/>
Library support to students	<input type="text"/>
Support teachers with print and digital resources	<input type="text"/>
Manage Library (collection, staffing, displays, etc.)	<input type="text"/>
Manage technology/Tech integration for students or teachers	<input type="text"/>
Teach non-library classes or Substitute teach	<input type="text"/>
Bus/Lunch/Hall Duty/Study Hall	<input type="text"/>
Other	<input type="text"/>

15. Estimate the percentages of the work week of the typical *certified school librarian* for each activity. Totals must add to 100.

Library Instruction with students	<input type="text"/>
Library support to students	<input type="text"/>
Support teachers with print and digital resources	<input type="text"/>
Manage Library (collection, staffing, displays, etc.)	<input type="text"/>
Manage technology/Tech integration for students or teachers	<input type="text"/>
Teach non-library classes or Substitute teach	<input type="text"/>
Bus/Lunch/Hall Duty/Study Hall	<input type="text"/>
Other	<input type="text"/>

16. We understand that schools are stressed. What best characterizes the district's approach to maintaining an effective school libraries with certified school librarians?



2018 School Library Census Survey

17. Is there anything we should know about a specific school or its approach with school libraries?

The lists of schools are alphabetized by School Corporation/District, then by School Name (i.e, Bartholomew County Sch Corp- Columbus High School). They are listed alphabetically by the following groups:

- P 6, #19 starts the alphabet- 21st Century – Comm Schools Frankfort
- P 7, #20. Concord Comm – Enlace Academy
- P 8, #21. Evansville Vanderburgh – Greencastle Comm
- P 9, #22. Greenfield Central – Jay Sch Corp
- P 10, #23. Jennings County – Monroe Central
- P 11, #24. Monroe County – Nettle Creek
- P 12, #25. New Albany Floyd County – Pike County
- P 13, #26. Pioneer Regional – South Madison
- P 14, #27. Vision Academy – Zionsville Comm

Special notes:

- * School corporations that begin with "School City of" or "School Town of" are alphabetized by the name (Hammond, Munster, Speedway).
- * School corporations that begin with "Metropolitan School District of" are listed as "M S D of__."
- * If you do not see your school corporation or district, especially if a private school or charter school, please list in OTHER.

18. **IMPORTANT** - To report the numbers for the individual schools, skip to the first letter of the SCHOOL CORPORATION OR DISTRICT NAME, then the SCHOOL NAME. For example, if you are reporting for Thomas Jefferson in Terre Haute, it would be listed as Vigo County Sch Corp-Thomas Jefferson. The Abraham Lincoln School for School City of Hammond District is listed as Hammond-Abraham Lincoln. If a school not listed, see the bottom option.



2018 School Library Census Survey

19. School corporations beginning with A-C ; 21st Century Charter-Comm Schools of Frankfort. Scroll down to your district.

	# of certified school librarians	# of certified teachers (not certified for library)	# of noncertified library staff (aides or paras)
21st Century Charter Sch of Gary	<input type="text"/>	<input type="text"/>	<input type="text"/>
ACE Preparatory Academy	<input type="text"/>	<input type="text"/>	<input type="text"/>
Adams Central Elementary School	<input type="text"/>	<input type="text"/>	<input type="text"/>
Adams Central High School	<input type="text"/>	<input type="text"/>	<input type="text"/>
Adams Central Middle School	<input type="text"/>	<input type="text"/>	<input type="text"/>

Appendix C: School Corporations and/or Charter or Private Schools with at least one Online Survey Submission, January – May 2018

For which school district are you reporting information?

ACE Preparatory Academy

Adams Central Community Schools

Alexandria Community School Corp

Anderson Community School Corp

Argos Community Schools

Avon Community School Corp

Barr-Reeve Community Schools Inc

Bartholomew Con School Corp

Batesville Community School Corp

Baugo Community Schools

Beech Grove City Schools

Benton Community School Corp

Blackford County Schools

Blue River Valley Schools

Bremen Public Schools

Brown County School Corporation

Brownsburg Community School Corp

Brownstown Com Sch Corp

Burriss Laboratory School

C A Beard Memorial School Corp

Canaan Community Academy

Carmel Clay Schools

Carroll Consolidated School Corp

Caston School Corporation

Cathedral High School

Center Grove Community School Corp

Centerville-Abington Com Schs

Central Noble Com School Corp

Charles A Tindley Accelerated Sch

Christel House Academy South

Christel House Academy West

Christel House DORS South

Christel House DORS West

Clark-Pleasant Community Sch Corp

Clarksville Community School Corp

Clay Community Schools

Clinton Central School Corporation

Clinton Prairie School Corporation

Cloverdale Community Schools

Community Montessori Inc

Community Schools of Frankfort

Concord Community Schools

Covered Bridge Spec Ed Dist

Covington Community School Corp

Cowan Community School Corp

Crawford County Community Sch Corp

Crawfordsville Community Schools

Crothersville Community Schools

Crown Point Community School Corp

Daleville Community Schools

Danville Community School Corp

Decatur County Community Schools

DeKalb Co Ctl United Sch Dist

DeKalb Co Eastern Com Sch Dist

Delphi Community School Corp

Dugger Union Community School Corp

Duneland School Corporation

East Allen County Schools

East Chicago, School City of

East Gibson School Corporation

East Noble School Corporation

East Washington School Corp	Highland, School Town of
Eastbrook Community Sch Corp	Hobart, School City of
Eastern Greene Schools	Huntington Co Com Sch Corp
Eastern Hancock Co Com Sch Corp	IN Acad for Sci Math & Humanities
Eastern Howard School Corporation	Indiana Department of Corrections
Eastern Pulaski Community Sch Corp	Indiana School For The Deaf
Edinburgh Community School Corp	Indianapolis Public Schools
Elkhart Community Schools	Inspire Academy - A Sch of Inquiry
Enlace Academy	Irvington Community School
Evansville Vanderburgh School Corp	Jac-Cen-Del Community Sch Corp
Excel Center - Clarksville	Jay School Corporation
Fairfield Community Schools	Jennings County School Corporation
Fayette County School Corporation	John Glenn School Corporation
Flat Rock-Hawcreek School Corp	Kankakee Valley School Corp
Fort Wayne Community Schools	Knox Community School Corp
Franklin Community School Corp	Kokomo School Corporation
Franklin County Community Sch Corp	Lafayette School Corporation
Franklin Township Com Sch Corp	Lake Central School Corporation
Frontier School Corporation	Lake Ridge New Tech Schools
Garrett-Keyser-Butler Com Sch Corp	Lake Station Community Schools
Geist Montessori Academy	Lakeland School Corporation
Goshen Community Schools	Lanesville Community School Corp
Greater Clark County Schools	LaPorte Community School Corp
Greater Jasper Consolidated Schs	Lawrenceburg Community School Corp
Greencastle Community School Corp	Lebanon Community School Corp
Greenfield-Central Com Schools	Liberty-Perry Community Sch Corp
Greensburg Community Schools	Logansport Community Sch Corp
Greenwood Community Sch Corp	Loogootee Community Sch Corp
Griffith Public Schools	M S D Bluffton-Harrison
Hamilton Community Schools	M S D Boone Township
Hamilton Heights School Corp	M S D Decatur Township
Hamilton Southeastern Schools	M S D Lawrence Township
Hammond, School City of	M S D Martinsville Schools
Hanover Community School Corp	M S D Mount Vernon
Heartland Career Center	M S D North Posey Co Schools
Herron Charter	M S D of New Durham Township

M S D Pike Township	North Montgomery Com Sch Corp
M S D Southwest Allen County Schls	North Newton School Corp
M S D Wabash County Schools	North Putnam Community Schools
M S D Warren County	North Spencer County Sch Corp
M S D Warren Township	North Vermillion Com Sch Corp
M S D Washington Township	North West Hendricks Schools
M S D Wayne Township	North White School Corp
Maconaquah School Corp	Northeast Dubois Co Sch Corp
Madison Area Ed Spec Srv Unit	Northeast School Corp
Madison Consolidated Schools	Northern Wells Community Schools
Marion Community Schools	Northwest Allen County Schools
Medora Community School Corp	Northwestern Con School Corp
Merrillville Community School Corp	Northwestern School Corp
Michigan City Area Schools	Oak Hill United School Corp
Middlebury Community Schools	Oregon-Davis School Corp
Milan Community Schools	Other (please specify)
Mill Creek Community Sch Corp	Penn-Harris-Madison School Corp
Mississinewa Community School Corp	Perry Central Com Schools Corp
Mitchell Community Schools	Perry Township Schools
Monroe Central School Corp	Peru Community Schools
Monroe County Community Sch Corp	Phalen Leadership Academy - IN Inc
Monroe-Gregg School District	Pike County School Corp
Mt Vernon Community School Corp	Pioneer Regional School Corp
Muncie Community Schools	Plainfield Community School Corp
Munster, School Town of	Plymouth Community School Corp
Nettle Creek School Corporation	Portage Township Schools
New Albany-Floyd Co Con Sch	Randolph Central School Corp
New Castle Community School Corp	Randolph Eastern School Corp
New Prairie United School Corp	Randolph Southern School Corp
Nineveh-Hensley-Jackson United	Richland-Bean Blossom C S C
Noblesville Schools	Richmond Community Schools
North Adams Community Schools	Ripley-Ohio-Dearborn Sp Ed Coop
North Central Parke Comm Schl Corp	Rising Sun-Ohio Co Com
North Gibson School Corp	River Forest Community Sch Corp
North Judson-San Pierre Sch Corp	Riverside High School
North Lawrence Com Schools	Rochester Community School Corp

Rock Creek Community Academy
Rossville Con School District
Rural Community Schools Inc
Rush County Schools
Salem Community Schools
Scott County School District 1
Scott County School District 2
SE Neighborhood Sch of Excellence
Seymour Community Schools
Shelby Eastern Schools
Shelbyville Central Schools
Shenandoah School Corporation
Shoals Community School Corp
Smith Academy for Excellence
Smith-Green Community Schools
South Adams Schools
South Bend Community School Corp
South Central Area Special Ed
South Central Com School Corp
South Dearborn Community Sch Corp
South Gibson School Corporation
South Harrison Com Schools
South Henry School Corp
South Knox School Corp
South Madison Com Sch Corp
South Montgomery Com Sch Corp
South Ripley Com Sch Corp
South Spencer County Sch Corp
South Vermillion Com Sch Corp
Southeast Dubois Co Sch Corp
Southeast Fountain School Corp
Southeastern Career Center
Southeastern School Corp
Southern Hancock Co Com Sch Corp
Southern Wells Com Schools
Southwest Dubois Co Sch Corp

Southwest Parke Com Sch Corp
Southwest School Corporation
Southwestern Con Sch Shelby Co
Southwestern-Jefferson Co Con
Speedway, School Town of
Spencer-Owen Community Schools
Sunman-Dearborn Com Sch Corp
Switzerland County School Corp
Taylor Community School Corp
Tell City-Troy Twp School Corp
Thurgood Marshall Leadership Acad
Tindley Collegiate Academy
Tindley Genesis Academy
Tindley Preparatory Academy
Tindley Renaissance Academy
Tindley Summit Academy
Tippecanoe School Corp
Tipton Community School Corp
Tri-Central Community Schools
Tri-County School Corporation
Tri-Creek School Corporation
Triton School Corporation
Twin Lakes School Corp
Union Co/Clg Corner Joint Sch Dist
Union School Corporation
Union Township School Corp
Union-North United School Corp
Valparaiso Community Schools
Vigo County School Corp
Vincennes Community School Corp
Wabash City Schools
Wabash River CTE Center
Wa-Nee Community Schools
Warrick County School Corp
Warsaw Community Schools
Washington Community Schools

Wawasee Community School Corp
Wes-Del Community Schools
West Central School Corp
West Clark Community Schools
West Lafayette Com School Corp
West Noble School Corporation
West Washington School Corp
Western Boone Co Com Sch Dist
Western School Corporation
Western Wayne Schools

Westview School Corporation
White River Valley School District
Whiting, School City of
Whitko Community School Corp
Whitley County Con Schools
Wilson Education Center
Yorktown Community Schools
Zionsville Community Schools

Appendix D: Job Titles

Summary of Job Title Used for Certified School Librarians

254 responded to this question.

Sorted from most frequent to least frequent with language listed as typed in survey response.

- 39% Media specialists
- 11% School librarian *and/or* media specialist
- 8% Library Media Specialist
- 6% School Librarian
- 6% Librarian
- 2% Media Director
- 2% Transitioning title from library or media to Innovation or Integration Specialist or Teacher Librarian
- 1% Corporation Librarian
- 1% Corporation Library/Media Specialist
- 1% *It varies.*
- 1% Library media specialist, school librarian and teacher librarian
- 1% Library Media Specialist/Director of Media Services
- 1% Teacher Librarian
- 1% Tech Coach and Librarian
- 1% Certified Media Specialist
- 1% Corporation Media Specialist
- 1% Innovation and Media Services Specialist
- 1% Librarian Media Specialist
- 1% Library and Instructional Technology Specialist
- 1% Library Media Director
- 1% *No title for certified school librarians*
- 1% Teacher
- <1% Certified school librarian (but she's in the classroom)
- <1% Corporation Librarian / Media Specialist
- <1% Curriculum Coordinator
- <1% Digital Literacy teachers
- <1% Director Information Literacy
- <1% Director of Library Media (District level)
- <1% Director of Library Services
- <1% Director of the Instructional Media Center and Media Specialist

- <1% District Librarian
- <1% District Media Specialist
- <1% District School Librarian
- <1% Information & Media Literacy Manager
- <1% Innovation Specialist
- <1% Instructional Technology Specialist.
- <1% K-12 Library Media Specialist
- <1% Learning Commons Coordinator
- <1% Library Assistant
- <1% Library Director/Media Specialist
- <1% Library Information Specialist
- <1% Library Media Specialist and eLearning Specialist
- <1% Library media specialist and Library Media Educator
- <1% Media & Instructional Technology Specialist
- <1% Media and Technology Integration Specialist
- <1% Media Center Director
- <1% Media Center Specialist
- <1% Media Integration Specialist (1 in district)
- <1% Media/technology teacher
- <1% School Corporation Librarian/Media Specialist
- <1% School Media Specialist
- <1% Teacher-Librarian and Media Specialist
- <1% Technology Media Specialist

Summary of Job Titles Used for Noncertified Positions

253 responded to this question.

Sorted from most frequent to least frequent with language listed as typed in survey response.

- 23% Library Aide
- 13% Library Assistant
- 8% *Included several terms, which vary by each school and even within schools in district. The titles used for noncertified positions in libraries within a district vary usually whether at the high, middle or elementary school level. Terms for noncertified position may also vary even with a school library. Terms include library, media, instruction, technology and AV for the first term and specialist, aide, assistant, coordinator and clerk for the second term. Some use librarian.*
- 8% Media Assistants
- 6% *Not applicable because have none.*
- 4% Librarian
- 4% Library assistant and Library aide
- 3% Library paraprofessional
- 2% Media Clerk
- 2% Media Specialist
- 2% Instructional Assistant
- 2% Paraprofessional
- 2% Media Aide
- 1% Library Clerk
- 1% Library Media Assistant
- 1% Media Secretary
- 1% Transitioning the title (from Media Aide/Assistant to a variation with "Instructional" or "Technology" in title)
- 1% Aide/assistant
- 1% Librarian and Library Aide
- 1% Library Aide/Assistant
- 1% Library Coordinator
- 1% Library Supervisor
- 1% Media Center Assistant
- 1% Media clerk and media aide
- 1% School librarians
- <1% Aides
- <1% Assistants

- <1% Educational Assistants
- <1% Elementary Media Aid
- <1% Information Literacy Assistant
- <1% Instructional Assistant/Library
- <1% Learning Commons Leader or Learning Commons Staff
- <1% Librarian and Corporation Processor
- <1% Librarian/Aide
- <1% Library
- <1% Library Aide and Instructional Aide
- <1% Library Instructional Assistant and Elementary Assistant
- <1% LRC para
- <1% Media Center Instructional Assistant
- <1% Media Center Paraprofessional
- <1% Media Center Specialist
- <1% Media coordinator and media assistant
- <1% Media Library Clerk
- <1% Media library coordinator
- <1% Media Manager and Instructional Assistant
- <1% Media paraprofessional and aide
- <1% Media specialist for those "in charge" of the library; media assistant for aides
- <1% Media Technical Assistant and library paraprofessional
- <1% Media Technician (fulltime) and Media Assistant-(28 hour employees)
- <1% Media/eLearning Specialist and Library Assistant
- <1% Media/technology assistant
- <1% Paraprofessional Library Assistant
- <1% Paraprofessional/Library Aide/Media Specialist
- <1% Reading Specialist

Appendix E: Great Things Happening In Indiana School Libraries

The table below illustrates the types of responses provided to open-ended questions: *What is the best thing that is happening in libraries in this district? What innovation, activity, partnership or results are happening thanks to the libraries in the district?*

The researcher grouped responses into categories of Literacy, 21st Century Skills, Public Library Collaboration, Learning Hubs/Teacher Collaborations/Physical Changes, Technology and Staffing. All identifying information about staff and school names are removed for the purposes of this report. Removal of identifying information makes the responses appear to have missing words and/or extra spaces.

- **Literacy:** 33% (59 Respondents) mentioned core literacy activities such as reading, instructions, book circulation, book clubs, and author visits.

Continued effort and success at keeping the library as a hub for student gatherings, learning and projects.
For three years, I have taken high school students to visit elementary classrooms within our district for Read Across America Day. This year we had 23 classroom teachers and high school students participate in this event.
public libraries or school libraries? I would say they both still encourage literacy but encourage lifelong learning. The public libraries in my area have increased ways to help people learn about genealogy and increased workplace help. School libraries still provide reading resources but have also touched on makerspace arena and have provided tech support and promotion of STEM resources. Locally we have partnered with public libraries for author visits.
The libraries in our school corporation have a good working relationship with our public library. The elementary school just started a Genius project, where students are encouraged to choose their own research topic and learn about their topic of interest which includes a project. They have also created a maker space. The middle school has multiple active book clubs. The high school helps with students taking VU classes for college credits. The primary, elementary, and middle school libraries have two days' worth of visits planned with author, Kate Klise. The elementary and primary school have a family title one night planned with author Mary Kay Kroeger. K-8 schools all have three Scholastic book fairs each year. During the summer the libraries coordinate with a free lunch program and have a lending library program.
We are doing a major overhaul of the three libraries in our district. This includes weeding and "genrefying" the libraries- starting with the high school. With a grant from the Community Foundation we are updating the elementary nonfiction section. I am new in this district, so we're getting things refreshed.
Now automated system in past three years, bringing things more modern into 21st century, school has done some renovation like paint, new carpet, new book shelves
Increased student engagement, building a culture of reading
Print collection development K-12, Electronic collection development K-12, eResource cards through Public Library 6-12
Circulation is up due to "new books" sections at both buildings and more materials, of a wider variety purchased across the district. The Jr/Sr high is trying a book fair in conjunction with community night at the school this month.
participation in Young Hoosiers; junior high battle of the books through local public library; ILL through local public library outreach program

<p>We just started Makerspace Fridays at the middle school library, during the kids' study hall. Any kid can come who wants to tinker with our different stations. I also partner with teachers for research projects. I also reach out to the public library and they come each spring to talk about their summer reading program.</p>
<p>Online card catalog with funding for databases.</p>
<p>Battle of the books, Author visits, Weekly library instruction, Distance Learning events</p>
<p>Breakouts, coordinating with the curriculum, promotion of the Rosies/YHBAs, collaboration with teachers</p>
<p>Elementary - The best things happening in this library includes high circulation numbers...at least 90% of the school volunteered to participate in Battle of the Books (with the Final Battle including a team of teachers, a team of principals from across the district, including central office staff, and a team from the community of police officers and firefighters), and our voting in the March Book Madness tournament. All students will have read all 16 picture books in the brackets this year and will vote on their favorites. The Makerspace continues to be popular and our HS peer tutors add to our classes greatly. Middle School - We are doing YHBA classroom competition again this year with 5th and 6th grade. We also teach daily a media/ video editing class in the library and create and produce school announcements. High School - We created an early literacy tutoring course that preps high school students on how to teach reading strategies, manage small reading groups, and model the growth mindset while reading. This semester we have 16 tutors that meet daily with students in grades 1-4 at our Elementaries. We also helped create and continue to support English 9, 10, & 11 lab classes that meet in addition to regular English classes. The lab classes emphasize reading and comprehension skills and are designed to prepare high school students for ISTEP+ success, college, career, and trade. We collaborated with our public library on a Dollar General Summer Reading Grant and then wrote our own Youth Literacy Grant that benefited our at-risk, below grade-level readers.</p>
<p>In libraries in this district, there are many things happening. Mostly, however, students are reading books they would not have normally read due to programming. We do a book to movie every semester to entice readers. During those activities, students are introduced to other books they might like based off of that choice.</p>
<p>HS-library media classes ES-makerspace</p>
<p>We have a well-established Middle and High School reading program.</p>
<p>Annual author visits--We coordinate with other local schools and bring in more well-known authors for our students to meet.</p>
<p>making current, popular titles available</p>
<p>Our school library started a Makerspace in the fall of 2015 that has mainly focused on STEM activities. Among other preparations, the school librarian attended the County Public Library system's monthly Spark Lab planning meetings for ideas and collaboration. We host book fairs and participate in the Young Hoosier Book Award program and the Eliot Rosewater program to promote recreational reading. In the past, the school librarian has provided a Summer Reading Challenge to keep students reading in the summer months.</p>
<p>STEM activities, encouraging students to read</p>
<p>buying new books and circulation has increased</p>
<p>In the High School we have a Coffee House that attracts both students and staff. With the profits, we were able to contribute to a few scholarships and plan to do more next year. In the Elementary and Middle School we host a very large Book Fair. We try to make sure that every child that wants a new book is able to choose one. We also use the profits to bring published authors to the school to visit and speak to the students.</p>
<p>One elementary (run by an aide) has hosted some evening events and short-term summer reading programs.</p>
<p>Collaboration with public library () and University Certified media specialist in each of the elementary schools. Community and public support for school librarians and school libraries. Certified media specialist on the corporation evaluation committee Professional Learning Community- meet once a month Collaborating with the English department where we create engaging battle of the books (students then follow our lead with a similar project), student surveys to help reluctant readers (After looking at the survey and Lexile I</p>

pull a minimum of 10 books for and have done this for all of our reluctant readers in the school to help find books they might be interested in. Students appreciate the specialized attention), promotion of YHBA and more.
promotes literacy by purchasing books and coming up with ideas that make kids want to check out books
Elementary - One Book One School Middle - May do One Book One School High School - Virtual Learning Center addition
I believe it varies from building to building. Each librarian has a good relationship with her building and often goes beyond her job's description. They play an integral role in both literacy and technology. For the sake of answering this questions, I would say that the best thing they are doing is teaching students tech skills and being the point person for Chromebook organization, repair, and distribution.
Stem titles to promote Project based learning, reading rewards programs, disability awareness program
Our junior-senior high school library is also serving as a "College Go Center". The high school counselor is housed in the library. The elementary library underwent a major weeding/clean up last summer, and it is being used more this year.
works hard to provide enrichment programs and activities that she feels the classroom teacher no longer has the time to dedicate to as they once did. She plans school wide (K-6) reading programs and provides meaningful lessons for all grades. spends the majority of her time in the elementary building even though she manages the collection for the high school, too.
Young Hoosier at the elementary.
We have brought back our book club for Jr-Sr High School. We meet during activity periods when needed to discuss books, ideas, and updates. This club includes grades 7-12 and students earn points throughout the school year for book reviews and book trivia. High School students are participating in the Rosie Award Program and the Young Hoosier Award Program is available to our junior high students. We have students participating in the 22nd Annual National Student Poetry Contest to focus on April being National Poetry Month. Discussion within the student book club has led to the idea of featuring student poetry within the library next school year so as to showcase the talents of those who enjoy writing and expressing themselves through poetry. We are hoping to begin spreading literacy awareness within the school & community by participating in The Book Fairies program. Soon, Overdrive will be available to our students & they will be able to access a digital consortium in addition to physical copies from the library.
We are bringing different groups in to read to our elementary students throughout the year. This reinforces the importance of reading and life-long learning. Retired teachers and administrators, local law enforcement, local military personnel, and business people are some of the groups who have supported this initiative. We are allowing the students the opportunity to form relationship with great adult role models in our community.
Simply getting books in kids' hands and getting them to read is a big step in this community. For most, education is not top priority.
Grants have been obtained for library renovations at both High School and Elementary. Purchase of e-books for research and online databases are encouraging high school students to use good research practices.
Continue to provide the best resources in literature and up-to-date, reliable informational resources.
We participate in Young Hoosier Awards voting. Title 30, book sets teacher can borrow for classroom. Good variety of quality literature. Leveled reading to support ELL and struggling readers. Reading incentive programs. Instructional Media Center helpers, students who check out books to their peers. Research support on living history project.
Reading interest has increased in the MS/HS with Accelerated Reading incentives
Programming - Artist Lecture Series, Craft Club, Book Club

Our school corporation sponsors an outdoor "Little Free Library" at a local cafe and "Little Free Library" baskets in five local businesses. Since our community doesn't have a local library, we feel that our "Little Free Library" project is helping to promote reading.
Collections are being automated so that staff and students have access to resources available.
The elementary is implementing Makerspace projects including an electrical circuit's kit from Scholastic. The middle school has implemented a self-checkout station for the students. The high school has students involved in book selection through two book club member trips to Barnes & Noble. Through all of these activities, students are learning, having fun, and becoming self-sufficient readers. At each level, we are trying to implement multiuser digital books for classroom and e-learning use.
This is only my second year with this district. I am working to bring equal services and opportunities to all buildings. I have started a once-a-month "pop up library" for our New Tech High School that is housed in a separate building than the main campus. We are starting makerspaces in all buildings, starting with the middle school and high school. We genrefied the high school and are working to complete the middle school. At least one of the elementary buildings is considering it as well.
We are building our library with quality books and sharing them with our students.
Membership on the committee to select YHBA Books
For the last three years, students from the high school have visited elementary classrooms to read to students on Read Across America Day (3/2).
For the past three years, I have taken a variety of high school students (athletes, National Honor Society, etc.) to visit classrooms at our three elementary schools on Read Across America Day. This year we had 23 teachers and high school students participate in the event.
Lots of advances in innovation; technology. We are in the process of updating our rather outdated library and plan to use more e-books in our non-fiction section.
Huge number of students who enjoy reading, media centers are used a lot by students
Not only do we read, and teach reading fundamentals, we also teach technology and typing skills
Our students are still using our print resources. Our stats prove this.
We are continuing to share literature throughout our libraries in addition to teaching 21st century skills.
Students have access to quality books and research materials.
The elementary libraries now have the YHBA program as part of the library special time.
Intermediate and MS goes to Battle of the Books contests. Primary, Intermediate, and Jr-Sr High has one Book Fair a year. STEAM has been introduced into the Intermediate and the Library Aide is teaching those classes.
Rosie and YHBA books, book fair, ask public library for assistance, 3D printer in intermediate school

- **21st Century Skills:** 28% (51 respondents) made some mention of 21st Century Learning Skills including STEM, STEAM, and makerspace developments.

<p>We have a budget! We have teachers that are collaborating with me and my assistants to help students be efficient and effective users of information from a variety of different sources. We are an accredited "early-college" district with a high school that offers an "early college" atmosphere and offers the 21st century resources needed by students entering the workforce and/or college.</p>
<p>Makerspaces</p>
<p>The Jr-Sr High School has a new Makerspace this year that features circuits, robotics, coding, and a 3D printer.</p>
<p>We do an excellent job of partnering with classroom teachers to augment and enhance instruction.</p>
<p>Some of our high schools have maker spaces.</p>
<p>After talking to a few of our staff members to see what they think is the best thing happening in our library to see if it matches what I think, the general consensus was that the best thing happening in the Jr/Sr High School Library is my availability to help with co-planning lessons, teaching research skills, developing and leading professional development, creating a culture of literacy through Battle of the Books, and having activities to engage students while they're in study halls. We can't speak to the elementary library because this year is a year in limbo for them. The previous librarian retired, and while there is a para in place to run the day-to-day, there won't be library activities or a counterpart to what I do until next school year.</p>
<p>Digital Citizenship</p>
<p>The libraries in our school corporation have a good working relationship with our public library. The elementary school just started a Genius project, where students are encouraged to choose their own research topic and learn about their topic of interest which includes a project. They have also created a maker space. The middle school has multiple active book clubs. The high school helps with students taking VU classes for college credits. The primary, elementary, and middle school libraries have two days' worth of visits planned with author, Kate Klise. The elementary and primary school have a family title one night planned with author Mary Kay Kroeger. K-8 schools all have three Scholastic book fairs each year. During the summer the libraries coordinate with a free lunch program and have a lending library program.</p>
<p>The libraries in our district are focusing on adding Makerspace areas to each media center where students can come to collaborate and work on a variety of STEAM projects.</p>
<p>*Paras consistently consult and support one another throughout the week and during bi-monthly meetings. *Upper elementary recently remodeled, adding a Lego wall and Makerspace. *Lower elementary began incorporating STEM activities during library time. *As a district, next school year, we will introduce 1:1 technology for all students. *Budget increases for materials at all four schools in the district.</p>
<p>They have improved accessibility to age appropriate books. They are currently working on a grant/partnership to update STEM materials in the corporation.</p>
<p>We just started Makerspace Fridays at the middle school library, during the kids' study hall. Any kid can come who wants to tinker with our different stations. I also partner with teachers for research projects. I also reach out to the public library and they come each spring to talk about their summer reading program.</p>
<p>maintains a strong relationship with the Public Library. Our media centers also pilot a lot of technology in the district; most buildings house a Makerspace in their media centers. We also partner with teachers to effectively integrate both literacy and technology into instruction.</p>
<p>Building K-12 reading culture and opening buildings to new style of libraries - makerspace, open seating, etc.</p>
<p>Write and receive grants each year (middle and high school libraries). Becoming involved with makerspaces.</p>

<p>Elementary - The best things happening in this library include high circulation numbers...at least 90% of the school volunteered to participate in Battle of the Books (with the Final Battle including a team of teachers, a team of principals from across the district, including central office staff, and a team from the community of police officers and firefighters), and our voting in the March Book Madness tournament. All students will have read all 16 picture books in the brackets this year and will vote on their favorites. The Makerspace continues to be popular and our HS peer tutors add to our classes greatly. Middle School - We are doing YHBA classroom competition again this year with 5th and 6th grade. We also teach daily a media/ video editing class in the library and create and produce school announcements. High School - We created an early literacy tutoring course that preps high school students on how to teach reading strategies, manage small reading groups, and model the growth mindset while reading. This semester we have 16 tutors that meet daily with students in grades 1-4 at our _____ Elementaries. We also helped create and continue to support English 9,10, & 11 lab classes that meet in addition to regular English classes. The lab classes emphasize reading and comprehension skills and are designed to prepare high school students for ISTEP+ success, college, career, and trade. We collaborated with our public library on a Dollar General Summer Reading Grant and then wrote our own Youth Literacy Grant that benefited our at-risk, below grade-level readers.</p>
<p>Addition of Makerspace activities at the high school and middle school.</p>
<p>HS-library media classes ES-makerspace</p>
<p>All four of _____ school libraries have active makerspaces with allowing students to explore different types of technology. In the elementary school, every other visit students make to the library is a makerspace activity. In the high school and middle school, an activity is set out for a few weeks to a month for students to self explore when they have the time. Also, the _____ Public Library has given all high school students access to all electronic databases, eBooks, and other e resources free of charge.</p>
<p>Some of the libraries have begun MakerSpaces, including _____ Middle School, _____ Elementary, and _____ Elementary. _____ also has kids working on robotics and has developed a student-led t-shirt business. _____ Elementary has a green screen room for students to use and an interactive board for teachers. Several libraries mentioned yearly or biannual book fairs. All of the librarians mentioned a push toward stem-related activities.</p>
<p>All libraries in the district are transitioning to Learning Commons with Collaborative Learning Spaces, a presentation area, and maker spaces. The High School and Junior High School renovations/transitions are complete. Both of these spaces are modern and bustling with activity every day. Students now circulate their own materials. We have self-circulation kiosks in the Learning Commons in each building. The High School has Library Student Aides who shelve books every day.</p>
<p>We are incorporating a library maker space into the middle and high school library.</p>
<p>Our school library started a Makerspace in the fall of 2015 that has mainly focused on STEM activities. Among other preparations, the school librarian attended the _____ County Public Library system's monthly Spark Lab planning meetings for ideas and collaboration. We host book fairs and participate in the Young Hoosier Book Award program and the Eliot Rosewater program to promote recreational reading. In the past, the school librarian has provided a Summer Reading Challenge to keep students reading in the summer months.</p>
<p>STEAM lab is part of the library and weekly projects are available.</p>
<p>For this question, I will speak only for my building. We are in the Shared System with _____ and this partnership is wonderful. We share resources back and forth (school to school, school to public, public to school). My school library also has "tinker" and "Maker" spaces for students to explore and innovate. Our BreakOut EDU boxes are a new element that our teachers and students love.</p>
<p>One HS in the district houses maker/tinker space items and works collaboratively with staff on a regular basis.</p>
<p>In most buildings, the school media specialist also double-times as the IB coordinator for the building. This added position gives librarians collaboration opportunities with all teachers and provides insight into collection development and resource acquisition and instruction across the curriculum.</p>
<p>STEM activities, encouraging students to read</p>

We started a Makerspace this school year.
received a grant to support STEAM programming in the schools. The schools libraries have helped support. They are working now to catalog equipment such as VR headsets and 3D printers. Sharon will create original bib record. Aids at the other schools add copies to record.
Stem titles to promote Project based learning, reading rewards programs, disability awareness program,
High school maker space area and video production.
Amanda is a first year librarian. She encourages STEM and Maker Spaces in her libraries. She hopes to increase these activities encouraging students to pursue their interests through activities and books.
Our library is a hub in our school. Our Chromebooks are housed in the library as well.
Instilling makerspaces into our media centers this year or at least providing opportunities to work with STEM materials.
Libraries are working with curriculum and the 1:1 project. Students in the corporation have electronic and book resources. Libraries are funded nicely. At the high school a student produced news broadcast incorporates live and video projects of school related happenings/interests/sports/news. Elementary library has added Makerspace activities once a week for 5th and 6th graders.
support of the K-12 1:1 digital learning initiative STEM activities
Makerspace, innovation studio, co-op summer reading program between schools and public library
We are excited to be adding a maker space in our soon-to-be remodeled media center where students will be able to with hands-on topics and gadgets including robotics, circuits, and numerous others!
Library renovation in high school, so usage has increased 100%. We had struggled to get classes to come in but with increased resources, we are reaching more. Elementary: new STEM program - aide has been able to work more closely with STEM teachers. K-6 in elementary with STEM program from 3-6 grades.
The elementary is implementing Makerspace projects including an electrical circuits kit from Scholastic. The middle school has implemented a self-checkout station for the students. The high school has students involved in book selection through two book club member trips to Barnes & Noble. Through all of these activities, students are learning, having fun, and becoming self-sufficient readers. At each level, we are trying to implement multiuser digital books for classroom and e-learning use.
Makerspace
Stem based titles to support Project Based learning, reading reward programs, guided reading libraries for classrooms and special needs students
High school librarians have been very active in the writing and implementation of the YouthCareerConnect STEM grant. All librarians are serving in the roles of literacy and technology leadership in their buildings.
Collaborating with PL to get library ecards for all of our students and providing access to all of their online resources plus the option of checking out 3 books from the branches. Also, adding Makerspaces to the media centers at the elementary, intermediate, and middle school levels has been great for our students.
We are working on the creation of our maker space for the upcoming school year in our newly renovated high school media center! Students should be able to learn more about robotics, circuits, and numerous other STEM topics.
MakerSpaces, partnership with Township Public Library, Literacy Nights, Battle of the Books
We are continuing sharing literature throughout our libraries in addition to teaching 21st century skills.
Intermediate and MS goes to Battle of the Books contests. Primary, Intermediate, and Jr-Sr High has one Book Fair a year. STEAM has been introduced into the Intermediate and the Library Aide is teaching those classes.
Rosie and YHBA books, bookfair, ask public library for assistance, 3D printer in intermediate school

Makerspaces are coming to all schools. I am working on equal services for all students which does not currently happen. I am also working to rebrand the library as a place than more than just dusty old books.

- **Public Library Collaboration:** 21% (39 respondents) highlighted their collaboration with their local public library. The collaborations ranged from co-promotion of events such as summer reading to providing public library cards to all students.

Grant from LSTA and working with neighboring school on Reading Challenge
Our school libraries benefit from the partnering with Public Library for access to their databases and ebooks. We also partner with for writer's workshops and author visits.
The libraries in our school corporation have a good working relationship with our public library. The elementary school just started a Genius project, where students are encouraged to choose their own research topic and learn about their topic of interest which includes a project. They have also created a maker space. The middle school has multiple active book clubs. The high school helps with students taking VU classes for college credits. The primary, elementary, and middle school libraries have two days' worth of visits planned with author, Kate Klise. The elementary and primary school have a family title one night planned with author Mary Kay Kroeger. K-8 schools all have three Scholastic book fairs each year. During the summer the libraries coordinate with a free lunch program and have a lending library program.
*Paras consistently consult and support one another throughout the week and during bi-monthly meetings. *Upper elementary recently remodeled, adding a Lego wall and Makerspace. *Lower elementary began incorporating STEM activities during library time. *As a district, next school year, we will introduce 1:1 technology for all students. *Budget increases for materials at all four schools in the district.
Community Schools and Public Library entered into a partnership to share materials in 2016.
The best thing is the cooperation between the school and the public library in town. All our students receive free digital access cards to the public libraries' on-line data bases and services. They also host all our elementary classes every month for story times and to check out materials. Several grade levels in our Middle School also visit the library monthly.
Print collection development K-12, Electronic collection development K-12, eResource cards through Public Library 6-12
Public library is establishing liaisons with each school
participation in Young Hoosiers; junior high battle of the books through local public library; ILL through local public library outreach program
We just started Makerspace Fridays at the middle school library, during the kids' study hall. Any kid can come who wants to tinker with our different stations. I also partner with teachers for research projects. I also reach out to the public library and they come each spring to talk about their summer reading program.
I think the best thing in the libraries in this district is that they all have a librarian (teaching cert. or MLS). We have a strong support for libraries and librarians in our district and our recognized as building leaders. Several librarians will be involved in a summer event through the DOE and several will be attending ISTE with the district. We have a great working partnership with our local public library.
maintains a strong relationship with the Public Library. Our media centers also pilot a lot of technology in the district; most buildings house a Makerspace in their media centers. We also partner with teachers to effectively integrate both literacy and technology into instruction.
All four of school libraries have active makerspaces with allowing students to explore different types of technology. In the elementary school, every other visit students make to the library is a makerspace activity. In the high school and middle school, an activity is set out for a few weeks to a month for students to self-explore when they have the time. Also, the Public Library has given all high school students access to all electronic databases, eBooks, and other e resources free of charge.

Partnership between school and public library. Share facilities - school provides technology and internet. Renovating soon.
Some of the libraries have begun MakerSpaces, including Middle School, Elementary, and Elementary. also has kids working on robotics and has developed a student-led t-shirt business. Elementary has a green screen room for students to use and an interactive board for teachers. Several libraries mentioned yearly or biannual book fairs. All of the librarians mentioned a push toward stem-related activities.
We have partnered with County Public Library and the Purdue Extension Educator to create events and programming.
Meet as a team 1x per month for an hour public library is included in this meeting Work with public library to coordinate activities
1. Libraries have become the hub/ the center of learning in the schools as the media specialists connect their work with students and staff directly to the curriculum. Libraries are not seen as a separate space in the building, but a part of the larger learning community. - This was what was reported by . 2. The Community Public Library has a partnership with Schools this year. We hired two part-time employees that work in the school libraries so that those libraries are open and accessible to all students at all times that the buildings are open. I added this answer to the question.
The media centers in this district are trying to get Makerspaces started. They also have a strong relationship with the PL.
The best thing that is happening here in is that we are having a "Let's get Reading campaign to help students get their reading scores up. During the semester, the students have written summaries of books they have read. The students have also read articles in Newsela.
Our school library started a Makerspace in the fall of 2015 that has mainly focused on STEM activities. Among other preparations, the school librarian attended the County Public Library system's monthly Spark Lab planning meetings for ideas and collaboration. We host book fairs and participate in the Young Hoosier Book Award program and the Eliot Rosewater program to promote recreational reading. In the past, the school librarian has provided a Summer Reading Challenge to keep students reading in the summer months.
We are partnering with the Public Library to allow all students to access their digital resources.
For this question, I will speak only for my building. We are in the Shared System with PL and this partnership is wonderful. We share resources back and forth (school to school, school to public, public to school). My school library also has "tinker" and "Maker" spaces for students to explore and innovate. Our BreakOut EDU boxes are a new element that our teachers and students love.
Our collaboration with Public Library to provide library cards for all of our students to provide access to all of their online resources as well as the option of checking out three books from the branches. Also, the addition of Makerspaces to the media centers in the elementary and intermediate/middle schools has been great for students.
Collaboration with public library () and University Certified media specialist in each of the elementary schools Community and public support for school librarians and school libraries Certified media specialist on the corporation evaluation committee Professional Learning Community- meet once a month Collaborating with the English department where we create engaging battle of the books (students then follow our lead with a similar project), student surveys to help reluctant readers (After looking at the survey and Lexile I pull a minimum of 10 books for and have done this for all of our reluctant readers in the school to help find books they might be interested in. Students appreciate the specialized attention), promotion of YHBA and more.
All of our elementary buildings work collaboratively with the public library to set up OverDrive accounts for our students so that they may access books from the public library.
We are partnering with the public library to offer larger access to digital resources.
Improving the use of new technologies , partnering with after school programs to enhance student comprehension in literature

Makerspace, innovation studio, co-op summer reading program between schools and public library		
We are partnering with public libraries to create makerspace activities areas in our school media centers. Media Aides are collaborating and creating reading programs for their schools and partnering with teachers to bring more attention the Media Center as a hub of resources to educate our students.		
Collaboration between the high school library and the public library - The youth librarian attends our book club and even was a special speaker at the last one.		
We are partnering with the	Public Library to allow all	Community Schools students access to their digital resources.
Technology integration is a big deal in our district right now. Most school libraries have Makerspaces or maker-related STEM activities. We have a strong partnership with the		
	Public Library as well.	
We have a great relationship with our public library. Our middle school has multiple active book clubs. Our HS assists students with the college credits that they earn through our high school's partnership with U. Our elementary school has just started a Genius program, where the students are exploring problems and solutions that they are interested and a maker station. This year author Kate Klise will be visiting the middle, elementary, and primary schools. Last year, author, Mike Mullins visited the middle school. Author, Mary Kay Kroeger is coming for a title one night for a joint presentation for the primary and elementary families. The elementary, primary, and middle schools have three Scholastic Book Fairs a year.		
Collaborating with PL to get library ecards for all of our students and providing access to all of their online resources plus the option of checking out three books from the branches. Also, adding Makerspaces to the media centers at the elementary, intermediate, and middle school levels has been great for our students.		
Active collaboration with Public Library (), Every elementary and middle school has a certified school librarian, School librarian on the corporation evaluation committee, Active collaboration with University, Public Support for School Librarians and school libraries		
We have just begun to partner with County Public Library this year. All students and staff were issued library cards for the public library. We are excited about this collaboration, and the ability to access so many more resources.		
MakerSpaces, partnership with Township Public Library, Literacy Nights, Battle of the Books		
We are partnering with the	County Purdue Extension office and the	County Public Library for various events and programming.

- **Learning Hubs/Teacher Collaborations/Physical Changes:** 16% (28 respondents) focused on physical library redesign or programmatic changes that led to either the library becoming the “learning hub” or the school or a center for project based learning.

We are doing a major overhaul of the three libraries in our district. This includes weeding and "genrefying" the libraries- starting with the high school. With a grant from the Community Foundation we are updating the elementary nonfiction section. I am new in this district, so we're getting things refreshed.
Now automated system in past 3 years, bringing things more modern into 21st century, school has done some renovation like paint, new carpet, new book shelves
This is the first year our school corporation has hired a licensed media specialist since our other LMS retired over five years ago. We have also recently renovated all three of our school libraries. We are definitely headed in the right direction!
new intermediate school opening next school year remodel of present high school library media center
Building K-12 reading culture and opening buildings to new style of libraries - makerspace, open seating, etc.
Breakouts, coordinating with the curriculum, promotion of the Rosies/YHBAs, collaboration with teachers
All libraries in the district are transitioning to Learning Commons with Collaborative Learning Spaces, a presentation area, and maker spaces. The High School and Junior High School renovations/transitions are complete. Both of these spaces are modern and bustling with activity every day. Students now circulate their own materials. We have self-circulation kiosks in the Learning Commons in each building. The High School has Library Student Aides who shelve books every day.
1. Libraries have become the hub/ the center of learning in the schools as the media specialists connect their work with students and staff directly to the curriculum. Libraries are not seen as a separate space in the building, but a part of the larger learning community. - This was what was reported by . 2. The Community Public Library has a partnership with Schools this year. We hired two part-time employees that work in the school libraries so that those libraries are open and accessible to all students at all times that the buildings are open. I added this answer to the question.
Libraries are changing to meet the needs of digital resources and 1:1 initiative. They are transforming their spaces to make room for STEM activities and going out of the library to help and teach on the Chromebooks.
Collaboration with public library () and University Certified media specialist in each of the elementary schools Community and public support for school librarians and school libraries Certified media specialist on the corporation evaluation committee Professional Learning Community- meet once a month Collaborating with the English department where we create engaging battle of the books (students then follow our lead with a similar project), student surveys to help reluctant readers (After looking at the survey and Lexile I pull a minimum of 10 books for and have done this for all of our reluctant readers in the school to help find books they might be interested in. Students appreciate the specialized attention), promotion of YHBA and more.
We are working to expand the use of the Library in all grades.
Our junior-senior high school library is also serving as a "College Go Center". The high school counselor is housed in the library. The elementary library underwent a major weeding/clean up last summer, and it is being used more this year.
Young Hoosier at the elementary.
Jr and Sr High are moving to a learning commons model.
We are excited to be adding a maker space in our soon-to-be remodeled media center where students will be able to with hands-on topics and gadgets including robotics, circuits, and numerous others!

Grants have been obtained for library renovations at both High School and Elementary. Purchase of e-books for research and online databases are encouraging high school students to use good research practices.
Student learning as a result of collaboration between media specialists and teachers on units (middle school)
In the jr/sr high school the most of English teachers are requiring a reading from students. They are showing them how to use Destiny and Overdrive.
Library renovation in high school, so usage has increased 100%. We had struggled to get classes to come in but with increased resources, we are reaching more. Elementary: new STEM program - aide has been able to work more closely with STEM teachers. K-6 in elementary with STEM program from 3-6 grades.
classroom curricular support
We have a variety of collaboration with classroom teachers and across our Academic Innovation team. Our two "Digital Literacy" teachers also provide instruction in technology and STEM classes.
High School library is the hub of the school. As a Shared Partner in the Public Library System, our connection to community informs our daily operations and affects students at every grade level. We are open from 7am to 7pm for students and staff and are busy and vibrant all 12 hours. Simply being the warm, welcoming, helpful resource for so many patrons is the best thing happening.
Middle School libraries offer several clubs for students - book club, manga club and coding club Makerspace areas are a work in progress and being improved everyday
The high school library has gone from a computer lab with books to a research center that is extensively used by the students and teachers. The librarian instructs students on research methods and MLA.
The high school library is being remodeled to include a classroom area, a couple group work areas with corresponding technology, and also an area where students taking online classes can work.
In some of our schools, school librarians are being included in the schools' Professional Learning Community meetings and providing support for the schools' literacy goals.

- **Technology:** 11% (20 respondents) listed various ways the library staff is involved in technology integration in their schools including technical support for 1:1 devices.

Very difficult for us to do anything extra due to the emphasis on iPads. Technology has become our focus. Still really trying to evaluate NWEA scores and evaluate the best method for individual students to improve their reading ability, but honestly the library organization has gone to pot, and it takes forever to process books. Mostly done after hours.
Librarians are starting to get into co-teaching at least at the 6-8 level. Elementary librarians are teaching technology classes.
Lots of advances in technology/innovation. We have a brand new innovation center where students visit with teachers for projects/activities. Our library is looking at renovating this year and also using digital e-books to replace many of our outdated non-fiction books.
Libraries are changing to meet the needs of digital resources and 1:1 initiative. They are transforming their spaces to make room for STEM activities and going out of the library to help and teach on the Chromebooks.
Librarians are connecting with teachers and students to improve educational opportunities for everyone. Technology is integrated, whenever possible, to increase the multi-modality of student learning.
We handle troubleshooting of 1:1 devices in each building in addition to working with classes and traditional library duties.
Elementary - One Book One School Middle - May do One Book One School High School - Virtual Learning Center addition
I believe it varies from building to building. Each librarian has a good relationship with her building and often goes beyond her job's description. They play an integral role in both literacy and technology. For the sake of answering this questions, I would say that the best thing they are doing is teaching students tech skills and being the point person for Chromebook organization, repair, and distribution.
Full library services K-12 Aiding technology integration and makerspace
Our library is a hub in our school. Our Chromebooks are housed in the library as well.
We are currently working together to create a new curriculum based on the new National School Library Standards. We all participate in One School One Book on an annual or biennial basis. We have a certified librarian in each school. Elementary schools are partnering to bring in an author. We are all partnering with our tech integration specialists to work towards 1:1, e-learning, and 21 century skills.
Working with overdrive to provide online content.
Improving the use of new technologies , partnering with after school programs to enhance student comprehension in literature
Increasing eBook access. Increasing Tech tools in Elementary classrooms.
Media Specialists are strong tech leaders in our district. Each media center for grades K-8 features a Makerspace, and each middle school media center offers 3D printing.
Technology integration is a big deal in our district right now. Most school libraries have Makerspaces or maker-related STEM activities. We have a strong partnership with the Public Library as well.
Not only do we read, and teach reading fundamentals, we also teach technology and typing skills
High school librarians have been very active in the writing and implementation of the YouthCareerConnect STEM grant. All librarians are serving in the roles of literacy and technology leadership in their buildings.
Librarians work well together to support each other. Have a joint twitter account. Focus on reading, technology and digital citizenship.
updating technology

- **Staffing:** 11% (20 respondents) mentioned either the level of staffing the schools have provided to the libraries or how the library staff works together.

<p>*Paras consistently consult and support one another throughout the week and during bi-monthly meetings. *Upper elementary recently remodeled, adding a Lego wall and Makerspace. *Lower elementary began incorporating STEM activities during library time. *As a district, next school year, we will introduce 1:1 technology for all students. *Budget increases for materials at all four schools in the district.</p>
<p>The best thing is the fact that there is a full-time librarian at each of the schools in our district.</p>
<p>Addition of certified elementary library media specialists</p>
<p>We have a school librarian half time or full time in each school in our county.</p>
<p>I think the best thing in the libraries in this district is that they all have a librarian (teaching cert. or MLS). We have a strong support for libraries and librarians in our district and our recognized as building leaders. Several librarians will be involved in a summer event through the DOE and several will be attending ISTE with the district. We have a great working partnership with our local public library.</p>
<p>Our new Superintendent is on board with our library aides being under some supervision of our district's only Media Specialist.</p>
<p>The fact that all three schools have a library with a person in them every day-- not all day every day, but at least 75% of the day every day.</p>
<p>Staff work together well and share info and materials when needed.</p>
<p>Monetary support - library budgets have not been cut despite declining enrollments</p>
<p>Our school corporation is in financial difficulty. The good thing in this is that the library positions have not been cut! Yeah. Our school corporation realizes the importance of our position and how we help kids learn.</p>
<p>We now have two certified school librarians who both hold MLS degrees and are committed to using AASL and Future Ready resources to improve the library experience for all of our students in the district. Just three years ago there was only one certified school librarian in our district.</p>
<p>Two certified media specialists for the district. Both also teach non-library classes.</p>
<p>I think we were one school district of a handful statewide who had a media specialist at every school as late as 2010. With four certified school librarians in five positions, we still might rank high state-wide for that many in one district. I am not sure how long this will last though to my knowledge nothing will change for next year.</p>
<p>We are currently working together to create a new curriculum based on the new National School Library Standards. We all participate in One School One Book on an annual or biennial basis. We have a certified librarian in each school. Elementary schools are partnering to bring in an author. We are all partnering with our tech integration specialists to work towards 1:1, e-learning, and 21 century skills.</p>
<p>Media specialist (stationed at Jr/Sr high) and elementary aide have a close relationship. Media specialist collaborates with teen librarian from local public library for book club at Jr/Sr high. Media specialist has a close mentoring relationship with graduate professor of library science.</p>
<p>Best thing is that most of our buildings are still serviced in some capacity by certified librarians although that has been steadily declining in recent years.</p>
<p>With having two library assistants, one at the elementary and one at the Jr/Sr High School, it allows the school librarian freedom to teach lessons K-12.</p>
<p>Collaboration with other librarians in the district</p>
<p>The few remaining certified media specialists attempt to meet monthly and help guide the clerks they are being replaced with.</p>

Our Elementary Buildings and Jr/Sr High School Buildings are attached. Having one instructional assistant teaching at the elementary and one instructional assistant at the Jr/Sr High School allows me (school librarian) to team with teachers PreK-12 to work on lessons focusing on reading, writing, and technology.

- **Other:** 8% shared experiences that would not fit into another “best” category including those reported they couldn’t think of a positive response.

Very difficult for us to do anything extra due to the emphasis on iPads. Technology has become our focus. Still really trying to evaluate NWEA scores and evaluate the best method for individual students to improve their reading ability, but honestly the library organization has gone to pot, and it takes forever to process books. Mostly done after hours.

As a rural school corporation, we are glad to still have thriving libraries for our students and faculty.

Contrary to the question, both our Jr./Sr. H.S. and Elementary libraries are being downsized and relocated to different parts of the building and the Superintendent has asked us to start a digital collection.

*Paras consistently consult and support one another throughout the week and during bi-monthly meetings. *Upper elementary recently remodeled, adding a Lego wall and Makerspace. *Lower elementary began incorporating STEM activities during library time. *As a district, next school year, we will introduce 1:1 technology for all students. *Budget increases for materials at all four schools in the district.

With only five schools in this district, we are small and rural. Thankfully, our libraries have been supported at the administrative level and see value in keeping each library in the district fully staffed whether by certified or classified staff. We appreciate a partnership with our county library system when needing books or other resources. With unique demographics (50% Amish), our circulation statistics and readership is off the charts compared with other school districts. We value the response from most staff members in promoting reading for pleasure.

Write and receive grants each year (middle and high school libraries). Becoming involved with makerspaces.

The Corporation libraries aren't currently partnering or hosting any activities. The Public library in town has promotional material available for clubs and activities available for students to pick up.

works hard to provide enrichment programs and activities that she feels the classroom teacher no longer has the time to dedicate to as they once did. She plans school wide (K-6) reading programs and provides meaningful lessons for all grades. spends the majority of her time in the elementary building even though she manages the collection for the high school, too.

There is nothing happening because I am alone library media specialist with two aids who have no knowledge of what they are doing. I am teaching seven classes a day so I don't even get into the library.

Programming - Artist Lecture Series, Craft Club, Book Club

This is only my second year with this district. I am working to bring equal services and opportunities to all buildings. I have started a once-a-month "pop up library" for our New Tech High School that is housed in a separate building than the main campus. We are starting makerspaces in all buildings, starting with the middle school and high school. We genrefied the high school and are working to complete the middle school. At least one of the elementary buildings is considering it as well.

Active collaboration with Public Library () Every elementary and middle school has a certified school librarian School librarian on the corporation evaluation committee Active collaboration with University Public Support for School Librarians and school libraries

With consolidation, feels that having a middle school library will be a better fit for students.

Appendix F: Supplemental information regarding retirements and staff transitions, collaborations and technology

The survey asked in an open-ended question format: *Is there anything we should know about the school library personnel in this district (i.e. pending retirements, works collaboratively with public or academic library, school tech integration, etc.)?* The consultant grouped responses in similar categories of retirements and staff transitions, collaborations, technology and other. Some items are listed in more than one category verbatim. All identifying information for survey participants was removed.

RETIREMENTS

I, _____, am retiring this year from full-time, so from this position. this is our 6th year, I think, 1:1 with ipads. Most high School librarians (with the exception of _____ School library paras spend most of their time working on ipads. Library has gone to the wayside.
Our libraries collaborate with _____ Public Library for programs, etc. every school year. That relationship has been a life-line. Our library management program, Follett's Destiny, also manages our 1:1 laptop circulation and the libraries are the first place students go for technology trouble-shooting. The certified librarian also filled in one year to teach the TechTeam class. The only certified librarian is of retirement age which leads us to wonder what will happen when she does retire.
One of our certified LMSs retired in December. Currently, that position has neither been filled nor posted. The assistant currently in that position plans to retire in May.
I feel really lucky that both _____ schools have retired teachers working as aides in the school libraries.
Retiring _____ - Replacement for _____
2 pending retiring library aides within 3 years.
both of the new people replaced 40 year employees, so they are trying to bring technology and life to media center
_____ is on the board at the _____ Public Library. _____ are eligible to retire soon.
Coordinates distance learning program; academic super bowl program, head grant writer and teaches 7th grade elective; will change careers in next 5 years.
_____ is retiring this year from _____. Collaborative efforts with the _____ Public Library are coordinated with the high school and both middle schools.
I may retire in 2019. I work with public library for library media field trip and Battle of the Books.
The part-time middle school media specialist came out of retirement for the five-hour-a-week position, but will probably retire in the spring. I (high school media specialist) have no immediate plans to retire.
The 2 assistants at the HS level will be retiring in the next year or two.
_____ at _____ 7/8th Grade Center will retire at the end of 2018-19 school year.
I hope to retire within 6 years.
_____ went to library school with one of the children's librarians at _____ Public Library. They have collaborated in past on programs and _____ communicates with public librarians regularly about library services. _____ is retiring in December 2018. She has been pleased to collaborate with teachers via google classroom, and also established a tinker space in the high school library - which she voluntarily keeps open during lunch hours for students to use. _____ recognizes that the library aides need more training, (notes they have no knowledge of book recall/request for reconsideration process) but this is not something she has time to do. She used to have a library aide to help run high school library, but this position was eliminated about 5 years ago.

<p>The only certified media specialist (me) is also a trustee for the public library. The lines of communication are always open. I work closely with the middle school to facilitate author visits. I will retire in a few years.</p>
<p>plans to retire at the end of this school year. The two junior highs and high schools in this corporation will consolidate next school year into one middle school and one high school. (Media Specialists at Elem. and Jr-Sr High School) has been told that next school year she will be director of all 4 libraries.</p>
<p>Certified Library Media Director: retiring at end of school year. MS-HS Library Assistant: probably retiring at end of school year</p>
<p>Credit recovery is done in the HS library on desktop computers. A HS library assistant retired two years ago, but the transition to the new one has been seamless. We do work, periodically, with the public library system but the director recently took a new job. The library branch is not well staffed and contact with the branch is nonexistent.</p>
<p>All middle schools and the high school are one to one with each student using an individual Chromebook. The media specialists must be able to work with digital as well as physical resources. The final remaining middle school library aide will likely be retiring in the next five years.</p>
<p>will retire at the end of the 17-18 school year.</p>
<p>We have approximately 3 certified media specialists who will retired in the next 5 years. Many of our media specialists also serve as the Technology Resource Teacher (TRT) for their buildings and receive additional pay for this role. They are responsible for tech integration. Public library librarians are invited to serve during our Battle of the Books competitions, furnish calendars of public library events, serve as spelling bee judges, etc. In the past, media specialists collaborated with librarians on community events promoting reading, but this ceased about 2 years ago. Elementary schools ceased this about 6 years ago when they switched from collaborative units to isolated weekly reading/writing/research lessons involving science.</p>
<p>I will probably retire in another year. They will have to hire someone completely new to the corporation. We do collaborate occasionally with the 2 public libraries.</p>
<p>Corporation librarian plans to retire in May 2020.</p>
<p>At least one media assistant job is expected to be open next year due to retirement. The certified librarian is heavily involved in school tech integration. Some media assistants are also support for the 1:1 Chromebook situation. We have begun working with Public Library in offering robotics opportunities to all students.</p>
<p>Certified school library media director is retiring at the end of this school year.</p>
<p>This may have been the place to list what I listed previously that the intent of central office was to replace the remaining certified media specialist with clerks next school year, but as of this time, that has not happened.</p>
<p>Again, the other certified librarian, in this corporation will retire at the end of this school year. There are no plans to replace her with a certified librarian only an aide and will then be asked to cover 4 libraries.</p>
<p>is retiring at the end of 17-18 school year, will be her replacement</p>
<p>High School Librarian will probably retire in 5 years. The current principle told me she was on record as the District librarian at her previous school while Superintendent at School Corp.</p>
<p>Media Director will retire at end of the year. Call and discuss specific activities with public library. Media Director on Library Board</p>

PUBLIC AND OTHER PARTNERSHIPS

Certified library media specialist works with her public librarians on collaborative projects and works with the academic librarians from the dual credit schools that her school is associated with.
Media Specialist also works at a local public library.
Our libraries collaborate with Public Library for programs, etc. every school year. That relationship has been a life-line. Our library management program, Follett's Destiny, also manages our 1:1 laptop circulation and the libraries are the first place students go for technology trouble-shooting. The certified librarian also filled in one year to teach the TechTeam class. The only certified librarian is of retirement age which leads us to wonder what will happen when she does retire.
I have attended the Library of Congress Summer Institute and taught various classes on how to analyze primary sources. I also volunteer at the public library with the teen writers' group and the Indiana genealogy room.
The school librarian works with the public library at least annually on a project. The library staff supports the 1:1 program by tracking device and doing minor repairs.
Media Integration Specialist works with public libraries & serves on public library board of trustees and works directly with the district's technology department and assists in creation of tech protocols.
The media specialists work collaboratively with Public Library through the partnership.
is on the board at the Public Library. are eligible to retire soon.
is on the Eliot Rosewater Committee and works with the Public Library on teen events.
Amazing partnership with Public Library. Also works closely with Schools
is retiring this year from . Collaborative efforts with the Public Library are coordinated with the high school and both middle schools.
Plans are in place for a meeting with the county public library. School librarian works closely with technology staff, but at the corporation level is often left out of technology issues, sadly.
I may retire in 2019. I work with public library for library media field trip and Battle of the Books.
We've had the opportunity to work with the Public Library in the high school through electronic resources, and a genealogist librarian come to speak to our AP Am History Class. Also, we utilize both the [university library] and the Public libraries during research. I let them know what our students are researching so they are prepared when they come with questions. Also our accredited English writing students have a field trip to the library during research. I am lucky enough to travel with the students and classroom teacher for this.
Both Middle School and High School Media Specialist collaborate with Public Library and Public Library.
Works with public library and school tech integration.
Works collaboratively with public library
and County Public Library have a shared services agreement through . All students are issued overdue fine exempt accounts through that can be used to access print and online resources.
Works collaboratively with Public Library. Shares an ILS and every student is issued a account that can be used at the school and public library for print and online resources.
Two of our elementary media secretaries have jobs also with Library branches.
went to library school with one of the children's librarians at Public Library. They have collaborated in past on programs and communicates with public librarians regularly about library services. is retiring in December 2018. She has been pleased to collaborate with teachers via google classroom, and also established a tinker space in the high school library - which she voluntarily keeps open during lunch hours for students

to use. recognizes that the library aides need more training, (notes they have no knowledge of book recall/request for reconsideration process) but this is not something she has time to do. She used to have a library aide to help run high school library, but this position was eliminated about 5 years ago.
Our elementary buildings work well with our public library. Our entire district is 1:1 and our media assistants/media coordinators do a lot with technology integration.
The only certified media specialist (me) is also a trustee for the public library. The lines of communication are always open. I work closely with the middle school to facilitate author visits. I will retire in a few years.
Credit recovery is done in the HS library on desktop computers. A HS library assistant retired two years ago, but the transition to the new one has been seamless. We do work, periodically, with the public library system but the director recently took a new job. The town's library branch is not well staffed and contact with the branch is nonexistent.
give local public library booklist of what kids are reading. Donate to their friends sale.
Works collaborating with area businesses to seek financial donations
We partner with our Public Libraries, we are collaborating with Tech. department to integrate services.
I will probably retire in another year. They will have to hire someone completely new to the corporation. We do collaborate occasionally with the 2 public libraries.
Works collaboratively with public library; assists teachers with technology and testing needs
The school library works collaboratively with the public library to enhance its collection. Often the school library requests materials on behalf of students and staff.
The elementary aide provides a library class. The middle school aide provides lessons for 7 classes twice a month. The High school librarian provides database, research, and citation instruction to 3 classes weekly for at least a 9-week term each semester. Each librarian/aide tries to work with teachers and the public library to get materials needed for classroom instruction when possible. We try to advertise programming for students available at the local public library.
At least one media assistant job is expected to be open next year due to retirement. The certified librarian is heavily involved in school tech integration. Some media assistants are also support for the 1:1 Chromebook situation. We have began working with Public Library in offering robotics opportunities to all students.
member of the Shared System
I was recently placed on the Public Library Board as the representative of .
The library staff works with the public library in various ways. The children's librarian comes to the elementary school for story time and book talks. The middle school/high school librarian volunteers at the public library teaching creative writing to teens.
We have two media secretaries who also work at the Public Library as an additional job.
The media specialists have been working with [public library] in a partnership since the 2016-2017 school year. This year the media specialists have worked with [university library] to begin re-barcoding all of the school libraries.
I serve on the Co. Public Library Board.
Media Director will retire at tend of the year. Call and discuss specific activities with public library. Media Director on Library Board

TECHNOLOGY

The school librarian works with the public library at least annually on a project. The library staff supports the 1:1 program by tracking device and doing minor repairs.
Media Integration Specialist works with public libraries & serves on public library board of trustees and works directly with the district's technology department and assists in creation of tech protocols.
both of the new people replaced 40 year employees, so they are trying to bring technology and life to media center
District does not utilize library staff for tech integration. Certified librarian is working to address this.
Heavy school tech integration
am retiring this year from full-time, so from this position. this is our 6th year, I think, 1:1 with ipads. Most high School librarians (with the exception of HS), and School library paras spend most of their time working on ipads. Library has gone to the wayside.
I also work with the technology department to assist in the needs of the high school.
Our libraries collaborate with Public Library for programs, etc. every school year. That relationship has been a life-line. Our library management program, Follett's Destiny, also manages our 1:1 laptop circulation and the libraries are the first place students go for technology trouble-shooting. The certified librarian also filled in one year to teach the TechTeam class. The only certified librarian is of retirement age which leads us to wonder what will happen when she does retire.
Two of us are the Site Technology Coordinators. Two have been switched out of the library for new positions. We do not know at this time if they will even replace these positions with clerks.
At three of our elementary buildings, certified teachers are assigned to the library in addition to coordinating one of the buildings programs (New Tech or IB) When full-time library support staff leave, their positions are only being replaced at 29 hours.
Technology education has significantly shifted into the elementary curriculum in the Media Center.
We do school tech integration as part of the media aspect of the specialization.
Plans are in place for a meeting with the county public library. School librarian works closely with technology staff, but at the corporation level is often left out of technology issues, sadly.
Many of the librarians mentioned creating maker spaces or developing stem-related programs that incorporated technology in some aspect. Middle School's librarian said she is responsible for handling technology problems that come up, e.g. students' tablet or MacBook issues. Elementary mentioned an Epic Reading Program for students that was composed of digital books. No one mentioned collaborating with public or academic libraries.
The one certified librarian assist with tech integration and curriculum needs as requested.
I now teach a computer day once a week on top of information skills 4 days a week. Our elementary schools are headed towards 1:1 so I imagine we will be part of that process.
High School - certified media specialist - she also handles lots of technology/device issues. Other buildings are staffed by non-certified paras.
unusual that high school and middle school have teacher and para in library and both elementary school have no one, elementaries do have tech staff in multiple positions in schools
Works with public library and school tech integration.
Elementary librarians teach 4 classes per day and supervise all technology and testing for the building.
The Schools are 1:1 in grades 5-11 currently, with Chromebooks. Grade 4 has classroom sets of Chromebooks that stay in the classroom. Grades K-3 have classroom sets of i-Pads that stay in the classroom.

The corporation also has a Technology Coach hired by an outside company who splits time between the middle school and high school.
As mentioned previously we've been a 1:1 device district for students for 7 consecutive school years. We do troubleshooting for all student devices - hand to tech dept for mechanical fixes as needed. This is likely unique to our district vs other neighboring districts.
Our elementary buildings work well with our public library. Our entire district is 1:1 and our media assistants/media coordinators do a lot with technology integration.
school tech integration
School Tech Integration
The middle school and high school media specialists are also responsible for the 1:1 technology that the students use in our buildings. Responsible for management, troubleshooting (before handing it off to IT), and filing claims for the devices.
Elementary - tech integration High School Media Center - Student Produced Broadcasts/house chromebook loaners & student techs, supervises students/checking on repairs/it tickets/does students job when absent/communicates with school IT company.
All middle schools and the high school are one to one with each student using an individual Chromebook. The media specialists must be able to work with digital as well as physical resources. The final remaining middle school library aide will likely be retiring in the next five years.
We are a 1:1 school and until this year, I (the LMS) was pretty active with that but we hired a tech person in house who took it over so now that is not handled by the library. We don't have a public library with which we can work collaboratively. We only have 250 kids in the corporation.
We partner with our Public Libraries, we are collaborating with Tech. department to integrate services.
We have approximately 3 certified media specialists who will retired in the next 5 years. Many of our media specialists also serve as the Technology Resource Teacher (TRT) for their buildings and receive additional pay for this role. They are responsible for tech integration. Public library librarians are invited to serve during our Battle of the Books competitions, furnish calendars of public library events, serve as spelling bee judges, etc. In the past, media specialists collaborated with librarians on community events promoting reading, but this ceased about 2 years ago. Elementary schools ceased this about 6 years ago when they switched from collaborative units to isolated weekly reading/writing/research lessons involving science.
Works collaboratively with public library; assists teachers with technology and testing needs
1 ELearning specialist covers 2 elementaries, another in the high school. Intermediate and high school personnel became 1:1 coordinators this year.
The Intermediate Library Aide has been teaching STEM classes that take up half of the library space. The bookshelves have been moved so that half of the room is strictly a STEM room.
the Director for the is also the School Testing Coordinator and part of the school tech integration team
All of the library staff are a part of our school's Academic Innovation team, previously known as the Tech Integration Team.
Librarians are increasingly filling the role of instructional coach in the area of technology integration in our buildings.
All of the middle schools are one to one with a Chromebook for each student. The media specialists have to be able to work with digital resources as well as physical resources. The last remaining middle school library aide will be retiring in the next five years.
The eLearning Team is working with the elementary eLearning Specialist and the Library Media Specialist to incorporate more technology.
tech integration is expected in the elementaries

The certified librarian will also be teaching technology classes next year and working to develop technology PD.

My job is actually 50/50 Library and technology. I do a lot for the 1:1 program.

OTHER

I feel really lucky that both schools have retired teachers working as aides in the school libraries.

is a certified teacher who is over the library but also teaches reading classes. teaches 4th grade FT but they use her license to fill the requirement.

There is one paraprofessional who splits her part-time hours between the high school and the jr. high.

In the elementary we have a woman who has a degree and chooses to work in our library because she loves it and it affords her more time with her children. She does an excellent job planning lessons and truly runs her own library. is in our middle school. He is a retired He is a wonderful man and does a great job supervising students in the library and helps run study halls during the day. He also shares his space with runs the "Creation Station" where students participate in STEAM and STEM activities.

There use to be 2 elementary library aids (one at elementary and one at Elementary) but one of them just quite due to frustration over the amount of work she had to do that was not library related and did not have the time for.

There is not much collaboration at the high school, but the elementary schools might.

At three of our elementary buildings, certified teachers are assigned to the library in addition to coordinating one of the buildings programs (New Tech or IB) When full-time library support staff leave, their positions are only being replaced at 29 hours.

Elementary assistants are used for RTI, lab instruction, and other duties as well as maintaining a library

No

My degree is an undergraduate degree from University that allowed me to be a certified Library Media Specialist and Computer teacher, along with work in a public library under 10,000 patrons. I just wanted to clarify that as that wasn't an option for question number 9. I also am the school technology specialist, meaning I have to oversee the Chromebooks we have. I also help out teachers with any technology-related questions they might have.

lost their certified library at semester break. At the time, she was working as a counselor and did not interact with library aides. They currently do not have a certified librarian on staff.

Corporation Library - certified media specialist - she is primarily at High School. She does not have a para there, and she teaches a class everyday, which closes the library during that time on a daily basis. She handles all purchasing for all libraries in her district.

I - certified media specialist - both schools are on one campus, under the same roof, and share the library.

Coordinates distance learning program; academic super bowl program, head grant writer and teaches 7th grade elective; will change careers in next 5 years.

The high school librarian is also in charge of online credit recovery classes.

One Media Assistant being cut after this school year

no school library staff

one librarian is titled to be over 2 schools but librarian does not interact with other school

- certified media specialist - she also handles lots of technology/device issues. Other buildings are staffed by non-certified paras.

unusual that high school and middle school have teacher and para in library and both elementary school have no one, elementaries do have tech staff in multiple positions in schools

The library media specialist has been a member of the Intermediate YHBA committee for several years now. She also participated in _____'s Young Innovators Project (research work funded through an IMLS grant).