

2018 Status Report on Indiana School Libraries



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Acknowledgements

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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.*



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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@ilfonline.org, 317-257-2040, x 101.

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

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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/billssummary?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)

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

1/3

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

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

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

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*.

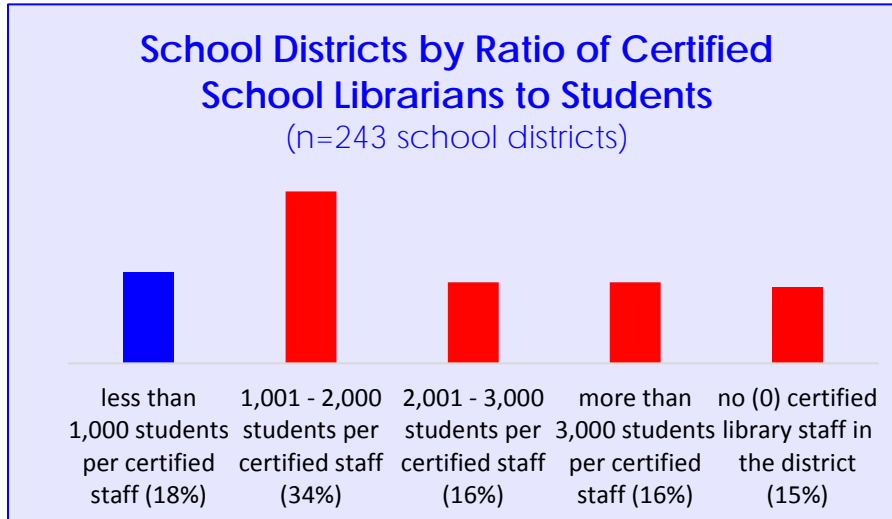
About half (51%) of middle schools have at least a part-time certified school librarian with teaching responsibilities who is often shared with another school such as the high school. Seventy-three percent (73%) of high school students have at least part-time hours of a certified school librarian. Note 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.

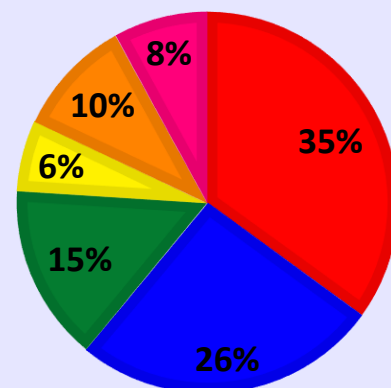
Noncertified staff serve as the primary or only library staff presence in the overwhelming majority of school libraries in Indiana. This is especially true in elementary schools where regular library instruction or access is offered.²⁰ The *2018 Status Report on Indiana School Libraries* found that the 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.

SCHOOL DISTRICTS WITH 1:1 TECHNOLOGY PROGRAMS, INDIANA: 2017
(IN DEPT OF EDUCATION)

- 1:1 at All Grade Levels
- 1:1 at Most Grade Levels
- 1:1 at Some Grade Levels
- Planning to Launch 1:1 Next Year
- Studying/Considering 1:1
- No Current Plans for 1:1



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/#>.

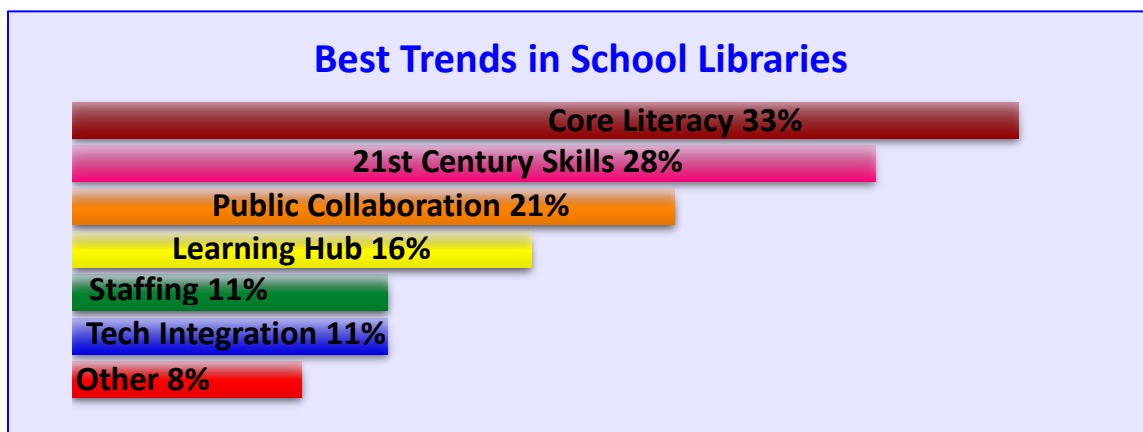
data accurately reflect what is happening in libraries. Lance asks whether school librarians are being evolved into positions with different names, such as “digital learning specialist, digital media content specialist, technology integrator and information literacy teacher,... curriculum specialists, 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/cbe/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



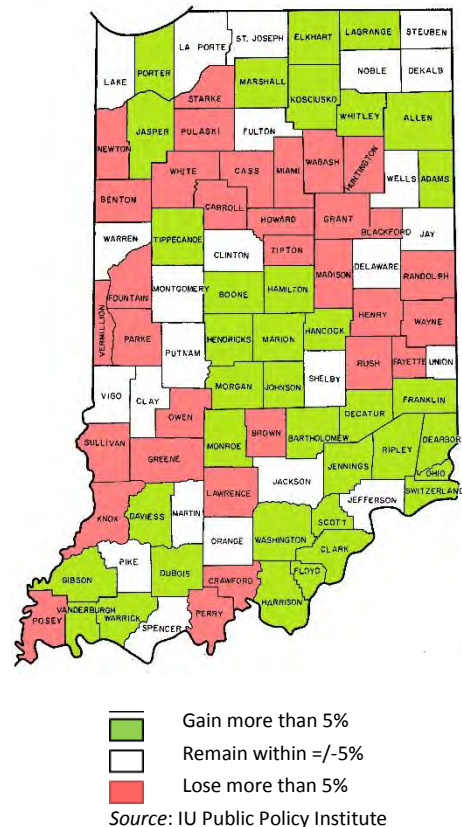
effectively cutting large class sizes in half for every session present. The school librarian enables individualized instruction. In some schools, the school librarian teaches certain classes, facilitates project-based learning or distance learning through online courses.

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.

Greates, 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/idoie/idoie-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.