



Our district librarians presented the Big 6 research model to the district's English Language Arts curriculum committee and it was adopted by the district. We utilize the librarian as a teacher/facilitator for staff and students.

I KNOW OUR LIBRARIAN IS MAKING AN IMPACT WHEN SCIENCE AND SOCIAL STUDIES TEACHERS ARE UTILIZING WHAT THEY LEARNED FROM A SEMINAR OUR LIBRARIAN CONDUCTED.

— An intermediate high school assistant principal

NEW from Pennsylvania (2012)

How School Libraries Transform Schools by Contributing to Student Success

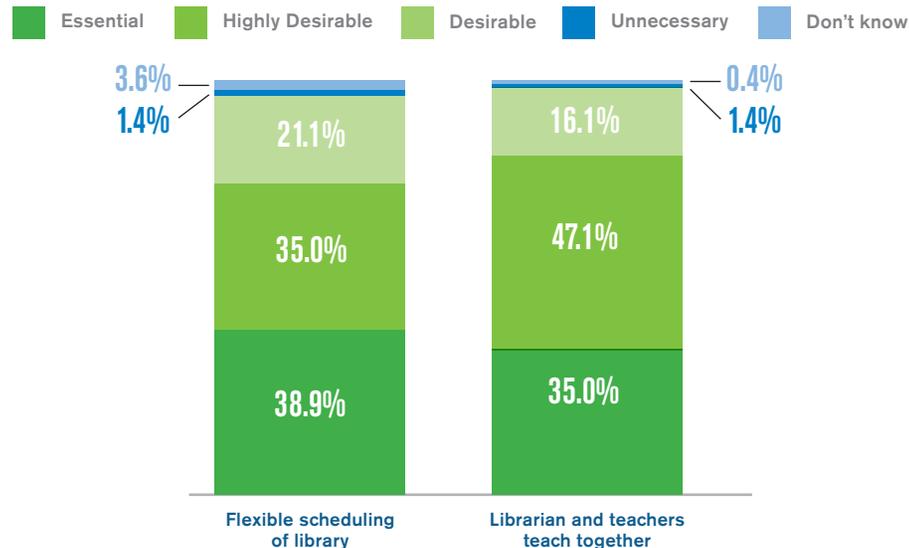
In 2011, the Pennsylvania School Library Project—a cooperative venture of several school library stakeholder groups—received a National Leadership Grant from the Institute of Museum and Library Services (IMLS) to conduct Pennsylvania's second statewide study on the impact of school libraries.

Like the South Carolina study, this study also went beyond overall test scores and looked at librarians' impact on the Standards for the 21st-Century Learner promoted by the American Association of School Librarians (AASL). The PA study also surveyed school administrators, classroom teachers, and librarians who shared perceptions of:

- The value of library practices that can provide opportunities for the teaching and learning of standards
- The quality of librarians' teaching of standards at their schools
- The frequency of library practices that support librarians' teaching of standards

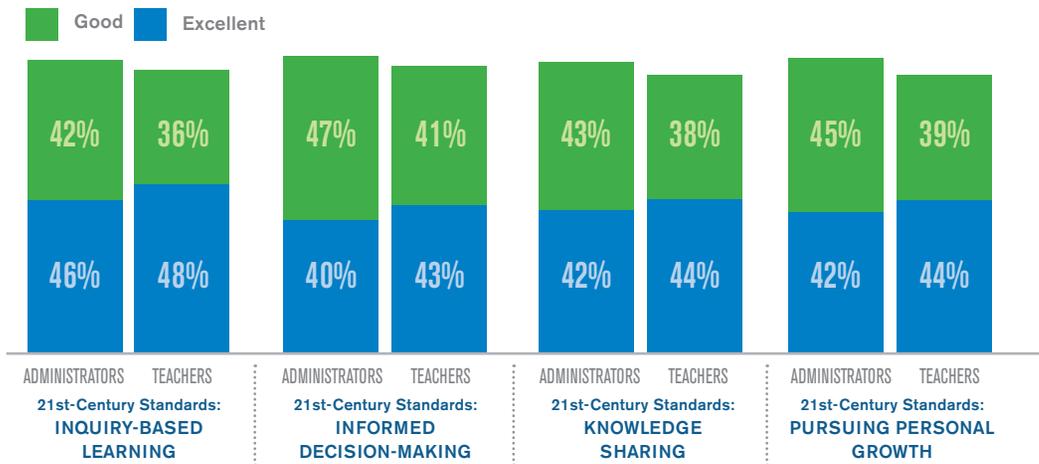
Together, these three areas of survey data clearly show that administrators and teachers value and rely on librarians as true partners in helping students achieve success. A majority of administrators value library practices that support librarians' teaching of standards and the majorities of both teachers and administrators rate librarians' teaching of standards as excellent or good. Yet the data also show that there are significant gaps between librarian and teacher perceptions of how often specific library practices occur in their schools. This suggests a need to better institutionalize library program practices that are known to boost student success to ensure they become integral parts of the teaching and learning experience within America's schools.

Administrator Views on the Value of Types of Library Practices



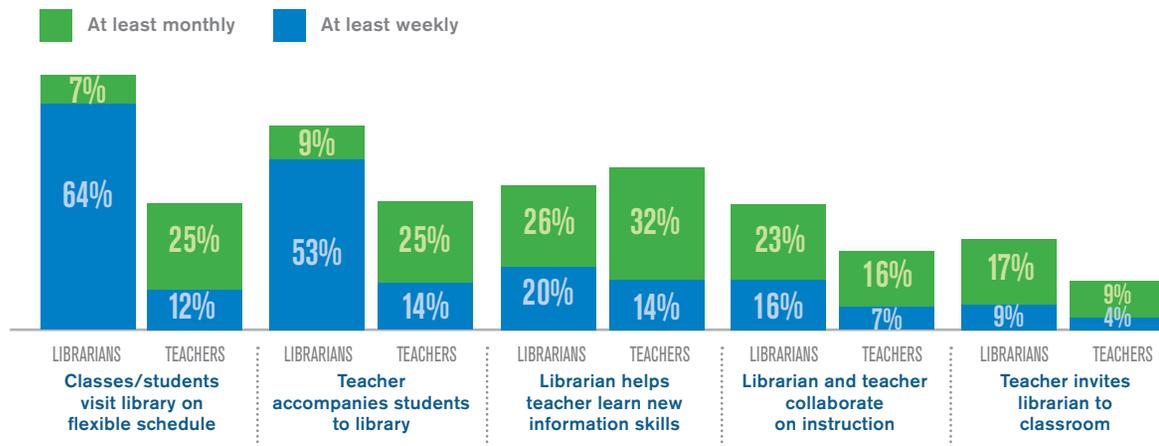
Source for data presented in chart can be found on page 73 in *How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards*.

Administrator and teacher assessments of librarians' teaching of the Standards for the 21st-Century Learner



Source for data presented in chart can be found on pages 81–82 in *How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards*.

Teacher and librarian perceptions of the frequency with which library activities occur



Source for data presented in chart can be found on pages 74–75 in *How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards*.

Pennsylvania Test Results Corroborate Survey Findings

The educator survey data regarding the role of librarians and the quality of librarians' teaching of standards and skills was examined against actual state test results. This analysis further confirmed the validity of the survey data. The full report provides expanded coverage of the results for administrators as well as comparable coverage for classroom teachers and librarians.

Source (pages 14 and 15): Lance, K., and B. Schwarz. *How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards*. PA School Library Project, 2012.

Similar to the South Carolina study, Pennsylvania administrators who say it's essential that librarians and teachers collaborate and teach together are even more likely to rate librarians' teaching of the Standards for the 21st-Century Learner as excellent.