

LSC 5530 School Library Advocacy
Mod 2: Influential Research
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Research Finding 1:

Identified and Summarized: Keith Curry Lance with the Colorado Department of Education published a ground-breaking study in 1993. “It documented school library expenditures as a key predictor of academic achievement and identified other important predictors, like staffing levels and collection size” (Achterman “The Sower: Interview with Keith Curry Lance”).

Stakeholder: Administrators

Why the stakeholder group would be influenced or persuaded by the research: Identifies a direct correlation between financial investment in school libraries and academic achievement. This would be particularly useful when annual budget decisions are being made.

Research Finding 2:

Identified and Summarized: Keith Curry Lance (et al) in “How School Librarians Help Kids Achieve Standards” report that:

Test scores increase as library media specialists spend more time:

- planning cooperatively with teachers (7th grade),
- identifying materials for teachers,
- teaching information literacy skills to students”

This study demonstrates that test scores increase when the librarian and the teacher work together. Teacher-Librarian collaboration increases test scores.

Stakeholder: Teachers

Why the stakeholder group would be influenced or persuaded by the research: Test scores matter, especially with “No Child Left Behind” and the increased emphasis placed on high-stakes, standardized test scores. Meeting AYP (Annual Yearly Progress) is important, and affects the reputation of the school and influences federal grant resources. This data could be used to show teachers that teacher-librarian cooperation makes students perform better on tests. This could help convince the staff to connect with the librarian, and use the librarian as a resource to teach information literacy skills.

Research Finding 3:

Identified and Summarized: This California study found the following:

- Statistically significant correlations were found between certificated *staffing levels and student achievement* at each grade.

- The strength of the correlations between both certificated and total staffing tended to increase with grade level
- At the high school level, correlations were among the strongest reported in any statewide study to date (Achterman “Haves, Halves, and Have-Nots...”).

Stakeholder: Administrator

Why the stakeholder group would be influenced or persuaded by the research: This research shows the correlation between staffing certified librarians and student achievement. When an administrator is making a decision on whether to hire a certified versus an uncertified librarian, this research would help him or her to make a wise decision. This research could also be used to influence the school board to require that all librarians that are hired be certified.

Research Finding 4:

Identified and Summarized: “As . . . information resources and information technology rise, so too does the involvement of school librarians in teaching students and teachers how to find and assess information” (Lance, *et al* “Measuring Up”).

Stakeholder who will use this information to influence: Teacher and/or administrator in charge of planning professional development for staff in-service days and faculty professional development.

Why the stakeholder group would be influenced or persuaded by the research: Since the librarian’s role is changing to include teaching teachers how to find and access information, it is necessary to include these trainings during in-service days. Workshops on how to navigate within electronic databases and especially how to perform accurate internet searches for credible information should be a part of teacher in-service. New technologies require new training, especially in Web 2.0 technologies. Time needs to be made for such training to happen during professional development days.

Research Finding 5:

Identified and Summarized: In 2009, there was a “two-point increase in the number of schools that offer remote access to their school library's licensed database. The increase was statistically significant among high schools, where there was a four-point increase from 84% to 88%” (American Association of School Libraries 10).

Stakeholder: Student

Why the stakeholder group would be influenced or persuaded by the research: Concerned students at a school that doesn’t offer remote access to their school library’s licensed databases would be able to use this research to show administration not only that 88% of high schools offer remote access, but there has been a 4% increase from the previous year. Showing these statistics to the

administration or to the school board could help them convince their target audience that remote access is available at most schools in the U.S. A librarian could assist student and teacher groups by finding statistics such as these to help support the library, especially when school boards, administration, and business manager question the library budget.

Works Cited

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American Assn. of School Librarians. *School Libraries Count! AASL's National Longitudinal Survey of School Library Media Programs*. AASL, 2009. *American Assn. of School Librarians*. Accessed 16 Sept 2010.

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