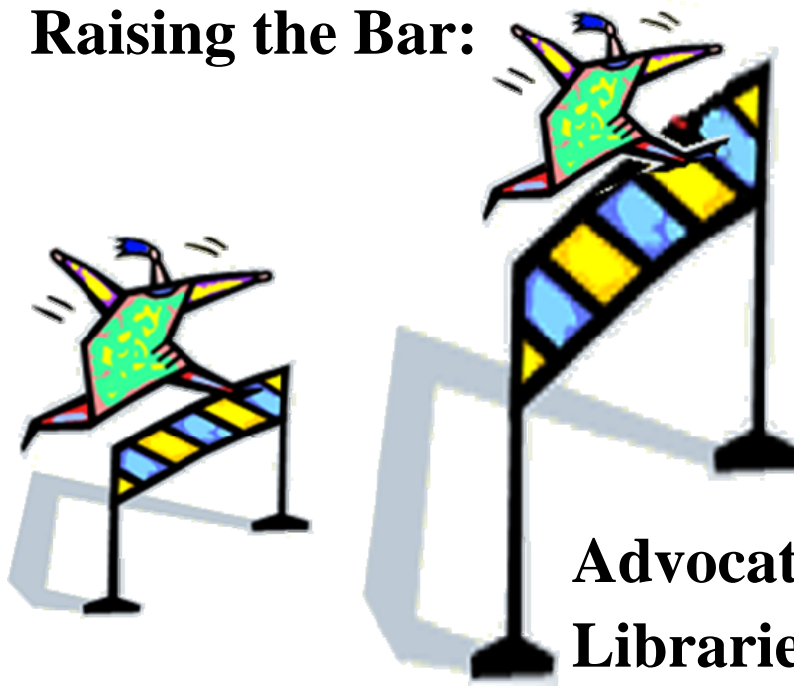


# **Raising the Bar:**



## **Advocating for School Libraries with the California Study and the New Library Standards**

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California School Library Association Conference  
November, 2009**

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**For a copy of “Haves, Halves, and Have-Nots: School Libraries and Student Achievement in California,” visit [http://digital.library.unt.edu/data/etd/2008\\_3/meta-dc-9800.tkl](http://digital.library.unt.edu/data/etd/2008_3/meta-dc-9800.tkl)**

**For summaries and copies of this and other presentations, visit  
<http://caschoollibraries.pbworks.com/>**

Name:\_\_\_\_\_ School:\_\_\_\_\_ District\_\_\_\_\_

Position:\_\_\_\_\_ Do you hold a CA Library Services Credential? Yes/No

e-mail address:\_\_\_\_\_

## Library Services that Make a Difference

Offering a program of curriculum-integrated information literacy instruction

Grade	CST Test	r
4	English Lang. Arts	.12**
8	Social Studies	.14**
11	English Lang. Arts	.38**

**\*\*p <.001. All remained significant when controlling for school and community variables, including average parent education; poverty; ethnicity; English language learners; average teacher salary, and fully credentialed teachers.**

Source: Achterman, D. (2008). Haves, halves and have-nots: School libraries and student achievement. Doctoral dissertation. University of North Texas, Denton.

## Proof in your school/ district

What the Teacher Librarian Does	What Students Do
<ul style="list-style-type: none"> <li>• Specific lesson plans and units created</li> <li>• Tutorials regularly provided</li> <li>• Print and online resources that support this effort.</li> <li>• What is your SHOWCASE example?</li> </ul>	<ul style="list-style-type: none"> <li>• Products that SHOW increasing information literacy.</li> <li>• Pre- and post- tests and quizzes.</li> <li>• Students' SHOWCASE example</li> </ul>

## **Library Service:**

**Offering a program of curriculum-integrated information literacy instruction boosts student achievement.**

**Description of your SHOWCASE example:**

**Which CA Library Standards does this address?**

**Which content area standards does this address?**

## Providing Instruction on Internet Searching and Research

<b>Grade</b>	<b>CST Test</b>	<b>r</b>
<b>4</b>	<b>English Lang. Arts</b>	<b>.06**</b>
<b>8</b>	<b>Social Studies</b>	<b>.17**</b>
<b>11</b>	<b>English Lang. Arts</b>	<b>.46**</b>

**\*\*p <.001. All remained significant when controlling for school and community variables, including average parent education; poverty; ethnicity; English language learners; average teacher salary, and fully credentialed teachers.**

Source: Achterman, D. (2008). Haves, halves and have-nots: School libraries and student achievement. Doctoral dissertation. University of North Texas, Denton.

## Proof in your school/ district

<b>What the Teacher Librarian Does</b>	<b>What Students Do</b>
<ul style="list-style-type: none"><li>• <b>Modeling</b></li><li>• <b>Lesson Plans</b></li><li>• <b>Integration of instruction across curriculum</b></li><li>• <b>Print and online resources that support this effort.</b></li><li>• <b>Your SHOWCASE example?</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Products that SHOW quality of resources used</b></li><li>• <b>Bibliographies from student works.</b></li><li>• <b>Comparisons of products with/without rich online resources.</b></li><li>• <b>Tests, quizzes, etc.</b></li><li>• <b>Students' SHOWCASE example?</b></li></ul>

**Library Service:  
Providing Instruction on Internet Searching and Research.**

**Description of your SHOWCASE example:**

**Which CA Library Standards does this address?**

**Which content area standards does this address?**

**Collaborating with teachers to develop, plan,  
implement, and evaluate student learning**

Grade	CST Test	r
8	English Lang. Arts	.08**
<b>11</b>	<b>English Lang. Arts</b>	<b>.28**</b>
<b>11</b>	<b>U.S. History</b>	<b>.29**</b>

**\*\*p <.001. All remained significant when controlling for school and community variables, including average parent education; poverty; ethnicity; English language learners; average teacher salary, and fully credentialed teachers.**

Source: Achterman, D. (2008). Haves, halves and have-nots: School libraries and student achievement. Doctoral dissertation. University of North Texas, Denton.

## Proof in your school/ district

What the Teacher Librarian Does	What Students Do
<ul style="list-style-type: none"> <li>• Documentation of planning</li> <li>• Standards-based showcase lessons</li> <li>• Lessons using a wide variety of resources</li> <li>• Lessons that use technology to enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>• Student products that show achievement of standards</li> <li>• Student products showing technology that enhances learning</li> <li>• Student evaluations of lessons</li> </ul>

## **Library Service:**

**Collaborating with teachers to develop, plan, implement, and evaluate student learning.**

**Description of your SHOWCASE example:**

**Which CA Library Standards does this address?**

**Which content area standards does this address?**

## Informally Instructing Students in the Use of Resources

Grade	CST Test	r
4	English Lang. Arts	.16**
8	English Lang. Arts	.19**
11	English Lang. Arts	.47**

**\*\*p <.001. All remained significant when controlling for school and community variables, including average parent education; poverty; ethnicity; English language learners; average teacher salary, and fully credentialed teachers.**

Source: Achterman, D. (2008). *Haves, halves and have-nots: School libraries and student achievement*. Doctoral dissertation. University of North Texas, Denton.

## Proof in your school/ district

What the Teacher Librarian Does	What Students Do
<ul style="list-style-type: none"><li>• <b>Modeling</b></li><li>• <b>Teaching how to use <i>types</i> of resources vs. a specific resource</b></li><li>• <b>Print and online resources that support this effort.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Products that SHOW variety of resources used</b></li><li>• <b>Bibliographies from student works.</b></li><li>• <b>Comparisons of products with/without rich resources.</b></li></ul>



**Library Service:  
Informally Instructing Students in the Use of Resources.**

**Description of your SHOWCASE example:**

**Which CA Library Standards does this address?**

**Which content area standards does this address?**

## Providing Reading, Listening and Viewing Guidance for Students

<b>Grade</b>	<b>CST Test</b>	<b>r</b>
<b>4</b>	<b>English Lang. Arts</b>	<b>.09**</b>
<b>8</b>	<b>English Lang. Arts</b>	<b>.12**</b>
<b>11</b>	<b>English Lang. Arts</b>	<b>.34**</b>

**\*\*p <.001. All remained significant when controlling for school and community variables, including average parent education; poverty; ethnicity; English language learners; average teacher salary, and fully credentialed teachers.**

Source: Achterman, D. (2008). Haves, halves and have-nots: School libraries and student achievement. Doctoral dissertation. University of North Texas, Denton.

## Proof in your school/ district

<b>What the Teacher Librarian Does</b>	<b>What Students Do</b>
<ul style="list-style-type: none"> <li>• <b>Book talks</b></li> <li>• <b>Programs &amp; events</b></li> <li>• <b>Book reviews from students, teachers, library staff</b></li> <li>• <b>Print and online resources used in this effort</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>-Circulation statistics</b></li> <li>• <b>Surveys of student reading habits, attitudes</b></li> <li>• <b>Participation in programs &amp; events</b></li> </ul>

## **Library Service:**

**Providing Reading, Listening and Viewing Guidance for Students.**

**Description of your SHOWCASE example:**

**Which CA Library Standards does this address?**

**Which content area standards does this address?**

# Library Services that Make a Difference

## Total Technology Offered Through Library Program

Grade	CST Test	r
4	English Lang. Arts	.12**
8	Social Studies	.14**
11	English Lang. Arts	.38**

**\*\*p <.001. All remained significant when controlling for school and community variables, including average parent education; poverty; ethnicity; English language learners; average teacher salary, and fully credentialed teachers.**

Source: Achterman, D. (2008). Haves, halves and have-nots: School libraries and student achievement. Doctoral dissertation. University of North Texas, Denton.

## Proof in your school/ district

What the Teacher Librarian Does	What Students Do
<ul style="list-style-type: none"><li>• Technology instruction integrated into curriculum</li><li>• Technology that increases student achievement in content areas</li><li>• Tutorials, online lessons</li><li>• Your SHOWCASE?</li></ul>	<ul style="list-style-type: none"><li>• Technology-rich products that show achievement</li><li>• How pervasive is certain kinds of technology use among students?</li><li>• SHOWCASE?</li></ul>

**Library Service:**  
**Offering a full range of technology tools  
through the library program.**

**Description of your SHOWCASE example:**

**Which CA Library Standards does this address?**

**Which content area standards does this address?**

# Why Library Staffing Matters

**As staffing increases,  
so do library services.**

## **Staffing and Total Services Regularly Provided by Library Staff**

Grade	Certificated Staffing	Total Staffing
4	.18**	.38**
8	.46**	.59**
11	.70**	.79**

\*\*p <.001.

**As services by library staff increase,  
so does student achievement.**

## **Total Services Regularly Provided by Library Staff and Student Achievement**

Grade	Test	r
4	ELA	.14**
8	ELA	.19**
8	Social Studies	.24**
11	ELA	.49**
11	U.S. History	.51**

\*\*p <.001. All remained significant when controlling for school and community variables, including average parent education; poverty; ethnicity; English language learners; average teacher salary, and fully credentialed teachers.

(Source: Achterman, D. (2008). *Haves, halves and have-nots: School libraries and student achievement*. Doctoral dissertation. University of North Texas, Denton.)