

# Idaho School Library Impact Study – 2009

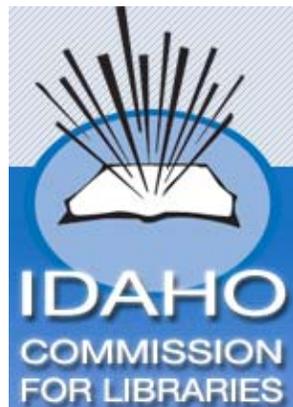


How Idaho School Librarians,  
Teachers and Administrators  
Collaborate for Student Success

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Keith Curry Lance  
Marcia J. Rodney  
Bill Schwarz

RSL Research Group



January 2010

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## Idaho School Library Impact Study – 2009:

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### Executive Summary

This study was contracted for by the Idaho Commission for Libraries and endorsed by the Idaho Department of Education. Its purpose was to examine the relationships administrators and teachers have with their librarians, how school libraries and librarians are valued and perceived, and how those factors affect libraries and their impact on academic achievement by students. Administrators, teachers and librarians were surveyed about:

- The library environment, including: sources of learning about libraries and librarians for administrators and teachers; practices valued by administrators and activities reported by librarians and teachers, and librarian roles as perceived by administrators and teachers and attributed to them by librarians.
- Their self-assessments of Information, Communication and Technology (ICT) standards teaching in their schools and districts.
- The 2009 Idaho ISAT Reading and Language Arts scores reported for elementary, middle and high school grade levels.

The Idaho Commission for Libraries invited individual librarians from schools statewide to nominate themselves, their principals and up to two (2) other administrators, and up to five (5) of their closest teacher colleagues for participation in a series of surveys during Spring 2009. Two-hundred eighty-five (285) librarians responded to that invitation, nominating themselves, their principals and other administrators, and one or more teachers. Individuals in each of these three groups were invited to participate in surveys of librarians, teachers, and administrators, as appropriate. Numbers of survey respondents in each group are given in the box at right.

Librarians .....	238
LMS .....	146
Non-LMS .....	92
Teachers .....	668
Principals & other administrators	176
<hr/>	
TOTAL .....	1,082

Relative student performance levels for elementary, middle, and high schools are represented by 2009 ISAT reading and language arts scores for grades 3, 4 and 5; grades 7 and 8; and grade 10, respectively. The analysis of ISAT scores focused on the relationships between those scores and the perceptions of libraries and librarians reported by survey respondents. For this analysis, academic achievement was represented by the percentage of students in a school at a particular grade level who received advanced scores.

Generally, for the sake of brevity and clarity, only statistically significant findings are reported. No findings were omitted because they were statistically or substantively negative.

Like all such studies, this one demonstrates the impact of what has actually happened in Idaho school library programs—not what ought to have happened. For this reason, results relative to ISAT reading and language arts scores varied by grade level. This was because real libraries and librarians at one grade level sometimes demonstrated their potential impact better than those at other levels. Given the right circumstances, these relationships could be achieved at all three grade levels.

## Idaho School Library Impact Study – 2009:

### How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

Following is a summary of what we learned from each educator group: librarians, teachers, and administrators. Each section of this executive summary concludes with a “bottom line” summary of its findings. Finally, recommendations for action are itemized, and sample success stories shared by the respondents are offered.

### What We Learned from Librarians

Throughout the librarian survey, dramatically different responses were given by librarians who identified themselves as library media specialists and those who did not. (See Chart 1.)

Nine out of 10 LMS and eight out of 10 non-LMS librarians reported that, at least once per semester, they were asked for instructional design resources by teachers and

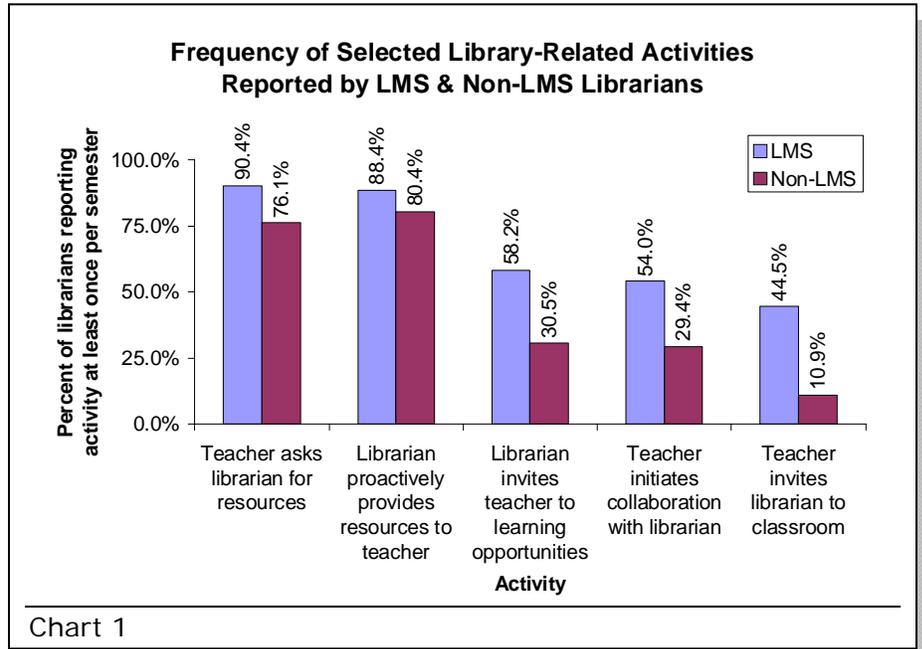


Chart 1

### Percent of Students with Advanced ISAT Scores by Grade Level and Subject by Frequency of Teacher-Initiated Collaboration Reported by Librarians

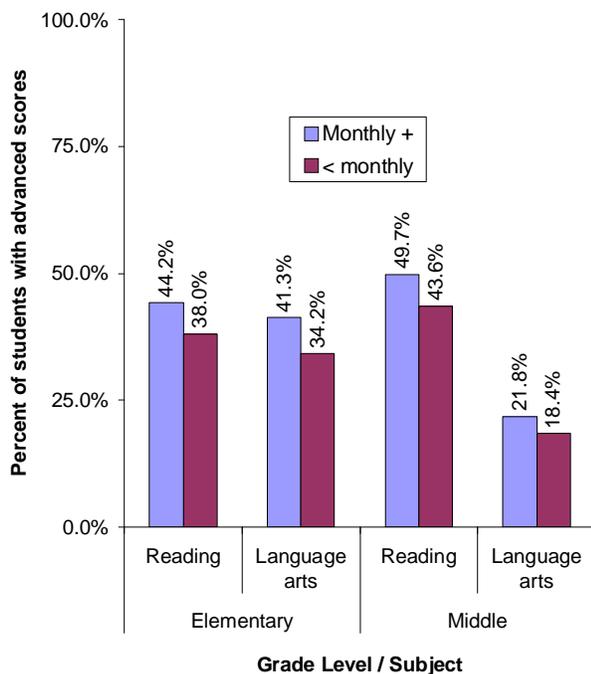


Chart 2

proactively provided such resources to them.

For three other activities, the gap between LMS and non-LMS librarians was much larger. At least once per semester, LMS librarians were about twice as likely as their non-LMS counterparts to report inviting teacher colleagues to learning opportunities about new information skills. LMSs were also more than four times as likely as non-LMSs to be invited by teachers to their classrooms to teach or co-teach.

These five activities—each more likely to occur when school libraries were staffed by LMSs—were related, in turn, to ISAT reading and language arts scores.

At elementary and middle schools where librarians reported at-least-monthly teacher-initiated collaborations, advanced scores in both reading and language arts were more likely than where such collaborations happened less frequently. (See Chart 2.)

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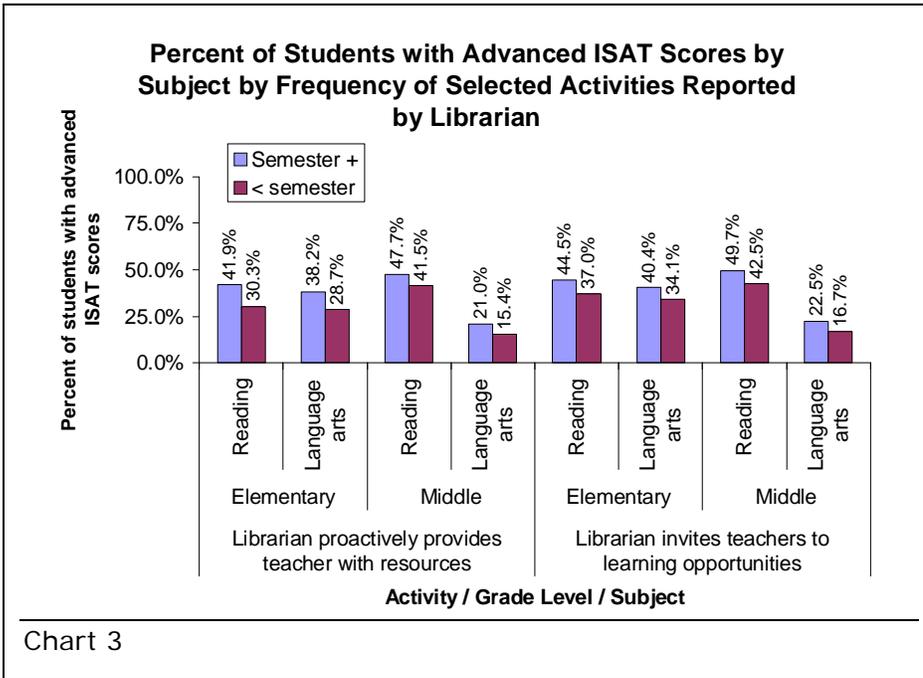


Chart 3

Advanced ISAT reading and language arts scores at both elementary and middle school levels are also consistently more likely where librarians reported that, at least once per semester, they

- proactively provide teachers with resources needed for instructional design and
- invite teachers to learning opportunities about new information skills.

Notably, at elementary and middle school levels, these two activities—providing teachers with resources and inviting them to in-

service learning opportunities—are ones that require the librarian to take the initiative. (See Chart 3.)

At the high school level, similar activities were involved; but, advanced scores on reading and language arts were more likely when teachers took the initiative by:

- asking the librarian for help finding resources needed to design instructional units and
- inviting the librarian to the classroom to teach or co-teach instructional units. (See Chart 4.)

School librarians, regardless of their position classification, are widely acknowledged as “resource people” for teachers—although even this basic role is more widely acknowledged for LMS than non-LMS librarians. It is much rarer for librarians to be utilized fully as “resident” in-service providers for teachers or as instructional collaborators (especially in the classroom).

### Bottom line

Where librarians teach students—as well as their teacher colleagues—students are more likely to succeed academically.

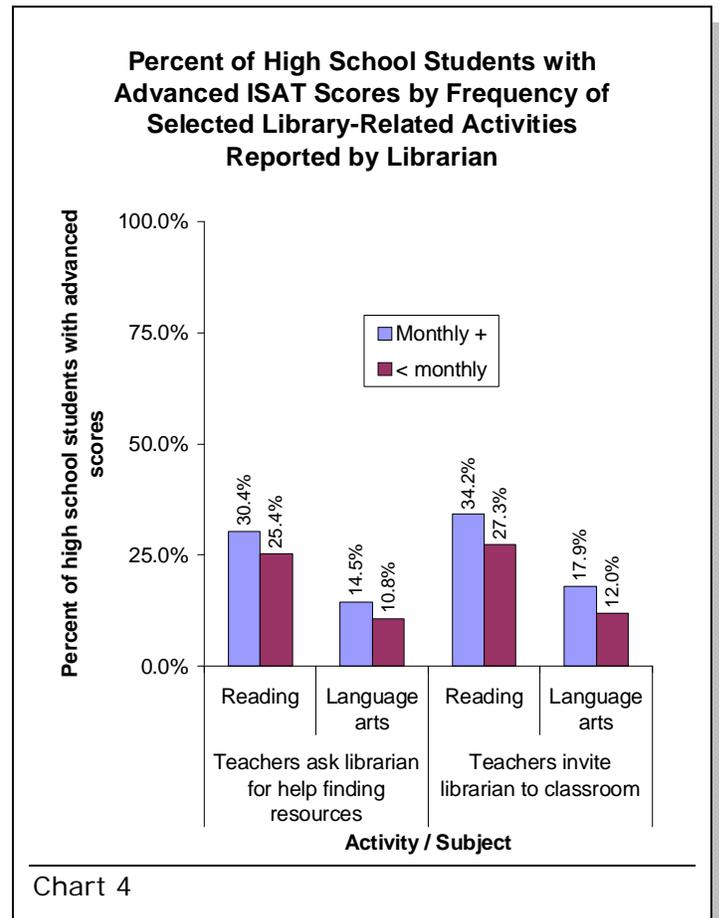


Chart 4

**Idaho School Library Impact Study – 2009:**

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**What We Learned From Teachers**

When librarians were asked about roles in which they believe teachers see them, several roles were noteworthy because LMS librarians were much more likely to identify them than non-LMS librarians. (See Chart 5.)

While almost three out of five LMS librarians believed teachers see them as technology troubleshooters, only about a third of non-LMS librarians felt so. Similarly, while more than half of LMS librarians believed teachers see them as curricular/instructional

resources managers, less than a third of non-LMS librarians felt so. Differences between LMS and non-LMS librarians were even greater for three additional roles. LMS librarians were almost nine times more likely than their non-LMS colleagues to believe teachers see them as in-service providers. LMSs were also about three times as likely as non-LMSs to believe that teachers see them as technology instructors or website managers.

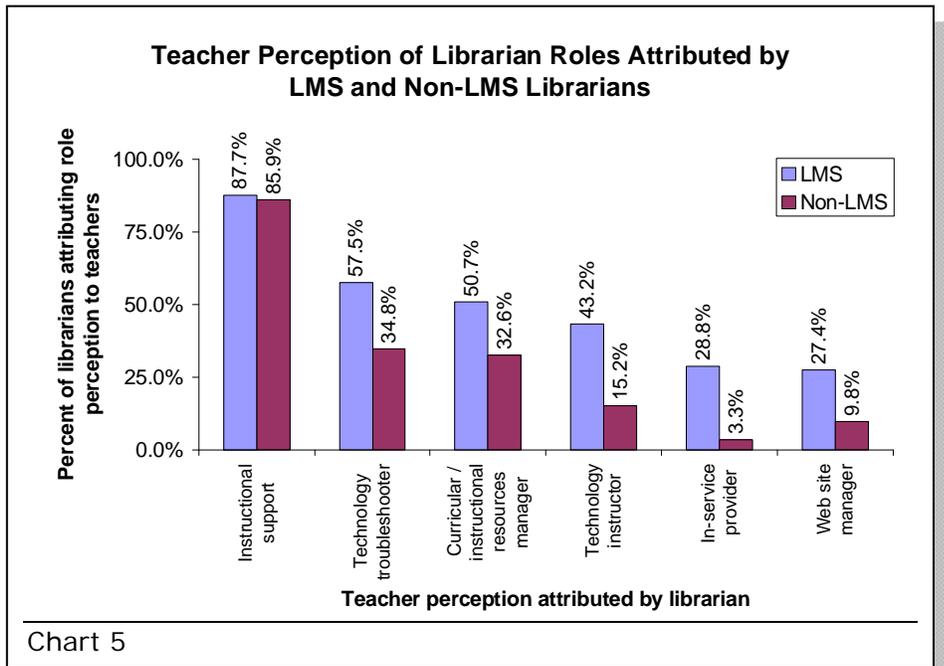


Chart 5

**Percent of Middle School Students with Advanced ISAT Scores by Subject by Perception of Selected Librarian Roles by Teachers**

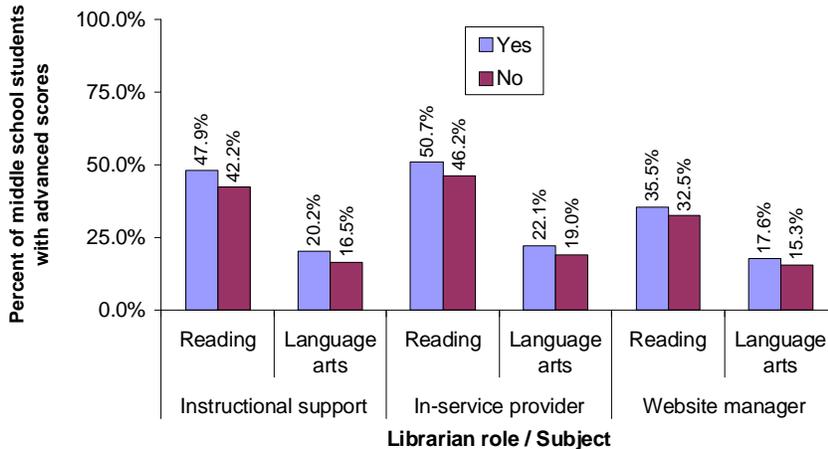


Chart 6

The exception to this pattern was the role of instructional support. Nine out of 10 librarians, whether they identified themselves as LMSs or on-LMSs, believed teachers saw them in this role. (See Chart 5.)

At middle schools where teachers themselves identified librarians as instructional support, in-service professional development providers, and website managers, students were consistently more likely to earn advanced scores on the ISAT reading and

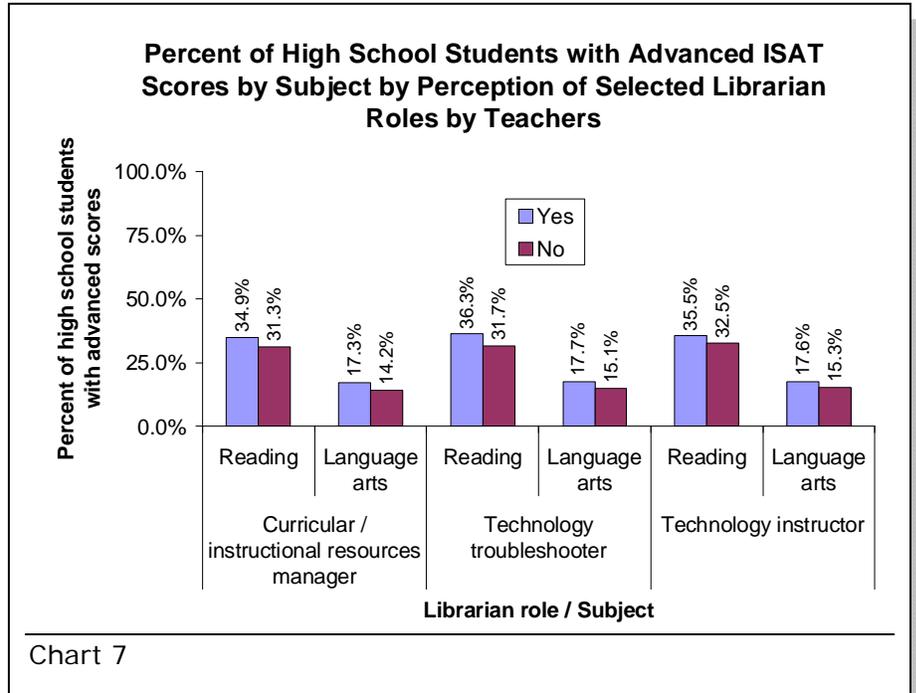
language arts tests, compared to schools where teachers did not perceive librarians to be

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playing those roles. (See Chart 6.) Notably, advanced scores on both tests were most likely where librarians are perceived as in-service providers by teachers.

At high schools where teachers perceived librarians as curricular/instructional resources managers, technology troubleshooters, and technology teachers, students were consistently more likely to earn advanced ISAT reading and language arts scores. (See Chart 7.) The positive relationships between these roles and advanced scores on both ISAT tests were remarkably similar.



As for librarians, the findings from teachers suggest that students are more likely to succeed academically when teachers perceive librarians as colleagues—ones to whom they can look for leadership in roles ranging from instructional support and technology

#### **Bottom Line**

Where teachers experience librarians as instructional colleagues and technology integrators, students are more likely to excel academically.

troubleshooting to technology instruction and in-service professional development. With the exception of instructional support, LMS librarians were more likely than their non-LMS counterparts to believe their teacher colleagues perceived them in such roles.

All three surveys offered respondents an option to share a story about a success in their professional activities, and stated that such stories might be published in this report. Many success stories were offered, too many to publish, but a representative sample, edited for anonymity, is included in text boxes like this one in Chapters 2, 3 and 4.

As expected, most of the surveys received came from teachers, and there was something striking about them collectively that we feel must be reported. Nearly all teachers, and many principals and other administrators as well, included in their stories the highest praise, regard and appreciation for their school librarians. Words describing librarians as loving, unselfish, devoted, caring, talented, dedicated, essential, etc. abounded in these stories. That itself is a great success story.

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### What We Learned From Administrators

When administrators were asked to assess the teaching of ICT literacy in their schools or districts, about a third rated it as excellent. For context, teachers and librarians gave very different assessments, depending on whether they were rating their own teaching or collaborative teaching with the other party.

Interestingly, the greatest impact attributed to collaboration was by teachers. When collaborating with their librarians, teachers were almost three times as likely to rate their ICT literacy teaching as excellent, compared to when they taught it alone. While non-LMS librarians expressed the lowest level of confidence in ICT literacy teaching—

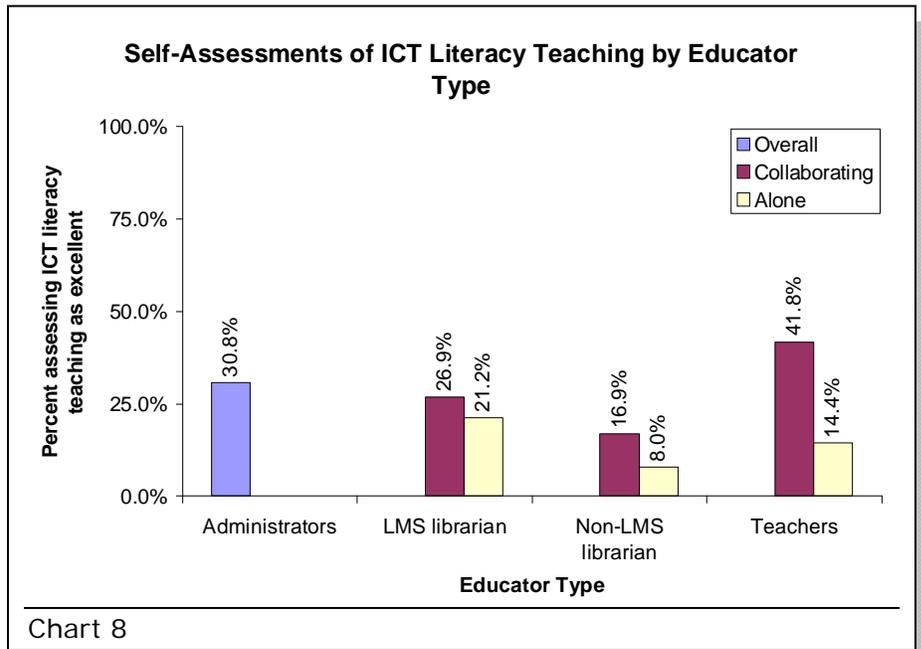


Chart 8

### Administrator Assessments of ICT Standards Teaching as Excellent or Good by Value of Librarian/Teacher Collaboration

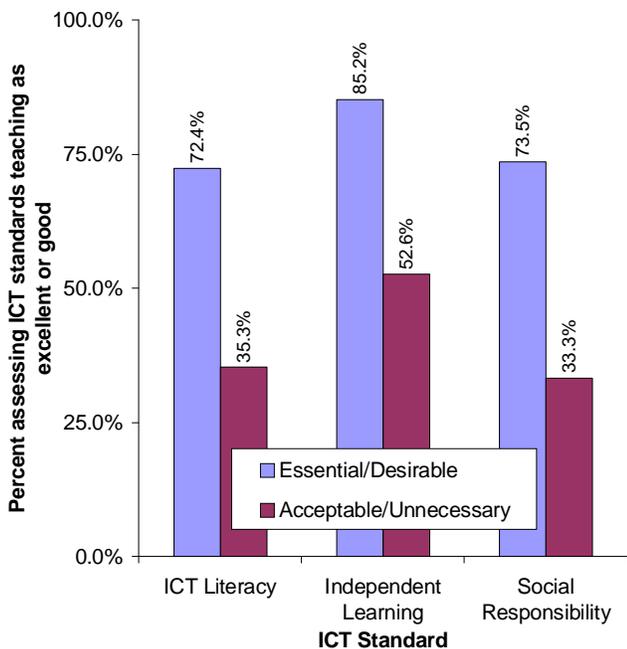


Chart 9

whether alone or in collaboration with teachers—they were twice as likely to assess their teaching as excellent when collaborating with a teacher. That level of confidence, however, was less than half that expressed by teachers when collaborating with librarians. LMS librarians rated their ICT literacy teaching as excellent more often than their non-LMS counterparts, whether teaching alone or in collaboration with teachers. Indeed, LMS librarians reported the smallest discrepancy in such ratings between solo and collaborative teaching. Notably, the self-assessments of collaborating LMS librarians were closest to the overall estimates of principals and other administrators. (See Chart 8.)

When administrators valued highly a variety of library-related practices, they were often at least twice as likely to rate the teaching of ICT standards highly.

Where administrators considered it essential or desirable for librarians and teachers to collaborate in the design and

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delivery of instruction, they were twice as likely to rate as excellent or good the teaching of ICT literacy and social responsibility. They were also more than half again as likely to rate the teaching of independent learning so highly. (See Chart 9).

Similarly, administrators were consistently more likely to rate ICT standards teaching as excellent, if they valued as essential several additional library-related practices, including:

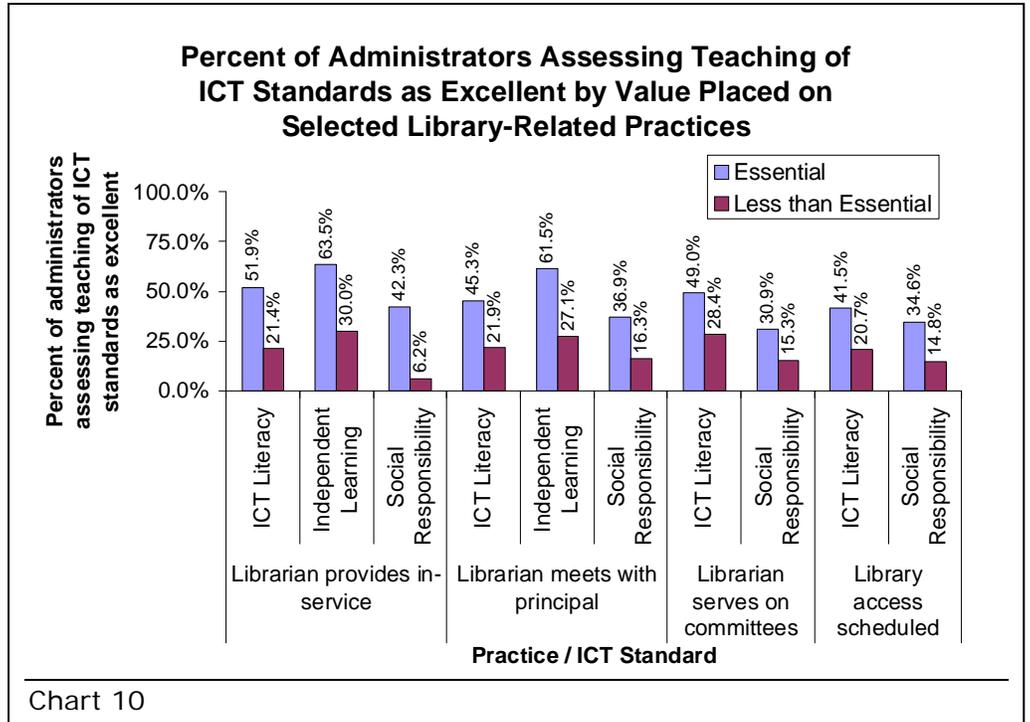


Chart 10

**Percent of Administrators Assessing Teaching of ICT Standards as Excellent by Value on Addressing Librarian's Role in Teacher Interviews**

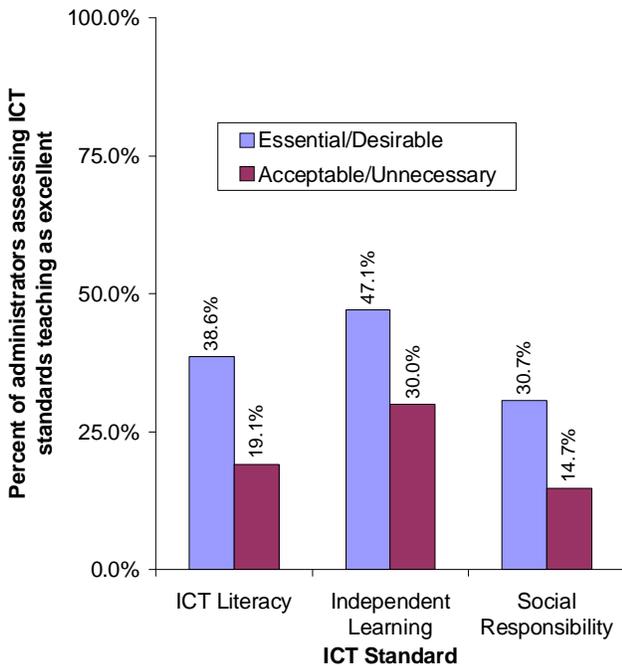


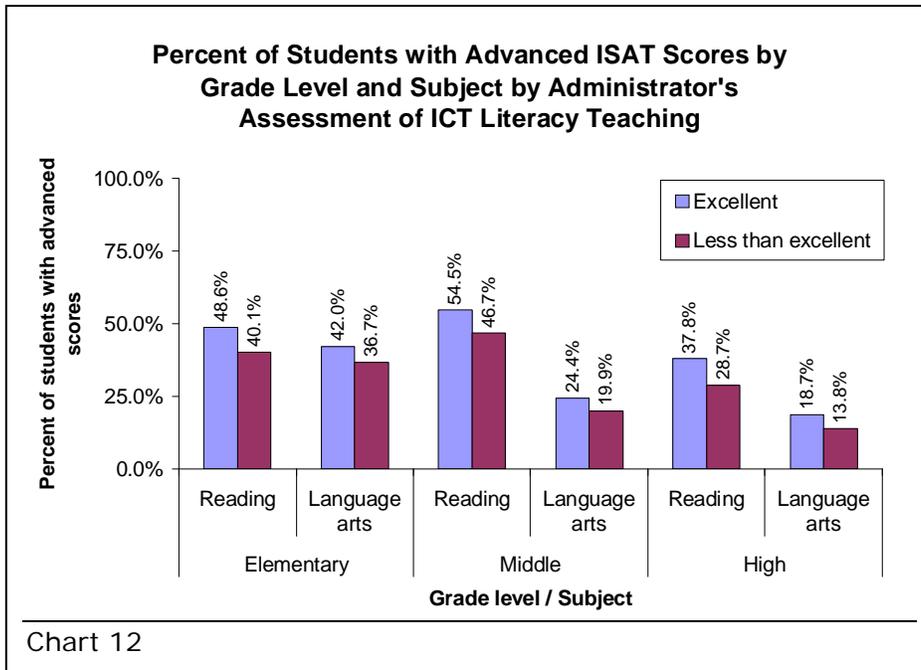
Chart 11

- librarians providing in-service professional development opportunities to teachers,
- librarians and principals meeting regularly,
- librarians serving on key school committees, and
- library access being scheduled flexibly. (See Chart 10.)

In addition, where administrators considered it essential or desirable to address the librarian's role in teacher interviews, they were more than twice as likely to rate as excellent the teaching of ICT literacy and social responsibility, and more than half again as likely to rate as excellent the teaching of independent learning. (See Chart 11.)

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Where principals and other administrators rated the teaching of ICT standards as excellent, students at all three grade levels—elementary, middle and high school—were consistently more likely to earn advanced scores on the ISAT reading and language arts tests. (See Chart 12.)

Notably, while the absolute differences between groups in Chart 12 are usually single-digit percentages, the proportional differences between groups are consistently into double

digits—as well as being higher at high school than elementary level. For instance, at the elementary level, 48.6% of students in schools rated excellent at ICT literacy teaching scored advanced on reading, compared to only 40.1% of students where ICT literacy teaching was rated lower. That is an absolute difference of more than 8%; but, a proportional difference of more than 21% ( $48.6 / 40.1 = 1.21$ ). Similarly, at the high school level, 18.7% of students in schools rated excellent at ICT literacy teaching scored advanced on language arts, compared to only 13.8% of students where ICT literacy teaching was rated lower. That is an absolute difference of less than 5%; but, a proportional difference of more than 35% ( $18.7 / 13.8 = 1.355$ ).

These findings underscore the importance of administrator support for strong school library programs. Administrators tended to assess the teaching of ICT standards more highly where they considered certain practices to be essential (or, in one case, at least desirable). Such practices include: flexibly scheduled access to the school library, instructional collaboration between librarians and teachers, librarians providing in-service opportunities to teachers, librarians serving on school committees, librarians and principals meeting regularly, and the librarian's role being addressed in teacher hiring interviews. In turn, where administrators self-assessed the teaching of ICT literacy as excellent, students were consistently more likely to earn advanced scores on the ISAT reading and language arts tests.

### Bottom Line

Where administrators value strong library programs and can see them doing their part for student success, students are more likely to thrive academically.

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### Recommendations

On the basis of the results across the three educator groups—librarians, teachers, and administrators—three major sets of recommendations can be offered.

■ **To encourage collaboration between librarians, teachers, and administrators:**

- Administrators should set the stage for effective collaborations by making it known that they expect it to be the norm.
- Administrators should meet regularly with their librarians.
- Administrators should address the librarian's role with prospective new teachers during hiring interviews.
- Teachers should turn to librarians as fellow instructors, especially for technology integration.
- Librarians should be receptive to teacher-initiated collaboration, especially invitations to teach or co-teach in classrooms.

■ **To improve access to instructional resources:**

- Administrators should make it school policy to schedule library access as flexibly as possible.
- Administrators should appoint librarians to school committees that will enable them to understand as fully as possible the instructional resource needs of their schools.
- Teachers should turn to librarians, not just as instructional support, but also as curricular/instructional resources managers and, where and as appropriate, as website managers and technology troubleshooters.
- Librarians should ensure that teachers have the instructional resources they need, both by providing such resources proactively and by responding to teacher requests.

■ **To improve the skills of teachers:**

- Administrators should foster the creation of schedules, facilities, and librarian-teacher relationships that enable librarians to be "resident" providers of in-service professional development to teachers.
- Teachers should turn to librarians as "resident" in-service providers.
- Librarians should be proactive in inviting teachers to in-service learning opportunities that might improve their information, communication and technology (ICT) skills.

#### **Bottom Line Recommendation**

Generally, almost all of these recommendations are demonstrably easier to fulfill when the library is staffed by a library media specialist.

If hiring an LMS for every school is at all feasible fiscally, steps should be taken to do so.

Otherwise, non-LMS librarians, their teachers, and their administrators should be encouraged to pursue academic courses and/or professional development opportunities that will better equip them all to ensure that their school libraries do as much as possible to foster student success.

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### Sample Success Stories

This is a sampling of the success stories that appear later in Sections 2, 3 and 4 of the report.

#### From a librarian

*A... success these past couple years is collaborating with teachers on technology integration. I have co-taught with a couple of social studies teachers on research projects where the information is presented on a wiki. The teachers were responsible for the content and I taught the research and wiki skills. The students were highly engaged in the projects and the teachers felt much more comfortable trying a new technology since I was the one responsible for that part of the assignment. This year I did a similar project with a health teacher and we added podcasts to the wiki. Again the teacher was responsible for teaching the content of the podcasts and I taught the students how to use the podcast software. The students loved making podcasts to present the information they had learned!*

- Library media specialist, junior high/middle school

#### From a teacher

*My students compete in National History Day every year. They not only need to use the usual resources of school library books, encyclopedias and internet searches, they need to find primary resources. Because of the efforts and forward thinking of our school librarian, we have access to an incredible lending library. Students can "borrow" books from practically any library in the U.S.! The librarian has also set up information services by subscribing to LiLI (Libraries Linking Idaho)...The skills my students learn from our librarian has enabled them to succeed in their research for the National History Day competition. They win regularly at the regional level, many times at the State level and every few years they make it to Washington D.C. to present their projects and research...*

-Teacher, a junior high school

#### From an administrator

*The media center specialist ... is an essential and integral part of our school. We work together in order to provide our students a successful library experience. Our students have library twice each week. The first visit consists of a lesson--related to media tasks, but also tied to instruction that is taking place in classrooms. During the second visit, students are invited to check out books and then read. .. I feel that we have a great partnership between the administration, teachers, and media specialist.*

- Principal, an elementary school

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### Chapter 1: Introduction

This study was contracted for by the Idaho Commission for Libraries and endorsed by the Idaho Department of Education. It was designed to explore the links between—on the one hand—the perceptions of school librarians, teachers, and administrators of their working relationships with each other, and—on the other hand—their self-assessments of the teaching of Information, Communication and Technology (ICT) standards and ISAT Reading and Language Arts scores.

#### Previous Research

Specific research about the role of principals and teachers in school library impact on student performance is sparse.

Past studies suggest that lack of common vision among education professionals about the role of the school library and librarian means that they cannot always work together effectively to ensure the library program contributes fully to the education of students.

Teachers' attitudes toward the school library and the librarian influence their use of the library and willingness to collaborate with the librarian. These attitudes often reflect the general professional atmosphere of the school. Greater teacher-librarian collaboration has been linked to higher student achievement and evidence suggests that schools with a strong cooperative atmosphere have teachers willing to include the librarian in collaborative efforts.

The principal sets the tone for collaboration and cooperation in a school. But research suggests that principals do not receive adequate training about how to maximize the contributions of their school libraries by encouraging a cooperative atmosphere, allocating adequate resources, setting staff schedules to facilitate collaboration between teachers and librarians, and offering staff development and training to support a collaborative atmosphere.

For a comprehensive review of this literature, consult the Indiana study report—**How Students, Teachers, and Principals Benefit from Strong School Libraries** (Lance, Rodney, and Russell, 2007—available online at: <http://www.ilfonline.org/index.php?src=gendocs&ref=AIMEStudyInformation&category=Units>).

For an up-to-the-minute meta-analysis of the past decade's school library impact studies, consult **Have, Halves, and Have-Nots: School Libraries and Student Achievement in California**, a recent University of North Texas doctoral dissertation (Achterman, 2008—available online at: [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 a more concise summary of recent impact studies, see **School Libraries Work!**, a regularly-updated research report published by Scholastic Library Publishing, 2008 (available online at: [http://www2.scholastic.com/content/collateral\\_resources/pdf/s/slw3\\_2008.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf)).

The present study most nearly resembles the above-mentioned Indiana study.

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### **ISAT Scores**

Relative student performance levels for elementary, middle, and high schools are represented by 2009 Reading and Language Arts scores for grades 3, 4, and 5; grades 7 and 8; and grade 10, respectively. Data on these scores were obtained from the Idaho State Department of Education. The analysis of ISAT scores focused on the relationships between those scores and the perceptions of libraries and librarians reported by librarians, teachers, and administrators. For purposes of this analysis, academic achievement was represented by the percentage of students in a school at a particular grade level who received advanced scores.

### **Surveys of Librarians, Teachers, & Administrators**

The Idaho Commission for Libraries asked individual librarians from Idaho schools statewide to nominate themselves, their principals and up to two (2) other administrators, and up to five (5) of their closest teacher colleagues for participation in a series of surveys during Spring 2009. Two-hundred eighty-five (285) librarians responded to that invitation, nominating themselves, their principals and other administrators, and one or more teachers.

#### ***Survey Content***

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Individuals in each of these three groups were invited to participate in surveys of librarians, teachers, and administrators, as appropriate.

Librarians were asked to report:

- their highest degree, year received, and years of experience in K-12 education and as librarians;
- the roles they believe their administrators expect them to play, and their teachers perceive them to be playing;
- how often they engage in selected library-related activities; and
- self-assessments of how well they integrate ICT standards into their teaching, both when teaching alone and when collaborating with classroom teachers.

Teachers were asked to report:

- their highest degree, year received, and years of experience in K-12 teaching;
- Sources of learning about libraries and librarians
- the roles they perceive librarians to be playing in their schools;
- how often they engage in selected library-related activities; and
- self-assessments of how well they integrate ICT standards into their teaching, both when teaching alone and when collaborating with a librarian.

Administrators were asked to indicate:

- their highest degree, year received, and their years of experience in K-12 education and as administrators;
- Sources of learning about libraries and librarians
- the desired roles of librarians at their schools or in their districts,
- how much they value selected library-related practices, and
- how well they believe ICT standards are integrated into teaching in their schools.

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### *ICT Standards*

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The three ICT standards referenced in the surveys were ICT literacy, independent learning, and social responsibility, defined as follows:

- ICT literacy: Students are taught to identify information needs and to access, evaluate, manage, integrate, create, and communicate information.
- Independent learning: Students are taught to pursue information related to their personal interests, to appreciate literature and other creative expression, and to generate knowledge.
- Social responsibility: Students are taught to recognize the importance of information in a democratic society, practice ethical behavior in regard to information and technology, and to share information and collaborate in its use in groups.

These statements are consistent with a number of recent documents informing the development of ICT standards, including

- American Association of School Librarians: *Standards for 21<sup>st</sup> Century Learners* (available at: <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>)
- International Society for Technology in Education: *National Educational Technology Standards* (available at: <http://www.iste.org/AM/Template.cfm?Section=NETS>)
- The Big6 Information and Technology Skills for Student Achievement (available at: <http://www.big6.com/what-is-the-big6/>)

The work of the Idaho Library Association's School Library Media Task Force to develop Idaho ICT standards has been informed by these other documents as well as the last decade of research about school library impact on academic achievement of students. That research is summarized in Scholastic Library Publishing's research report, **School Libraries Work!** (see earlier link). Notably, the work of this Idaho task force has overlapped with this study. Thus, it was necessary to rely upon these documents in defining ICT standards.

Usable responses to these three surveys were received from 238 librarians, 668 teachers, and 174 administrators. Notably, this survey was not selected randomly. It is, therefore, a non-probability sample whose representativeness of the universes of librarians, teachers, and administrators in Idaho public schools cannot be known. Random sampling was not practical for this phase of this study, because it was necessary to ask librarian respondents if they are credentialed by the state as library media specialists (LMSs), and to ask them to identify principals, other administrators, and teachers with whom they work sufficiently closely that those individuals would be likely to respond to the surveys and could provide meaningful responses. Thus, this self-selected sample is necessarily biased toward librarians, teachers, and administrators who have at least some experience working closely together—an underlying assumption of the questions being asked.

### **Statistical Analysis**

Three statistical procedures were utilized to analyze these data.

First, simple frequencies—numbers and percentages of cases giving each possible response—were determined for each question.

Second, responses to each question were cross-tabulated with selected potential predictors of the answer to the question. For example, administrators' self-assessments of ICT

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standards teaching in their schools or districts were cross-tabulated with their answers to questions about what they value in a school library program. Pearson's chi-square was calculated for each of these cross-tabulation tables to determine if there was a statistically significant difference between the response from one group and another (e.g., administrators who valued collaboration between librarians and teachers in designing and delivering instruction as essential versus those who valued it as less than essential).

A third type of analysis was employed to get a sense of how much difference can be made in students' ISAT scores by how administrators and teachers interact with and are perceived by their libraries and librarians, and how librarians interact with and believe they are perceived by their educator colleagues. Comparison-of-means analysis was utilized to measure differences in test performance between schools where members of these three groups expressed different perceptions. Based on those perceptions of libraries and librarians, participating schools were divided into two groups. (Example: Schools where administrators expressed the belief that flexibly scheduled access to school libraries is essential versus schools where administrators reported considering such access only desirable or acceptable, or even unnecessary.) Then, the percentage of students with advanced scores was averaged for each group, and the difference was subjected to a statistical test (the t test) to determine if that difference is statistically significant (i.e., non-random).

In the tables about ISAT scores, two differences are reported: the absolute difference (simply labeled "difference") and the proportional difference. To understand the distinction, consider a case where the two percentages of students earning advanced ISAT scores are 20% and 30%. The absolute difference between the two is 10%; but, the proportional difference is 50% (30 minus 20 equals 10, and 10 is half of 20). Talking at both such differences is important, though potentially confusing or counter-intuitive when the original figures are percentages themselves. The reader is advised to be aware of this distinction throughout the report. (Note that, in the tables about ISAT scores, the proportional difference is calculated based on the displayed number of decimal places in the two means and the difference.)

For cross-tabulation and comparison-of-means analyses, the usual standards of statistical significance were utilized. In cross-tabulation tables, significance levels are reported in footnotes. In comparison-of-means tables, a single asterisk indicates that a finding is significant at the .05 level, while two asterisks indicate significance at the .01 level. Simply put, these "p" figures indicate that there are fewer than five and one chances, respectively, out of 100 that different findings would have resulted from a different sample.

Generally, for the sake of brevity and clarity, only consistent and statistically significant findings are reported. No findings are omitted because they were statistically or substantively negative. In fact, contradictory findings are addressed.

## **Chapter 2: Librarians**

This chapter reports on responses to the librarian survey, how those responses were related to librarians' self-assessments of their ICT standards teaching (both alone and with teachers), and how those responses were related to ISAT reading and language arts scores at each grade level.

### **Responses to the Librarian Survey**

There were 238 usable responses to the librarian survey. Of that number, 146 came from individuals with the title Library Media Specialist or Library Media Generalist (hereafter LMS). The remaining 92 was comprised of individuals with the title library aide, teacher aide, or teacher. (Note: A particular individual may be represented more than once in those figures, if they responded for more than one school.) An analysis of the survey responses for these two groups—LMSs and non-LMSs—revealed many dramatic differences in their answers to the questions.

#### ***Highest Degree & Years of Experience***

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Of the 238 respondents to the librarian survey, nine out of 10 with master's degrees (90.5%) were LMSs, and two-thirds of those with bachelor's degrees (68.7%) were LMSs. LMSs tended to earn their highest degrees more recently than non-LMSs (averages 1987 and 1980, respectively), and to have more experience in K-12 education (1988 and 1994) and libraries (1996 and 1999).

#### ***Library-Related Activities***

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While the frequency of at-least-weekly visits on a flexible schedule varied little between LMSs and non-LMSs (76.7% vs. 79.3%, respectively), the incidence of at-least-weekly class visits on a fixed schedule was dramatically different (58.9% vs. 82.6%)

All of the other at-least-weekly activities reported by librarians were more likely to be reported by LMS than non-LMS librarians:

- Classroom teachers accompany and remain with their students in the library (49.3% vs. 41.3%)
- I pro-actively provide classroom teachers with resources useful in instructional design (37.0% vs. 30.4%)
- Classroom teachers ask me for resources needed to design a unit of instruction (35.6% vs. 21.7%)
- I initiate collaboration with teachers to design and deliver instruction together (9.6% vs. 3.3%)
- Classroom teachers initiate collaboration with me to design and deliver instruction together (7.5% vs. 2.2%)
- Classroom teachers ask me for help in learning new information-seeking skills (11.6% vs. 4.3%)
- I provide opportunities to learn new information-seeking skills and invite teachers to participate in them (11.6% vs. 3.3%)

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Notably, while the percentages for both groups were relatively low for items related to collaboration with teachers and teaching them new information-seeking skills, LMSs were usually about three times as likely as their non-LMS counterparts to report those activities.

By far the most dramatic difference between the LMS and non-LMS respondents was when they were asked how often they are invited to teach or co-teach in classrooms by teachers. Almost 47 percent (46.6%) of LMSs and an overwhelming 76.1% of non-LMSs reported that this happened rarely or never.

**Table 1. Frequency of Library-Related Activities Reported by Librarians Credentialed as Library Media Specialists**

Activity Reported by LMS Librarian		Frequency of Activity Reported by LMS				
		At Least Weekly	At Least Monthly	At Least Once per Semester	At Least Annually	Rarely or Never
Classes visit the library on a fixed schedule	Number	86	8	7	5	40
	Percent	58.9	5.5	4.8	3.4	27.4
Classes and/or students visit the library on a flexible schedule	Number	112	14	14	3	3
	Percent	76.7	9.6	9.6	2.1	2.1
Classroom teachers accompany and remain with their students in the library	Number	72	14	10	3	47
	Percent	49.3	9.6	6.8	2.1	32.2
I am invited to teach or co-teach in classrooms by teachers	Number	8	24	33	13	68
	Percent	5.5	16.4	22.6	8.9	46.6
I pro-actively provide classroom teachers with resources useful in instructional design	Number	54	55	20	11	6
	Percent	37.0	37.7	13.7	7.5	4.1
Classroom teachers ask me for resources needed to design a unit of instruction	Number	52	56	24	9	5
	Percent	35.6	38.4	16.4	6.2	3.4
I initiate collaboration with teachers to design and deliver instruction together	Number	14	36	35	17	44
	Percent	9.6	24.7	24.0	11.6	30.1
Classroom teachers initiate collaboration with me to design and deliver instruction together	Number	11	24	44	19	48
	Percent	7.5	16.4	30.1	13.0	32.9
Classroom teachers ask me for help in learning new information-seeking skills	Number	17	46	32	26	25
	Percent	11.6	31.5	21.9	17.8	17.1
I provide opportunities to learn new info-seeking skills and invite teachers to participate in them	Number	17	42	26	34	27
	Percent	11.6	28.8	17.8	23.3	18.5

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**Table 2. Frequency of Library-Related Activities Reported by Librarians Not Credentialed as Library Media Specialists**

Activity Reported by Non-LMS Librarian		Frequency of Activity Reported by Non-LMS				
		At Least Weekly	At Least Monthly	At Least Once per Semester	At Least Annually	Rarely or Never
Classes visit the library on a fixed schedule	Number	76	4	2	0	10
	Percent	82.6	4.3	2.2	0.0	10.9
Classes and/or students visit the library on a flexible schedule	Number	73	8	4	2	5
	Percent	79.3	8.7	4.3	2.2	5.4
Classroom teachers accompany and remain with their students in the library	Number	38	3	2	5	44
	Percent	41.3	3.3	2.2	5.4	47.8
I am invited to teach or co-teach in classrooms by teachers	Number	7	0	3	12	70
	Percent	7.6	0.0	3.3	13.0	76.1
I pro-actively provide classroom teachers with resources useful in instructional design	Number	28	27	19	9	9
	Percent	30.4	29.3	20.7	9.8	9.8
Classroom teachers ask me for resources needed to design a unit of instruction	Number	20	34	16	8	14
	Percent	21.7	37.0	17.4	8.7	15.2
I initiate collaboration with classroom teachers to design and deliver instruction together	Number	3	9	12	10	58
	Percent	3.3	9.8	13.0	10.9	63.0
Classroom teachers initiate collaboration with me to design and deliver instruction together	Number	2	10	15	11	54
	Percent	2.2	10.9	16.3	12.0	58.7
Classroom teachers ask me for help in learning new information-seeking skills	Number	4	13	15	20	40
	Percent	4.3	14.1	16.3	21.7	43.5
I provide learning opportunities about new information-seeking skills and invite teachers to participate in them	Number	3	11	14	20	44
	Percent	3.3	12.0	15.2	21.7	47.8

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#### ***Principal's & Teacher's Perception of Librarian Roles Attributed by Librarians***

Librarians were asked whether or not they believe their principals perceive them in selected roles. Differences between LMS and non-LMS respondents were extremely dramatic.

Compared with their non-LMS counterparts, LMS librarians were

- more than six times as likely to report believing their principals perceive them as in-service professional development providers (27.4% vs. 4.3%);
- about three times as likely to report believing their principals perceive them as administrators (21.9% vs. 7.6%) and technology instructors (30.1% vs. 9.8%);
- about twice as likely to report believing their principals perceive them as teachers (56.8% vs. 32.6%), web site managers (22.6% vs. 10.9%), technology troubleshooters (37.0% vs. 17.4%), and school leaders (46.6% vs. 23.9%); and
- more likely to report believing their principals perceive them as curriculum designers (13.0% vs. 8.7%) and curricular/instructional resources manager (39.0% vs. 25.0%).

Notably, the most popular role reported by LMSs was instructional support (85.6%), while the most popular role for non-LMSs was reading motivator (79.3)—although on this role there was a virtual tie with LMSs (79.5%). There was also little difference between LMS and non-LMS responses for tutor of at-risk students (27.4% vs. 25.0%, respectively).

**Table 3. Principal's Perception of Librarian Roles Attributed by LMS and Non-LMS Librarians**

Role	Principal's Perception of Librarian Role Attributed by Librarian			
	LMS		Non-LMS	
	Number	Percent	Number	Percent
Curriculum designer	19	13.0	8	8.7
Instructional support*	125	85.6	63	68.5
Teacher*	83	56.8	30	32.6
In-service professional development provider*	40	27.4	4	4.3
Reading motivator	116	79.5	73	79.3
Tutor of at-risk students	40	27.4	23	25.0
Curricular/instructional resources manager*	57	39.0	23	25.0
Administrator*	32	21.9	7	7.6
Web site manager*	33	22.6	10	10.9
Technology instructor*	44	30.1	9	9.8
Technology troubleshooter*	54	37.0	16	17.4
School leader*	68	46.6	22	23.9

\* indicates a chi-square significance of less than 0.055

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Librarians were also asked whether or not they believe teachers with whom they work most closely perceive them in the same roles. Differences in LMS and non-LMS responses were very similar to those for anticipated principal perceptions. In this case, however, reading motivator was the leading role for both LMSs and non-LMSs (88.4% and 89.1%, respectively), followed very closely by instructional support (87.7% and 85.9%). The most dramatic difference to responses about principal perceptions was on in-service professional development provider: LMSs were nine times as likely as non-LMSs to attribute this perception of the librarian’s role to teachers (28.8% vs. 3.3%).

**Table 4. Teacher’s Perception of Librarian Roles Attributed by LMS and Non-LMS Librarians**

Role	Teacher’s Perception of Librarian Role Attributed by Librarian			
	LMS		Non-LMS	
	Number	Percent	Number	Percent
Curriculum designer*	32	21.9	10	10.9
Instructional support	128	87.7	79	85.9
Teacher*	87	59.6	32	34.8
In-service professional development provider*	42	28.8	3	3.3
Reading motivator	129	88.4	82	89.1
Tutor of at-risk students	44	30.1	28	30.4
Curricular/instructional resources manager*	74	50.7	30	32.6
Administrator*	30	20.5	6	6.5
Web site manager*	40	27.4	9	9.8
Technology instructor*	63	43.2	14	15.2
Technology troubleshooter*	84	57.5	32	34.8
School leader	64	43.8	23	25.0

\* indicates a chi-square significance of less than 0.055

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***Librarian’s Self-Assessment of ICT Standards Teaching***

When librarians were asked to assess their own solo teaching of ICT standards, LMSs were almost three times more likely than non-LMSs to rate themselves excellent (21.2% vs. 8.0%). LMSs were also about half again as likely as non-LMSs to rate themselves excellent at teaching independent learning (33.8% vs. 19.4%) and social responsibility (25.8% vs. 15.3%).

**Table 5. LMS Librarian’s Self-Assessment of ICT Standards Teaching When Teaching Alone**

Standard		How Well LMS Feels ICT Standards Addressed When Teaching Alone			
		Excellent	Good	Fair	Poor
ICT literacy	Number	25	71	21	1
	Percent	21.2	60.2	17.8	0.8
Independent learning	Number	44	76	10	0
	Percent	33.8	58.5	7.7	0.0
Social responsibility	Number	32	68	20	4
	Percent	25.8	54.8	16.1	3.2

**Table 6. Non-LMS Librarian’s Self-Assessment of ICT Standards Teaching When Teaching Alone**

Standard		How Well Non-LMS Feels ICT Standards Addressed When Teaching Alone			
		Excellent	Good	Fair	Poor
ICT literacy	Number	4	30	15	1
	Percent	8.0	60.0	30.0	2.0
Independent learning	Number	13	42	10	2
	Percent	19.4	62.7	14.9	3.0
Social responsibility	Number	9	35	14	1
	Percent	15.3	59.3	23.7	1.7

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When asked to rate collaborative teaching of ICT standards with classroom teachers, LMS and non-LMS differences were less dramatic. LMSs were more likely than non-LMSs to rate as excellent their teaching of ICT literacy (26.9% vs. 16.9%). Differences on independent learning (30.3% vs. 27.7%) and social responsibility (25.2% vs. 21.3%) were even less dramatic, though consistent in the higher self-assessments of LMSs over non-LMS librarians.

**Table 7. LMS Librarian’s Self-Assessment of ICT Standards Teaching When Teaching With Teachers**

Standard		How Well LMS Feels ICT Standards Addressed When Teaching With Teachers			
		Excellent	Good	Fair	Poor
ICT literacy	Number	32	73	13	1
	Percent	26.9	61.3	10.9	0.8
Independent learning	Number	37	69	16	0
	Percent	30.3	56.6	13.1	0.0
Social responsibility	Number	30	67	21	1
	Percent	25.2	56.3	17.6	0.8

**Table 8. Non-LMS Librarian’s Self-Assessment of ICT Standards Teaching When Teaching With Teachers**

Standard		How Well Non-LMS Feels ICT Standards Addressed When Teaching With Teachers			
		Excellent	Good	Fair	Poor
ICT literacy	Number	10	39	8	2
	Percent	16.9	66.1	13.6	3.4
Independent learning	Number	18	39	8	0
	Percent	27.7	60.0	12.3	0.0
Social responsibility	Number	13	38	9	1
	Percent	21.3	62.3	14.8	1.6

Two teachers co-taught with me this year using subscription databases for on-going current events assignments in their classrooms. At the beginning of the year the teachers and students came to the library to learn subscription databases and Boolean search techniques. It was very powerful for the students (and teachers) to see the world news resources available through our LiLI databases and their currency (updated a number of times a day even as the students were searching and reading). It was especially powerful for the dual immersion students since they were looking for news resources published in Spanish speaking countries in Spanish. There were many oohs and aahs as they found information from around the world, almost like watching a fireworks display!

-Library media specialist, junior high/middle school

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**LMS Librarian Predictors of Self-Assessment of ICT Standards Teaching**

Preliminary analysis of librarian survey responses indicated no substantive, consistent, and significant relationships between the beliefs and perceptions of all librarians and their self-assessments of their ICT standards teaching. Accordingly, the next step in this study was to consider how the beliefs and perceptions of LMS librarians relate to their self-assessments of their ICT standards teaching. Thus the following results are derived from the responses of LMS librarians only.

***Library-Related Activities Reported by LMS Librarians***

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LMSs who reported more frequent fixed-schedule class visits were half as likely as those who reported less reliance on fixed schedules to rate their own ICT literacy teaching as excellent (14.6% vs. 36.1%, respectively).

**Table 9. LMS Librarian’s Self-Assessment of Own Teaching of ICT Literacy (Without Teachers) by Frequency of Class Visits to Library on Fixed Schedule**

Class Visits to Library on Fixed Schedule	Librarian’s Self-Assessment of Own Teaching of ICT Literacy		Total
	Excellent	Less Than Excellent	
At least once per semester	12 (14.6)	70 (85.4)	82 (100.0)
Less than once per semester	13 (36.1)	23 (63.9)	36 (100.0)
<b>Total</b>	<b>25 (21.2)</b>	<b>93 (78.8)</b>	<b>118 (100.0)</b>

<sup>1</sup>Chi-square = 6.911, p = .009

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LMSs who reported more frequent teacher-accompanied student visits to the library were likelier than those who reported fewer such visits to rate themselves as excellent at teaching ICT literacy (28.4% vs. 5.4%), independent learning (40.0% vs. 22.2%), and social responsibility (32.5% vs. 12.2%).

**Table 10. LMS Librarian’s Self-Assessment of Own Teaching of ICT Literacy (Without Teachers) by Frequency of Teacher-Accompanied Student Visits to Library**

Teacher-Accompanied Student Visits to Library	Librarian’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
At least once per semester	23 (28.4)	58 (71.6)	81 (100.0)
Less than once per semester	2 (5.4)	35 (94.6)	37 (100.0)
<b>Total</b>	<b>25 (21.2)</b>	<b>93 (78.8)</b>	<b>118 (100.0)</b>
Librarian’s Self-Assessment of Own Teaching of Independent Learning <sup>2</sup>			Total
At least once per semester	34 (40.0)	51 (60.0)	85 (100.0)
Less than once per semester	10 (22.2)	35 (77.8)	45 (100.0)
<b>Total</b>	<b>44 (33.8)</b>	<b>86 (66.2)</b>	<b>130 (100.0)</b>
Librarian’s Self-Assessment of Own Teaching of Social Responsibility <sup>3</sup>			Total
At least once per semester	27 (32.5)	56 (67.5)	83 (100.0)
Less than once per semester	5 (12.2)	36 (87.8)	41 (100.0)
<b>Total</b>	<b>32 (25.8)</b>	<b>92 (74.2)</b>	<b>124 (100.0)</b>

<sup>1</sup>Chi-square = 8.039, p = .005

<sup>2</sup>Chi-square = 4.153, p = .042

<sup>3</sup>Chi-square = 5.927, p = .015

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LMS librarians who reported teachers inviting them to teach or co-teach in the classroom more frequently were significantly more likely than those receiving less frequent invitations to rate as excellent their own solo teaching of ICT literacy (31.0% vs. 11.7%) and social responsibility (35.6% vs. 16.9%) as well as their collaborative teaching of social responsibility (33.3% vs. 16.9%).

**Table 11. LMS Librarian’s Self-Assessment of Teaching of ICT Standards by Frequency of Teachers Inviting Librarian to Teach/Co-Teach in Classroom**

Teachers Invite Librarian to Classroom	Librarian’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
At least once per semester	18 (31.0)	40 (69.0)	58 (100.0)
Less than once per semester	7 (11.7)	53 (83.3)	60 (100.0)
<b>Total</b>	<b>25 (21.2)</b>	<b>93 (78.8)</b>	<b>118 (100.0)</b>
	Librarian’s Self-Assessment of Own Teaching of Social Responsibility <sup>2</sup>		Total
At least once per semester	21 (35.6)	38 (64.4)	59 (100.0)
Less than once per semester	11 (16.9)	54 (83.1)	65 (100.0)
<b>Total</b>	<b>32 (25.8)</b>	<b>92 (74.2)</b>	<b>124 (100.0)</b>
	Librarian’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
At least once per semester	20 (33.3)	40 (66.7)	60 (100.0)
Less than once per semester	10 (16.9)	49 (83.1)	59 (100.0)
<b>Total</b>	<b>30 (25.2)</b>	<b>89 (74.8)</b>	<b>119 (100.0)</b>

<sup>1</sup>Chi-square = 6.625, p = .010

<sup>2</sup>Chi-square = 5.630, p = .018

<sup>3</sup>Chi-square = 4.235, p = .040

LMS librarians who pro-actively provide instructional design resources to teachers more frequently were overwhelmingly more likely than those who offer resources less frequently to rate as excellent their own ICT literacy teaching. Indeed, while more than a quarter (27.8%) of more frequent resource providers rated themselves as excellent, none of those who offer resources less frequently rated themselves so highly.

**Table 12. LMS Librarian’s Self-Assessment of Own Teaching of ICT Literacy (Without Teachers) by Frequency of Librarian Proactively Providing Instructional Design Resources to Teachers**

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<b>Librarian Pro-actively Provides Resources to Teachers</b>	<b>Librarian's Self-Assessment of Own Teaching of ICT Literacy<sup>1</sup></b>		<b>Total</b>
	<b>Excellent</b>	<b>Less Than Excellent</b>	
<b>At least once per semester</b>	<b>30 (27.8)</b>	<b>78 (72.2)</b>	<b>108 (100.0)</b>
<b>Less than once per semester</b>	<b>0 (0.0)</b>	<b>11 (100.0)</b>	<b>11 (100.0)</b>
<b>Total</b>	<b>30 (25.2)</b>	<b>89 (75.8)</b>	<b>119 (100.0)</b>

<sup>1</sup>Chi-square = 4.086, p = .043

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LMS librarians who reported initiating collaboration with teachers more frequently were more likely than less frequent collaboration-initiators to rate as excellent their ICT literacy teaching—both solo (29.1% vs. 5.1%) and in collaboration with teachers (32.5% vs. 13.9%).

**Table 13. LMS Librarian’s Self-Assessment of Own Teaching of ICT Literacy (With & Without Teachers) by Frequency of Librarian Initiating Collaboration With Teachers**

Librarian Initiates Collaboration with Teacher	Librarian’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
At least once per semester	23 (29.1)	56 (70.9)	79 (100.0)
Less than once per semester	2 (5.1)	37 (94.9)	39 (100.0)
<b>Total</b>	<b>25 (21.2)</b>	<b>93 (78.8)</b>	<b>118 (100.0)</b>
	Librarian’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>2</sup>		Total
	Excellent	Less Than Excellent	
At least once per semester	27 (32.5)	56 (67.5)	83 (100.0)
Less than once per semester	5 (13.9)	31 (86.1)	36 (100.0)
<b>Total</b>	<b>32 (26.9)</b>	<b>87 (73.1)</b>	<b>119 (100.0)</b>

<sup>1</sup>Chi-square = 8.996, p = .003

<sup>2</sup>Chi-square = 4.438, p = .035

Similarly, LMS librarians with whom teachers initiate collaboration more frequently were more likely than less frequent beneficiaries of collaboration overtures to rate as excellent their own teaching of ICT literacy (27.8% vs. 10.9%).

**Table 14. LMS Librarian’s Self-Assessment of Own Teaching of ICT Literacy (Without Teachers) by Frequency of Teachers Initiating Collaboration With Librarian**

Teachers Initiate Collaboration with Librarian	Librarian’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
At least once per semester	20 (27.8)	52 (72.2)	72 (100.0)
Less than once per semester	5 (10.9)	41 (89.1)	46 (100.0)
<b>Total</b>	<b>25 (21.2)</b>	<b>93 (78.8)</b>	<b>118 (100.0)</b>

<sup>1</sup>Chi-square = 4.806, p = .028

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LMS librarians who provide more frequent opportunities to learn new information-skills for teachers (and invite them to attend) were more likely than those who provide such opportunities less frequently to rate as excellent their own teaching of ICT literacy (26.7% vs. 11.6%, respectively).

**Table 15. LMS Librarian’s Self-Assessment of Own Teaching of ICT Literacy (Without Teachers) by Frequency of Librarian Providing Learning Opportunities About New Information-Seeking Skills for Teachers**

Librarian Provides Information Skills Learning Opportunities for Teachers	Librarian’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
At least once per semester	20 (26.7)	55 (73.3)	75 (100.0)
Less than once per semester	5 (11.6)	38 (88.4)	43 (100.0)
<b>Total</b>	<b>25 (21.2)</b>	<b>93 (78.8)</b>	<b>118 (100.0)</b>

<sup>1</sup>Chi-square = 3.702, p = .054

***LMS Librarian Roles Perceived by Teachers and Principal Attributed by Librarian***

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LMS librarians who believe their teachers perceive them as curriculum designers were more than twice as likely as those who do not share that belief to rate as excellent their own teaching of ICT literacy (46.7% vs. 20.2%, respectively).

*Curriculum Designer*

**Table 16. LMS Librarian’s Self-Assessment of Collaborative Teaching of ICT Literacy by Librarian’s Belief Teachers Perceive Librarian as Curriculum Designer**

Librarian Believes Teachers Perceive as Curriculum Designer	Librarian’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	14 (46.7)	16 (53.3)	30 (100.0)
No	18 (20.2)	71 (79.8)	89 (100.0)
<b>Total</b>	<b>32 (26.9)</b>	<b>87 (73.1)</b>	<b>119 (100.0)</b>

<sup>1</sup>Chi-square = 7.980, p = .005

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### *In-Service Professional Development Provider*

LMS librarians who believe their teachers perceive them as in-service professional development providers were about twice as likely as those who do not share that belief to rate as excellent their own teaching of ICT literacy (35.0% vs. 14.1%, respectively) as well as their collaborative teaching of ICT literacy (39.0% vs. 20.5%) and independent learning (46.2% vs. 22.9%).

**Table 17. LMS Librarian’s Self-Assessment of Teaching of ICT Literacy by Librarian’s Belief Teachers Perceive Librarian as In-Service Professional Development Provider**

Librarian Believes Teachers Perceive as In-Service Professional Development Provider	Librarian’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	14 (35.0)	26 (65.0)	40 (100.0)
No	11 (14.1)	67 (85.9)	78 (100.0)
<b>Total</b>	<b>25 (21.2)</b>	<b>93 (78.8)</b>	<b>118 (100.0)</b>
	Librarian’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>2</sup>		Total
Yes	16 (39.0)	25 (61.0)	
No	16 (20.5)	62 (79.5)	78 (100.0)
<b>Total</b>	<b>32 (26.9)</b>	<b>87 (73.1)</b>	<b>119 (100.0)</b>
	Librarian’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>3</sup>		Total
Yes	18 (46.2)	21 (53.8)	
No	19 (22.9)	64 (77.1)	83 (100.0)
<b>Total</b>	<b>37 (30.3)</b>	<b>85 (69.7)</b>	<b>122 (100.0)</b>

<sup>1</sup>Chi-square = 6.915, p = .009

<sup>2</sup>Chi-square = 4.684, p = .030

<sup>3</sup>Chi-square = 6.795, p = .009

To help a history teacher with a class project I developed a link to the library webpage that listed books, database articles and websites. I made folders for the topics the teacher selected for student projects and filled them with additional information to supplement the webpage. I gave all the information to the teacher for his use and showed him how to access the webpage. The books listed on the webpage were checked out to the teacher for a week and then left in the library on reserve for his students to use. He used the information I gathered for the students to use in their individual class projects. The library was overbooked with other classes, but this worked very well in giving students access to information without having to physically be in the library.

- Library media specialist, a high school

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*Tutor of At-Risk Students*

LMS librarians who believe their principals perceive them as tutors of at-risk students were almost twice as likely as those who do not share that belief to rate as excellent their own teaching of independent learning (47.2% vs. 28.7%, respectively) as well as their collaborative teaching of ICT literacy (38.9% vs. 21.7%) and social responsibility (37.8% vs. 19.5%).

**Table 18. LMS Librarian’s Self-Assessment of Teaching of ICT Standards by Librarian’s Belief Principal Perceives Librarian as Tutor of At-Risk Students**

Librarian Believes Principal Perceives as Tutor of At-Risk Students	Librarian’s Self-Assessment of Own Teaching of Independent Learning <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	17 (47.2)	19 (52.8)	36 (100.0)
No	27 (28.7)	67 (71.3)	94 (100.0)
<b>Total</b>	<b>44 (33.8)</b>	<b>86 (66.2)</b>	<b>130 (100.0)</b>
	Librarian’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>2</sup>		Total
Yes	14 (38.9)	22 (61.1)	36 (100.0)
No	18 (21.7)	65 (78.3)	83 (100.0)
<b>Total</b>	<b>32 (26.9)</b>	<b>87 (73.1)</b>	<b>119 (100.0)</b>
	Librarian’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
Yes	14 (37.8)	23 (62.2)	37 (100.0)
No	16 (19.5)	66 (80.5)	82 (100.0)
<b>Total</b>	<b>30 (25.2)</b>	<b>89 (74.8)</b>	<b>119 (100.0)</b>

<sup>1</sup>Chi-square = 3.978, p = .046

<sup>2</sup>Chi-square = 3.779, p = .052

<sup>3</sup>Chi-square = 4.541, p = .033

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LMS librarians who believe their teachers perceive them as tutors of at-risk students were about twice as likely as those who do not share that belief to rate as excellent their own teaching of independent learning (32.4% vs. 16.0%, respectively). They were also more than twice as likely to rate as excellent their collaborative teaching of ICT literacy (42.1% vs. 19.8%) and social responsibility (47.4% vs. 14.8%).

**Table 19. LMS Librarian’s Self-Assessment of Teaching of ICT Standards by Librarian’s Belief Teachers Perceive Librarian as Tutor of At-Risk Students**

Librarian Believes Teachers Perceive as Tutor of At-Risk Students	Librarian’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	12 (32.4)	25 (67.6)	37 (100.0)
No	13 (16.0)	68 (84.0)	81 (100.0)
<b>Total</b>	<b>25 (21.2)</b>	<b>93 (78.8)</b>	<b>118 (100.0)</b>
	Librarian’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>2</sup>		Total
Yes	16 (42.1)	22 (57.9)	38 (100.0)
No	16 (19.8)	65 (80.2)	81 (100.0)
<b>Total</b>	<b>32 (26.9)</b>	<b>87 (73.1)</b>	<b>119 (100.0)</b>
	Librarian’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
Yes	18 (47.4)	20 (52.6)	38 (100.0)
No	12 (14.8)	69 (85.2)	81 (100.0)
<b>Total</b>	<b>30 (25.2)</b>	<b>89 (74.8)</b>	<b>119 (100.0)</b>

<sup>1</sup>Chi-square = 4.083, p = .043

<sup>2</sup>Chi-square = 6.573, p = .010

<sup>3</sup>Chi-square = 14.538, p = .000

...I weekly do a story time for the K-3rd graders, and have an educational program with the 4-6th graders where we rotate yearly between US History, Humanities, and Explorers/Inventors. The teachers love it because it reinforces areas that they feel they have to quickly glide through, (and) subjects (that) students aren't exposed to at all. I incorporate books available from the library, computer skills, art projects, and I believe (in) fun in learning! I love feeding curiosity. I am aware of every elementary student's reading level and work with teachers to improve those, and communicate w/teachers about at-risk students...

- Library media specialist, a K-12 school

## Idaho School Library Impact Study – 2009:

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### *Curricular/ Instructional Resources Manager*

LMS librarians who believe their principals perceive them as curricular/instructional resources managers were almost three times as likely as those who do not share that belief to rate as excellent their own teaching of ICT literacy (32.7% vs. 12.1%, respectively).

**Table 20. LMS Librarian’s Self-Assessment of Collaborative Teaching of ICT Literacy by Librarian’s Belief Principal Perceives Librarian as Curricular/Instructional Resources Manager**

Librarian Believes Principal Perceives as Curricular/ Instructional Resources Manager	Librarian’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	17 (32.7)	35 (67.3)	52 (100.0)
No	8 (12.1)	58 (87.9)	66 (100.0)
Total	25 (21.2)	93 (78.8)	118 (100.0)

<sup>1</sup>Chi-square = 7.371, p = .007

LMS librarians who believe their teachers perceive them as curricular/instructional resources managers were almost three times as likely as those who do not share that belief to rate as excellent their own teaching of ICT literacy (29.2% vs. 11.3%, respectively). They were also almost twice as likely to rate as excellent their collaborative teaching of independent learning (42.6% vs. 24.2%) and more than twice as likely to rate as excellent their collaborative teaching of social responsibility (34.4% vs. 14.5%).

**Table 21. LMS Librarian’s Self-Assessment of Teaching of ICT Standards by Librarian’s Belief Teachers Perceive Librarian as Curricular/Instructional Resources Manager**

**Idaho School Library Impact Study – 2009:**

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Librarian Believes Teachers Perceive as Curricular/ Instructional Resources Manager	Librarian's Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	19 (29.2)	46 (70.8)	65 (100.0)
No	6 (11.3)	47 (88.7)	53 (100.0)
<b>Total</b>	<b>25 (21.2)</b>	<b>93 (78.8)</b>	<b>118 (100.0)</b>
	Librarian's Self-Assessment of Own Teaching of Independent Learning <sup>2</sup>		Total
Yes	29 (42.6)	39 (57.4)	68 (100.0)
No	15 (24.2)	47 (75.8)	62 (100.0)
<b>Total</b>	<b>44 (33.8)</b>	<b>86 (66.2)</b>	<b>130 (100.0)</b>
	Librarian's Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
Yes	22 (34.4)	42 (65.6)	64 (100.0)
No	8 (14.5)	47 (85.5)	55 (100.0)
<b>Total</b>	<b>30 (25.2)</b>	<b>89 (74.8)</b>	<b>119 (100.0)</b>

<sup>1</sup>Chi-square = 5.608, p = .018

<sup>2</sup>Chi-square = 4.932, p = .026

<sup>3</sup>Chi-square = 6.169, p = .013

*Administrator*

LMS librarians who believe their principals perceive them as administrators were more than twice as likely as those who do not share that belief to rate as excellent their own teaching of social responsibility (46.7% vs. 19.1%, respectively). They were equally more likely to rate as excellent their collaborative teaching of ICT literacy when they believe teachers see them in this role (37.5% vs. 17.0%).

**Table 22. LMS Librarian's Self-Assessment of Teaching of ICT Standards by Librarian's Belief Principal & Teachers Perceive Librarian as Administrator**

Librarian Believes Principal Perceives as Administrator	Librarian's Self-Assessment of Own Teaching of Social Responsibility <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	14 (46.7)	16 (53.3)	30 (100.0)
No	18 (19.1)	76 (80.9)	94 (100.0)
<b>Total</b>	<b>32 (25.8)</b>	<b>92 (74.2)</b>	<b>124 (100.0)</b>
Librarian Believes Teachers Perceive as Administrator	Librarian's Self-Assessment of Collaborative Teaching of ICT Literacy <sup>2</sup>		Total
Yes	9 (37.5)	15 (62.5)	24 (100.0)
No	16 (17.0)	78 (83.0)	94 (100.0)
<b>Total</b>	<b>25 (21.2)</b>	<b>93 (78.8)</b>	<b>118 (100.0)</b>

<sup>1</sup>Chi-square = 8.994, p = .003

<sup>2</sup>Chi-square = 4.802, p = .028

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*Website Manager*

LMS librarians who believe their teachers perceive them as website managers were about twice as likely as those who do not share that belief to rate as excellent their teaching of social responsibility—whether solo (38.5% vs. 20.0%, respectively) or in collaboration with teachers (37.8% vs. 19.5%). By the same proportion, they were also likely to rate as excellent their collaborative teaching of independent learning (39.5% vs. 21.0%).

**Table 23. LMS Librarian’s Self-Assessment of Teaching of ICT Standards by Librarian’s Belief Teachers Perceive Librarian as Website Manager**

Librarian Believes Teachers Perceive as Website Manager	Librarian’s Self-Assessment of Own Teaching of Social Responsibility <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	15 (38.5)	24 (61.5)	39 (100.0)
No	17 (20.0)	68 (80.0)	85 (100.0)
<b>Total</b>	<b>32 (25.8)</b>	<b>92 (74.2)</b>	<b>124 (100.0)</b>
	Librarian’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>2</sup>		Total
Yes	15 (39.5)	23 (60.5)	38 (100.0)
No	17 (21.0)	64 (79.0)	81 (100.0)
<b>Total</b>	<b>32 (26.9)</b>	<b>87 (73.1)</b>	<b>119 (100.0)</b>
	Librarian’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
Yes	14 (37.8)	23 (62.2)	37 (100.0)
No	16 (19.5)	66 (80.5)	82 (100.0)
<b>Total</b>	<b>30 (25.2)</b>	<b>89 (74.8)</b>	<b>119 (100.0)</b>

<sup>1</sup>Chi-square = 4.759, p = .029

<sup>2</sup>Chi-square = 4.496, p = .034

<sup>3</sup>Chi-square = 4.541, p = .033

**Idaho School Library Impact Study – 2009:**

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LMS librarians who believe their principals perceive them as technology troubleshooters were twice as likely as those who do not share that belief to rate as excellent their own teaching of ICT literacy (30.6% vs. 14.5%, respectively). They were equally more likely to rate as excellent their collaborative teaching of social responsibility when they believe teachers see them in this role (31.5% vs. 15.2%).

**Table 24. LMS Librarian’s Self-Assessment of Teaching of ICT Standards by Librarian’s Belief Principal & Teachers Perceive Librarian as Technology Troubleshooter**

Librarian Believes Principal Perceives as Technology Troubleshooter	Librarian’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	15 (30.6)	34 (69.4)	49 (100.0)
No	10 (14.5)	59 (85.5)	69 (100.0)
<b>Total</b>	<b>25 (21.2)</b>	<b>93 (78.8)</b>	<b>118 (100.0)</b>
Librarian Believes Teachers Perceive as Technology Troubleshooter	Librarian’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>2</sup>		Total
Yes	23 (31.5)	50 (68.5)	73 (100.0)
No	7 (15.2)	39 (84.8)	46 (100.0)
<b>Total</b>	<b>30 (25.2)</b>	<b>89 (74.8)</b>	<b>119 (100.0)</b>

<sup>1</sup>Chi-square = 4.459, p = .035

<sup>2</sup>Chi-square = 3.971, p = .046

## Idaho School Library Impact Study – 2009:

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### LMS Librarian Predictors of ISAT Reading & Language Arts Scores

Preliminary analysis of librarian survey responses indicated no substantive, consistent, and significant relationships between the beliefs and perceptions of all librarians and ISAT reading and language arts scores. Accordingly, the next step in this study was to consider how the beliefs and perceptions of LMS librarians relate to those scores.

ISAT scores were associated with both library-related activities reported by LMS librarians, and perceptions of their roles attributed to principals and teachers by librarians. These findings reflect what has actually happened with school libraries and librarians at different grade levels. They should not be taken to indicate that such relationships are only possible or appropriate at a particular grade level. It may be that libraries and librarians at some grade levels do a better job of modeling some of the profession's ideals than those at other grade levels.

#### Library-Related Activities Reported by LMS Librarian

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Some LMS librarians in high schools were invited by teachers to teach or co-teach in classrooms at least monthly, while others received such invitations less than monthly. At high schools where such in-classroom collaboration happened more often, reading scores averaged a quarter (25.2%) higher than where such collaboration was rarer. In similar circumstances, language arts scores averaged almost half again as high (49.6%).

**Table 25. High School ISAT Reading & Language Arts Scores by Frequency of LMS Librarian Being Invited by Teachers to Teach or Co-teach in Classrooms**

Percent of High School Students with Advanced Scores in	Librarian is Invited by Teachers to Teach or Co-teach in Classrooms			
	Monthly or More Often	Less than Monthly	Difference	Proportional difference
Reading **	34.16 (12)	27.29 (37)	6.9	25.2
Language Arts **	17.89 (12)	11.96 (37)	5.9	49.6

\*\* p <= .01 (based on t test for independent samples)

**Idaho School Library Impact Study – 2009:**

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ISAT scores tended to be higher at elementary and middle schools where LMS librarians proactively provided teachers with resources needed for instructional design. At elementary schools where such initiative was taken by librarians at least once each semester, reading and language arts scores tended to be about a third higher than where such initiative was taken less often (38.2% and 33.3%, respectively). At middle schools where LMS librarians took such initiative, 15% more students earned advanced scores in reading, while a third more (36.5%) scored at the advanced level in language arts.

**Table 26. Elementary & Middle School ISAT Reading & Language Arts Scores by Frequency of LMS Librarian Proactively Providing Teachers with Instructional Design Resources**

Percent of Students by Level with Advanced Scores in		Librarian Proactively Provides Teachers with Instructional Design Resources			
		Once a Semester or More	Less than Once a Semester	Difference	Proportional difference
Elementary	Reading *	41.94 (43)	30.34 (6)	11.6	38.2
	Language Arts *	38.24 (43)	28.68 (6)	9.6	33.3
Middle	Reading	47.72 (44)	41.50 (8)	6.2	15.0
	Language Arts *	21.03 (44)	15.41 (8)	5.6	36.5

\* p <= .05 (based on t test for independent samples)

High school ISAT scores tended to be higher where LMS librarians were asked by teachers for resources needed for instructional design. Where teachers took such initiative at least monthly, reading scores averaged almost one-fifth higher (19.5%) and language arts scores more than a third higher (34.5%).

**Table 27. High School ISAT Reading & Language Arts Scores by Frequency of Teachers Asking LMS Librarian for Resources Needed to Design a Unit of Instruction**

Percent of High School Students with Advanced Scores in	Teachers ask Librarian for Resources Needed to Design a Unit of Instruction			
	Monthly or More Often	Less than Monthly	Difference	Proportional difference
Reading *	30.39 (35)	25.43 (14)	5.0	19.5
Language Arts *	14.47 (35)	10.76 (14)	3.7	34.5

\* p <= .05 (based on t test for independent samples)

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ISAT scores tended to be higher at elementary and middle schools where teachers initiated collaboration with LMS librarians to design and deliver units of instruction together. At elementary schools where such initiative was taken by teachers at least monthly, reading and language arts scores averaged a sixth to a fifth higher than where such initiative was taken less often (16.5% and 20.9%, respectively). At middle schools where teachers took such initiative, 14% more students earned advanced scores in reading, while almost 20% more (18.9%) scored at the advanced level in language arts.

**Table 28. Elementary & Middle School ISAT Reading & Language Arts Scores by Frequency of Teachers Initiating Collaboration with LMS Librarian to Design & Deliver a Unit of Instruction Together**

Percent of Students by Level with Advanced Scores in		Teachers Initiate Collaboration with Librarian to Design and Deliver a Unit of Instruction Together			
		Monthly or More Often	Less than Monthly	Difference	Proportional difference
Elementary	Reading *	44.22 (20)	37.97 (29)	6.3	16.5
	Language Arts *	41.30 (20)	34.16 (29)	7.1	20.9
Middle	Reading *	49.73 (27)	43.56 (25)	6.2	14.2
	Language Arts	21.83 (27)	18.36 (25)	3.5	18.9

\* p <= .05 (based on t test for independent samples)

Middle school ISAT scores also tended to be higher where LMS librarians initiated collaboration with teachers on instructional design and delivery. Where librarians took such initiative at least monthly, reading scores averaged almost 14% higher (13.9%) and language arts scores more than a fifth higher (20.7%).

**Table 29. Middle School ISAT Reading & Language Arts Scores by Frequency of LMS Librarian Initiating Collaboration with Teachers to Design & Deliver a Unit of Instruction Together**

Percent of Middle School Students with Advanced Scores in	Librarian Initiates Collaboration with Teachers to Design and Deliver a Unit of Instruction Together			
	Monthly or More Often	Less than Monthly	Difference	Proportional difference
Reading *	50.57 (20)	44.38 (32)	6.2	13.9
Language Arts	22.54 (20)	18.68 (32)	3.9	20.7

\* p <= .05 (based on t test for independent samples)

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### How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

A... success these past couple years is collaborating with teachers on technology integration. I have co-taught with a couple of social studies teachers on research projects where the information is presented on a wiki. The teachers were responsible for the content and I taught the research and wiki skills. The students were highly engaged in the projects and the teachers felt much more comfortable trying a new technology since I was the one responsible for that part of the assignment. This year I did a similar project with a health teacher and we added podcasts to the wiki. Again the teacher was responsible for teaching the content of the podcasts and I taught the students how to use the podcast software. The students loved making podcasts to present the information they had learned!

- Library media specialist, junior high/middle school

ISAT scores tended to be higher at middle and high schools where teachers asked LMS librarians for help in learning new information-seeking skills. At middle schools where such initiative was taken by teachers at least once per semester, reading scores averaged almost a fifth higher, while language arts scores averaged more than a third higher than where such initiative was taken less often (17.8% and 37.7%, respectively). At high schools where teachers took such initiative, a fifth more students (20.9%) earned advanced scores in reading.

**Table 30. Middle & High School ISAT Scores by Frequency of Teachers Asking LMS Librarians for Help in Learning New Information Seeking Skills**

Percent of Students by Level with Advanced Scores in		Teachers ask Librarian for Help in Learning New Information Seeking Skills			
		Once a Semester or More	Less than Once a Semester	Difference	Proportional difference
Middle	Reading *	48.59 (39)	41.26 (13)	7.3	17.8
	Language Arts **	21.64 (39)	15.72 (13)	5.9	37.7
High	Reading *	30.48 (35)	25.22 (14)	5.3	20.9

\*\* p <= .01 (based on t test for independent samples)

\* p <= .05 (based on t test for independent samples)

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ISAT scores tended to be higher at all three grade levels where LMS librarians provided learning opportunities about new information-seeking skills, and invite teachers to participate in them. At elementary schools where such initiative was taken by LMS Librarians at least once per semester, reading scores averaged a fifth higher than where librarians did not take such initiative, and language arts scores averaged almost as much better (20.3% and 18.6%, respectively). At middle schools where such initiative was taken by teachers at least once per semester, reading scores averaged almost a fifth higher, while language arts scores averaged more than a third higher than where such initiative was taken less often (17.0% and 35.2%). At high schools where teachers took such initiative, more than a quarter more students (28.2%) earned advanced scores in language arts.

**Table 31. ISAT Reading & Language Arts Scores by Grade Level by Frequency of LMS Librarian Providing Learning Opportunities About New Information Seeking Skills, and Inviting Teachers to Participate in Them**

Percent of Students by Level with Advanced Scores in		Librarian Provides Learning Opportunities about New Information Seeking Skills, and Invites Teachers to Participate in Them			
		Once a Semester or More	Less than Once a Semester	Difference	Proportional difference
Elementary	Reading *	44.50 (23)	37.00 (26)	7.5	20.3
	Language Arts *	40.44 (23)	34.09 (26)	6.3	18.6
Middle	Reading **	49.67 (31)	42.47 (21)	7.2	17.0
	Language Arts **	22.53 (31)	16.67 (21)	5.9	35.2
High	Language Arts	14.45 (33)	11.27 (16)	3.2	28.2

\*\* p <= .01 (based on t test for independent samples)

\* p <= .05 (based on t test for independent samples)

...My principal values the time I spend with students in teaching them to access information online and in the library. She also recognizes how I can be of service to teachers in helping them use resources that are unfamiliar to most of our staff. This year I have been invited to several classrooms to teach students to use the Lili-databases, and I have assisted in lesson development a couple of times...

- Library media specialist, a middle school

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***LMS Librarian Role Perceptions Attributed to Principals & Teachers***

Librarian survey respondents were asked to identify the roles they believe their principals and teachers perceive them to be playing in the school. The role perceptions LMS librarians attribute to their educator colleagues say much about their professional self-concepts as well as their understanding of the scope of their actual role in the school.

Elementary school was the only level at which LMS librarians' belief that principals and teachers see them as administrators was related to ISAT scores. Where elementary LMS librarians believed their principals perceive them as administrators, reading scores averaged more than a quarter higher (26.2%) and language arts scores averaged more than a third higher (34.9%). Similarly, where LMS librarians believed teachers perceive them in that role, reading and language arts scores averaged about a quarter higher (24.9% and 23.3%, respectively).

**Table 32. Elementary School ISAT Reading & Language Arts Scores by LMS Librarian Belief That Principal & Teachers Perceive Librarian as Administrator**

Librarian Believes Perceived as Administrator by		Percent of Elementary School Students with Advanced Scores in			
		Yes	No	Difference	Proportional difference
Principal	Reading *	49.56 (6)	39.26 (43)	10.3	26.2
	Language Arts **	47.96 (6)	35.55 (43)	12.4	34.9
Teacher	Reading *	48.86 (7)	39.13 (42)	9.7	24.9
	Language Arts *	44.24 (7)	35.88 (42)	8.4	23.3

\*\* p <= .01 (based on t test for independent samples)

\* p <= .05 (based on t test for independent samples)

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Middle school was the only level at which LMS librarians' belief that principals and teachers see them as teachers was related to ISAT language arts scores. Where middle school LMSs believe their principals perceived them as teachers, scores averaged a quarter higher (24.7%). Likewise, where this perception is attributed to teachers, scores averaged more than a quarter higher (28.4%)

**Table 33. Middle School ISAT Language Arts Scores by LMS Librarian Belief That Principal & Teachers Perceive Librarian as Teacher**

Librarian Believes Perceived as Teacher by	Percent of Middle School Students with Advanced Scores in Language Arts			
	Yes	No	Difference	Proportional difference
Principal *	21.73 (33)	17.43 (19)	4.3	24.7
Teacher *	22.04 (32)	17.16 (20)	4.9	28.4

\* p <= .05 (based on t test for independent samples)

At elementary and high school levels, LMS librarians' belief that they are perceived by their principals as technology instructors was related to both reading and language arts scores. At the elementary level, this perception was associated with reading and language arts scores about a quarter higher than where that role is not attributed to principals (23.9% and 24.9%, respectively). At the high school level, LMS librarians' belief that principals see them as technology instructors was associated with higher reading scores in excess of 20% (22.2%), and higher language arts scores by more than double that rate (44.8%).

**Table 34. Elementary & High School ISAT Reading & Language Arts Scores by LMS Librarian Belief That Principal Perceives Librarian as Technology Instructor**

Percent of Students by Level with Advanced Scores in		Librarian Believes Perceived by Principal as Technology Instructor			
		Yes	No	Difference	Proportional difference
Elementary	Reading *	48.56 (7)	39.18 (42)	9.4	23.9
	Language Arts *	44.71 (7)	35.80 (42)	8.9	24.9
High	Reading **	32.59 (19)	26.68 (30)	5.9	22.2
	Language Arts **	16.55 (19)	11.43 (30)	5.1	44.8

\*\* p <= .01 (based on t test for independent samples)

\* p <= .05 (based on t test for independent samples)

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I worked with our reading resource teacher...trying to get her non-readers to read (and maybe even enjoy the experience!)...(We) made a great effort to read a lot of high interest books on about a 4 - 8th grade level, and to have them available for checkout. Then (the reading teacher) started bringing them down every week for 1/2 hour to select books, read on our couch or video chairs. I learned their names and visited with them one-on-one about what they were reading (I even give them a treat each week as they leave the library). At first they didn't know what they liked to read, but as (the reading teacher), myself and the students did book shares in their classroom, great things began to happen! They realized that they could read and enjoy the experience. They also knew that we were interested and cared not only about what they were reading, but about each student! And the students come down on their own time and checked out more than one book and even requested books...

- Library media specialist, a middle school

At the elementary school level, LMS librarians' belief that they are perceived by principals and teachers as in-service professional development providers was related to ISAT scores. Where LMSs believe principals perceive them in this role, language arts scores are one-fifth higher (20.1%) than where they do not attribute that role perception to their principals. Where LMSs believe teachers perceive them as in-service providers, both reading and language arts scores were more than a quarter higher (26.7% and 27.7%, respectively) than where that role perception was not attributed to teachers.

**Table 35. Elementary School ISAT Reading & Language Arts Scores by LMS Librarian Belief That Principal & Teachers Perceive Librarian as In-Service Professional Development Provider**

Librarian Believes Perceived as In-Service Professional Development Provider by		Percent of Elementary School Students with Advanced Scores in			
		Yes	No	Difference	Proportional difference
Principal	Language Arts	43.45 (6)	36.18 (43)	7.3	20.1
	Reading *	49.73 (6)	39.24 (43)	10.5	26.7
Teacher	Language Arts *	45.78 (6)	35.85 (43)	9.9	27.7

\* p <= .05 (based on t test for independent samples)

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At the middle school level alone, LMS librarians’ belief that their principals perceive them as curricular or instructional resource managers was associated with ISAT language arts scores. Where LMSs attributed this role perception to their principals, language arts scores averaged more than one-fifth higher (22.2%) than where that role perception was not attributed to principals.

**Table 36. Middle School ISAT Language Arts Scores by LMS Librarian Belief That Principal Perceives Librarian as Curricular/Instructional Resources Manager**

Percent of Middle School Students with Advanced Scores in	Librarian Believes Perceived by Principal as Curricular/ Instructional Resources Manager			
	Yes	No	Difference	Proportional difference
Language Arts *	22.35 (24)	18.29 (28)	4.1	22.2

\* p <= .05 (based on t test for independent samples)

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At middle school level only, LMS librarians' belief that principals and teachers perceive them as website managers was associated with ISAT reading and language arts scores. Where that perception was attributed to principals, reading scores were more than 13% (13.4%) higher and language arts scores almost 30% (29.3%) higher than where that perception was not attributed to principals by LMSs. Even greater test score differences were associated with the attribution of this perception to teachers. Where LMS librarians believe teachers perceive them as website managers, reading scores averaged more than a quarter higher (25.7%) and language arts scores more than 40% higher (44.0%) than where that role perception is not attributed.

**Table 37. Middle School ISAT Reading & Language Arts Scores by LMS Librarian Belief That Principal & Teachers Perceive Librarian as Website Manager**

Librarian Believes S/he Perceived as Website Manager by		Percent of Middle School Students with Advanced Scores in			
		Yes	No	Difference	Proportional difference
Principal	Reading	51.45 (12)	45.36 (40)	6.1	13.4
	Language Arts *	24.42 (12)	18.89 (40)	5.5	29.3
Teacher	Reading **	54.96 (14)	43.74 (38)	11.2	25.7
	Language Arts **	25.96 (14)	18.03 (38)	7.9	44.0

\*\* p <= .01 (based on t test for independent samples)

\* p <= .05 (based on t test for independent samples)

## **Summary of LMS Librarian Findings**

ISAT reading and language arts scores and librarian self-assessments of ICT standards teaching were associated with a variety of library-related activities and librarian role perceptions attributed to principals and teachers by LMS librarians. In the following four tables a + in any cell indicates a positive statistically significant relationship between the row and column variables.

### ***Predictors of Self-Assessments of ICT Standards Teaching***

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More frequent reports of library-related activities by LMS librarians were correlated with better self-assessments of their ICT standards teaching.

Self-assessments of ICT standards teaching tended to be better where LMS librarians reported more:

- class visits to the library on a fixed schedule,
- invitations from teachers for librarians to teach or co-teach with them in classrooms,
- proactive sharing of instructional design resources with teachers by librarians,
- librarian-initiated collaboration on instructional design and delivery with teachers,
- teacher-initiated collaboration on instructional design and delivery with librarians, and
- invitations from librarians for teachers to attend opportunities to learn new information-seeking skills.

Different activities were associated with different types of ICT standards teaching—ICT literacy, independent learning, and social responsibility—and some were associated with independent teaching by librarians while others were associated with collaborative teaching with classroom teachers.

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**Table 38. Summary of Findings About Relationship Between Frequency of Library-Related Activities Reported by LMS Librarians and Their Self-Assessments of ICT Standards Teaching**

Frequency of Library-Related Activity	Self-Assessment of ICT Standards Teaching					
	Own (Without Teachers)			Collaborative (With Teachers)		
	ICT Literacy	Independent Learning	Social Responsibility	ICT Literacy	Independent Learning	Social Responsibility
Classes visit library on fixed schedule	+					
Teachers accompany students on library visits	+	+	+			
Teachers invite librarians to teach or co-teach in classrooms	+	+				+
Librarian proactively shares instructional design resources with teachers	+					
Librarian initiates instructional collaboration with teacher	+			+		
Teacher initiates instructional collaboration with librarian	+					
Librarian invites teachers to opportunities to learn new information-seeking skills	+					

+ = a positive statistically significant relationship

Self-assessments of ICT standards teaching also tended to be better where LMS librarians believed principals perceived them as: tutors of at-risk students, curricular/instructional resources managers, administrators, and technology troubleshooters. Those self-assessments also tended to be better where LMS librarians believed teachers perceived them as: curriculum designers, in-service professional development providers, tutors of at-risk students, curricular/instructional resources managers, administrators, web site managers, and technology troubleshooters. As with library-related activities, different roles were associated with different types of ICT standards teaching—ICT literacy, independent learning, and social responsibility—and some were associated with independent teaching by librarians while others were associated with collaborative teaching with classroom teachers.

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**Table 39. Summary of Findings About Relationship Between Principal & Teacher Perceptions of Librarian Role Attributed by LMS Librarians and Their Self-Assessments of ICT Standards Teaching**

	Self-Assessment of ICT Standards Teaching					
	Own (Without Teachers)			Collaborative (With Teachers)		
	ICT Literacy	Independent Learning	Social Responsibility	ICT Literacy	Independent Learning	Social Responsibility
<b>Librarian Role Attributed to Principal/Teacher by Librarian</b>						
<b>Curriculum designer (teacher)</b>	+					
<b>In-service professional development provider (teacher)</b>	+			+	+	
<b>Tutor of at-risk students</b>						
<b>+Principal</b>		+		+		+
<b>Teacher</b>	+			+		+
<b>Curricular/instructional resources manager</b>						
<b>Principal</b>	+					
<b>Teacher</b>	+	+				+
<b>Administrator</b>						
<b>Principal</b>			+			
<b>Teacher</b>				+		
<b>Web site manager (teacher)</b>			+	+		+
<b>Technology troubleshooter</b>						
<b>Principal</b>	+					
<b>Teacher</b>						+

+ = a positive statistically significant relationship

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***Predictors of ISAT Reading & Language Arts Scores***

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More frequent reports of library-related activities by LMS librarians were correlated with more students earning advanced scores on the ISAT reading and language arts tests.

ISAT results tended to be better where LMS librarians reported more:

- invitations from teachers for librarians to teach or co-teach with them in classrooms,
- proactive sharing of instructional design resources with teachers by librarians,
- teacher requests of librarians for instructional design resources,
- teacher-initiated collaboration on instructional design and delivery with librarians,
- librarian-initiated collaboration on instructional design and delivery with teachers, and
- invitations from librarians for teachers to attend opportunities to learn new information-seeking skills.

Different activities were correlated with reading and/or language arts performance at different grade levels.

**Table 40. Summary of Findings About Relationship Between Frequency of Library-Related Activities Reported by LMS Librarians and Advanced Scores on ISAT Reading & Language Arts Scores by Grade Level**

Frequency of Library-Related Activity	Percent of Students with Advanced ISAT Scores					
	Elementary		Middle		High	
	Reading	Language Arts	Reading	Language Arts	Reading	Language Arts
Teachers invite librarian to teach or co-teach in classrooms					+	+
Librarian proactively provides instructional design resources to teachers	+	+	+	+		
Teachers ask librarian for instructional design resources					+	+
Teachers initiate instructional collaboration with librarian	+	+	+	+		
Librarian initiates instructional collaboration with teachers			+	+		
Teachers ask librarian for help learning new information-seeking skills			+	+	+	
Librarian invites teachers to opportunities to learn new information-seeking skills	+	+	+	+		+

+ = a positive statistically significant relationship

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ISAT results also tended to be better where LMS librarians believed principals perceived them as: administrators, teachers, technology instructors, in-service professional development providers, curricular/instructional resources managers, and web site managers. ISAT results also tended to be better where LMS librarians believed teachers perceived them as: administrators, teachers, in-service professional development providers, and web site managers. As with library-related activities, different roles were correlated with ISAT reading and/or language arts results at different grade levels.

**Table 41. Summary of Findings About Relationship Between Principal & Teacher Perceptions of Librarian Role Attributed by LMS Librarians and Advanced Scores on ISAT Reading & Language Arts Tests**

Librarian Role Attributed to Principal/Teacher by Librarian	Percent of Students with Advanced ISAT Scores					
	Elementary		Middle		High	
	Reading	Language Arts	Reading	Language Arts	Reading	Language Arts
<b>Administrator</b>						
Principal	+	+				
Teacher	+	+				
<b>Teacher</b>						
Principal				+		
Teacher				+		
<b>Technology instructor (principal)</b>	+	+	+	+		
<b>In-service professional development provider</b>						
Principal		+				
Teacher	+	+				
<b>Curricular/instructional resources manager (principal)</b>				+		
<b>Web site manager</b>						
Principal			+	+		
Teacher			+	+		

+ = a positive statistically significant relationship

## **Chapter 3: Teachers**

This chapter reports on responses to the teacher survey, how those responses are related to teachers' self-assessments of their ICT standards teaching (both alone and with librarians), and how those responses were related to ISAT reading and language arts scores at each grade level.

### **Responses to the Teacher Survey**

There were 668 usable responses to the teacher survey. Teachers were nominated by their librarians for inclusion in this study, due to the teacher's level of involvement with the school library and librarian.

#### ***Highest Degree & Years of Experience***

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Of the 668 teacher survey respondents, the highest degree for almost two-thirds (64.1%) was a bachelor's degree; most of the remaining third having master's degrees (35.5%). Only 3 respondents (0.4%) have doctorates. On average, they received their highest degrees in 1992 after beginning to work in K-12 education in 1990.

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#### ***Sources of Most Learning About School Libraries & Librarians***

Teacher respondents were asked to report the sources from which they learned the most about school libraries and librarians. Some of these sources are very informal, some very formal, and others require extraordinary individual effort. The most frequently reported sources—those reported by more than three out of four responding teachers—were the most informal: on-the-job experience (78.4%) and informal communication with school librarians (77.1%). Of the formal sources, the most popular was undergraduate or graduate courses, which was reported by more than a third of teachers (36.7%). In-service professional development, another formal source, was reported by one out of eight teachers (12.7%). Learning sources requiring teachers to make extraordinary personal efforts—professional reading and attendance at conference sessions or workshops—were reported by one out of ten teachers (9.7% and 9.0%, respectively).

**Table 42. Sources From Which Teachers Learned the Most About School Libraries & Librarians**

Source	Sources Learned Most from About School Libraries & Librarians	
	Number	Percent
Personal experience	185	27.7
Undergraduate/graduate courses	245	36.7
In-service professional development	85	12.7
On-the-job experience	524	78.4
Professional reading	65	9.7
Conference sessions or workshops	60	9.0
Informal communication with school librarians	515	77.1

#### ***Library-Related Activities***

Like librarians, teachers were asked to report the frequency with which they engage in selected library-related activities. These activities reflect on how access to the library is scheduled, the extent to which teachers and librarians collaborate in classrooms, teachers receive instructional design resources from librarians, teachers and librarians collaborate on instructional design and delivery, and teachers learn new information seeking skills from librarians. Also of interest was the extent to which these activities took place on the initiative of the teacher or the librarian.

Far and away the most frequent activity was having classes visit the library on a fixed schedule. More than two out of five teachers (44.5%) reported their classes visiting the library at least weekly.

The two next most frequent activities—ones reported by a quarter of teachers—were having classes or students visit the library on a flexible schedule (26.2%) and having the librarian proactively provide instructional design resources (25.6%).

Remaining activities were considerably less frequently reported by teachers. One out of six (14.8%) reported accompanying and remaining with students in the library. One out of eight (12.0%) reported asking their librarian for resources needed to design a unit of instruction. One out of 12 reported asking their librarian for help in learning new information-seeking

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skills. One out of 17 reported their librarian initiating collaboration to design and deliver instruction together (5.8%), and responding to their librarian's invitation to participate in learning opportunities about new information-seeking skills (5.7%).

The two least frequently reported activities were those requiring the greatest initiative of teachers: initiating instructional collaboration with librarians, and, specifically, inviting librarians to their classrooms. Only one out of 25 responding teachers reported initiating collaboration with a librarian on instructional design and delivery (3.9%), and only one out of 33 teachers reported inviting a librarian to teach or co-teach in their classrooms (3.0%).

**Table 43. Frequency of Library-Related Activities Reported by Idaho Teachers**

Activity		Frequency of Activity Reported by Teacher				
		At least Weekly	At least Monthly	At least once per semester	At least annually	Rarely or never
My classes visit the library on a fixed schedule	Number	297	84	81	26	180
	Percent	44.5	12.6	12.1	3.9	26.9
My classes and/or students visit the library on a flexible schedule	Number	175	199	132	53	109
	Percent	26.2	29.8	19.8	7.9	16.3
I accompany and remain with my students in the library	Number	99	154	147	48	219
	Percent	14.8	23.1	22.0	7.2	32.8
I invite the librarian to teach or co-teach in my classroom	Number	20	37	114	87	409
	Percent	3.0	5.5	17.1	13.0	61.3
The librarian pro-actively provides instructional design resources	Number	171	269	116	56	56
	Percent	25.6	40.3	17.4	8.4	8.4
I ask the librarian for resources needed to design a unit of instruction	Number	80	248	185	73	82
	Percent	12.0	37.1	27.7	10.9	12.3
Librarian initiates collaboration with me to design and deliver instruction together	Number	39	81	112	115	321
	Percent	5.8	12.1	16.8	17.2	48.1
I initiate collaboration with the librarian to design and deliver instruction together	Number	26	72	138	131	301
	Percent	3.9	10.8	20.7	19.6	45.1
I ask my librarian for help in learning new information-seeking skills	Number	52	163	153	123	177
	Percent	7.8	24.4	22.9	18.4	26.5
I participate in learning opportunities about new info-seeking skills at librarian's invitation	Number	38	113	157	154	206
	Percent	5.7	16.9	23.5	23.1	30.8

### ***Librarian Roles Perceived by Teachers***

Teachers were asked to indicate in which of several roles they perceive their librarians. The list included a range of roles spanning administrative, instructional, and ancillary activities.

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The librarian roles most widely reported by teachers—those reported by majorities of teachers—included roles most directly related to instruction:

- instructional support (86.1%),
- reading motivator (79.6%),
- teacher (62.7%), and
- curricular/instructional resources manager (57.5%).

Two other instruction-related roles were less frequently perceived by teachers. More than a quarter of teachers (27.7%) see their librarian as an in-service professional development provider. And, only about one in six teachers (15.9%) sees their librarian in another key instructional role—tutor of at-risk students.

More than a quarter of teachers cast their librarian in two technology-related roles—technology instructor (27.4%) and technology troubleshooter (26.9%)—while about one in six teachers reports a librarian who is also seen as a website manager (15.6%).

Teacher perceptions of their librarians in leadership roles were mixed. While two out of five teachers (39.8%) see their librarian as a school leader, only about one in 16 identifies their librarian as an administrator. Presumably, these seemingly contradictory perceptions suggest that the typical school librarian has more influence than power in the school.

**Table 44. Librarian Roles Perceived by Teachers**

Role	Librarian Role Perceived by Teachers	
	Number	Percent
Curriculum designer	68	10.2
Instructional support	575	86.1
Teacher	419	62.7
In-service professional development service provider	185	27.7
Reading motivator	532	79.6
Tutor of at-risk students	106	15.9
Curricular/instructional resources manager	384	57.5
Administrator	43	6.4
Web site manager	104	15.6
Technology instructor	183	27.4
Technology troubleshooter	180	26.9
School leader	266	39.8

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***Teacher’s Self-Assessment of ICT Standards Teaching***

Teachers’ self-assessments of their teaching of ICT standards—including ICT literacy, independent learning, and social responsibility—improve dramatically when their assessments of teaching alone and with their librarians are compared. Three times as many teachers rate their ICT literacy teaching as excellent when collaborating with their librarian over when teaching alone (41.8% vs. 14.4%, respectively). Twice as many teachers rated their teaching of independent learning as excellent when collaborating with a librarian as when teaching it alone (45.2% vs. 22.3%). Teachers were also more likely to rate their teaching of social responsibility as excellent when collaborating with a librarian than when teaching alone (42.4% vs. 26.1%).

**Table 45. Teacher’s Self-Assessment of ICT Standards Teaching When Teaching Alone**

Standard		How Well ICT standards Addressed When Teaching Alone			
		Excellent	Good	Fair	Poor
ICT literacy	Number	85	326	147	32
	Percent	14.4	55.3	24.9	5.4
Independent learning	Number	140	345	121	23
	Percent	22.3	54.8	19.2	3.7
Social responsibility	Number	160	292	128	33
	Percent	26.1	47.6	20.9	5.4

**Table 46. Teacher’s Self-Assessment of ICT Standards Teaching When Teaching With Librarian**

Standard		How Well ICT Standards Addressed When Teaching with Librarian			
		Excellent	Good	Fair	Poor
ICT literacy	Number	221	248	50	10
	Percent	41.8	46.9	9.5	1.9
Independent learning	Number	250	248	42	13
	Percent	45.2	44.8	7.6	2.4
Social responsibility	Number	232	242	56	17
	Percent	42.4	44.2	10.2	3.1

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### Teacher Predictors of Self-Assessments of ICT Standards Teaching

The next step in this study was to consider how the library-related beliefs and perceptions of teachers relate to their ICT standards self-assessments.

#### *Teacher's Years of Experience*

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The year of a teacher's highest degree and the year s/he was first employed in K-12 education were related to self assessments of their teaching of social responsibility. The median year of a teacher's highest degree was 1996, while the median year of first K-12 employment was 1994. This suggests that the typical teacher begins teaching with a bachelor's degree, but quickly earns a master's degree after confirming the choice of teaching as a profession.

On both scores, newer teachers were more likely to rate their social responsibility teaching as excellent or good. Almost eight out of 10 teachers who earned their highest degrees more recently gave themselves higher ratings for their own teaching of social responsibility, compared to only seven out of 10 teachers who earned their highest degrees earlier. Similarly, almost eight out of 10 teachers who began teaching more recently gave themselves higher ratings for their own teaching of social responsibility, compared to only seven out of 10 teachers who started teaching earlier. These patterns suggest that newer teachers may have greater awareness of, and a higher comfort level with teaching, social responsibility.

**Table 47. Teacher's Self-Assessment of Own Teaching of Social Responsibility (Without Librarian) by Year of Teacher's Highest Degree & Year First Employed in K-12 Education**

Year of Teacher's Highest Degree	Teacher's Self-Assessment of Own Teaching of Social Responsibility <sup>1</sup>		Total
	Excellent/Good	Fair/Poor	
1996 or later	241 (77.2)	71 (22.8)	312 (100.0)
Before 1996	209 (69.9)	90 (30.1)	299 (100.0)
Total	450 (73.6)	161 (26.4)	611 (100.0)
Year Teacher First Employed in K-12	Teacher's Self-Assessment of Own Teaching of Social Responsibility <sup>2</sup>		Total
1994 or later	246 (77.1)	73 (22.9)	319 (100.0)
Before 1994	205 (70.0)	88 (30.0)	293 (100.0)
Total	451 (73.7)	161 (26.3)	612 (100.0)

<sup>1</sup>Chi-square = 4.243, p = .039

<sup>2</sup>Chi-square = 4.027, p = .045

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### ***Teacher's Sources of Learning About Libraries & Librarians***

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Several sources of the most learning about libraries and librarians reported by teachers were associated with their self-assessments of ICT standards teaching, both alone and with librarians. These five sources are: personal experience, undergraduate or graduate courses, in-service professional development, on-the-job experience, and professional reading.

#### *Personal Experience*

Many teachers rely on personal experience for what they know of school libraries and librarians. Such experience includes their own childhood memories as well as second-hand knowledge gained from their children's experience. On rare occasions, this may also include second-hand knowledge gained from a librarian spouse. Seven out of 10 teachers (71.8%) who rely on such experience rated their own ICT literacy teaching (without a librarian) as excellent or good, compared with six out of 10 teachers (58.8%) who do not rely on personal experience.

**Table 48. Teacher's Self-Assessment of Own Teaching of ICT Literacy (Without Librarian) by Personal Experience as Source of Learning About Libraries & Librarians**

Personal Experience <sup>1</sup>	Teacher's Self-Assessment of Own Teaching of ICT Literacy		Total
	Excellent/Good	Fair/Poor	
Yes	354 (71.8)	139 (28.2)	493 (100.0)
No	57 (58.8)	40 (41.2)	97 (100.0)
Total	411 (69.7)	179 (30.3)	590 (100.0)

<sup>1</sup>Chi-square = 6.524, p = .011

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*Undergraduate or Graduate Courses*

Many teachers had opportunities to learn about school libraries and librarians from undergraduate or graduate courses. Consistently across all three ICT standards, eight out of 10 teachers who had coursework addressing school libraries rated their own ICT standards teaching as excellent or good (76.8% for ICT literacy, 84.4% for independent learning, 79.6% for social responsibility), compared to about seven out of 10 teachers who did not have such coursework (65.4% for ICT literacy, 72.9% for independent learning, 70.4% for social responsibility).

**Table 49. Teacher’s Self-Assessment of Own Teaching of ICT Standards (Without Librarian) by Undergraduate or Graduate Course(s) as Source of Learning about Libraries & Librarians**

Undergraduate or Graduate Course(s)	Teacher’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent/Good	Fair/Poor	
Yes	169 (76.8)	51 (23.2)	220 (100.0)
No	242 (65.4)	128 (34.6)	370 (100.0)
<b>Total</b>	<b>411 (69.7)</b>	<b>179 (30.3)</b>	<b>590 (100.0)</b>
	Teacher’s Self-Assessment of Own Teaching of Independent Learning <sup>2</sup>		Total
	Yes	No	
Yes	195 (84.4)	36 (15.6)	231 (100.0)
No	290 (72.9)	108 (27.1)	398 (100.0)
<b>Total</b>	<b>485 (77.1)</b>	<b>144 (22.9)</b>	<b>629 (100.0)</b>
	Teacher’s Self-Assessment of Own Teaching of Social Responsibility <sup>3</sup>		Total
	Yes	No	
Yes	179 (79.6)	46 (20.4)	225 (100.0)
No	273 (70.4)	115 (29.6)	388 (100.0)
<b>Total</b>	<b>452 (73.7)</b>	<b>161 (26.3)</b>	<b>613 (100.0)</b>

<sup>1</sup>Chi-square = 8.503, p = .004

<sup>2</sup>Chi-square = 11.048, p = .001

<sup>3</sup>Chi-square = 6.217, p = .013

*In-Service Professional Development*

While relatively few teachers learn about school libraries and librarians from in-service professional development, those who do give themselves much higher marks for ICT literacy teaching. Almost nine out of 10 teachers (86.4%) who have had such in-service opportunities rated their ICT literacy teaching as excellent or good, compared to seven out of 10 teachers (71.8%) who have not had such opportunities.

**Table 50. Teacher’s Self-Assessment of Own Teaching of ICT Literacy (Without Librarian) by In-Service Professional Development as Source of Learning About Libraries & Librarians**

In-Service Professional Development	Teacher’s Self-Assessment of Own Teaching of ICT Literacy		Total
	Excellent/Good	Fair/Poor	
Yes	70 (86.4)	11 (13.6)	81 (100.0)
No	382 (71.8)	150 (28.2)	532 (100.0)
<b>Total</b>	<b>452 (73.7)</b>	<b>161 (26.3)</b>	<b>613 (100.0)</b>

<sup>1</sup>Chi-square = 7.754, p = .005

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*Professional Reading*

Professional reading is one of the sources of learning about libraries and librarians that requires the most individual initiative of teachers. This is evidenced by the fact that nine times as many teachers responded no as yes to this option (566 vs. 63). Nine out of 10 teachers (88.9%) who do such reading rated their own ICT literacy teaching (without a librarian) as excellent or good, compared with three out of four teachers (75.8%) who do not undertake such reading.

**Table 51. Teacher’s Self-Assessment of Own Teaching of ICT Literacy (Without Librarian) by Professional Reading as Source of Learning About Libraries & Librarians**

Professional Reading	Teacher’s Self-Assessment of Own Teaching of ICT Literacy		Total
	Excellent/Good	Fair/Poor	
Yes	56 (88.9)	7 (11.1)	63 (100.0)
No	429 (75.8)	137 (24.2)	566 (100.0)
<b>Total</b>	<b>485 (77.1)</b>	<b>144 (22.9)</b>	<b>629 (100.0)</b>

<sup>1</sup>Chi-square = 5.506, p = .019

*On-the-Job Experience*

On-the-job experience has a narrower margin of impact on teachers’ self-assessments of their collaborative ICT standards teaching with librarians. Consistently, across all three ICT standards, nine out of 10 teachers who rely on on-the-job experience rated their collaborative teaching as excellent or good, while eight out of 10 who do not rely on such experience rated themselves similarly.

**Table 52. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards With Librarian by On-the-Job Experience as Source of Learning about Libraries and Librarians**

On-the-Job Experience	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent/Good	Fair/Poor	
Yes	379 (90.9)	38 (9.1)	417 (100.0)
No	90 (80.4)	22 (19.6)	112 (100.0)
<b>Total</b>	<b>469 (88.7)</b>	<b>60 (11.3)</b>	<b>529 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
	Excellent/Good	Fair/Poor	
Yes	403 (91.8)	36 (8.2)	439 (100.0)
No	95 (83.3)	19 (16.7)	114 (100.0)
<b>Total</b>	<b>498 (90.1)</b>	<b>55 (9.9)</b>	<b>553 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
	Excellent/Good	Fair/Poor	
Yes	382 (88.4)	50 (11.6)	432 (100.0)
No	92 (80.0)	23 (20.0)	115 (100.0)
<b>Total</b>	<b>474 (86.7)</b>	<b>73 (13.3)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 9.735, p = .002

<sup>2</sup>Chi-square = 7.242, p = .007

<sup>3</sup>Chi-square = 5.576, p = .018

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### ***Library-Related Activities Reported by Teacher***

Teachers' self-assessments of ICT standards teaching were related to the frequency of their reports of selected library-related activities, including:

- librarian proactively providing teacher with instructional design resources;
- classes and students visiting the library on a flexible schedule;
- teacher asking librarian for instructional design resources;
- teachers accompanying and remaining with students for library visits;
- class visits on a fixed schedule;
- teacher asking librarian for help learning new information-seeking skills;
- teacher accepting librarian's invitation to opportunities to learn new information-seeking skills;
- teacher inviting librarian to teach or co-teach in classroom;
- librarian initiating collaboration on instructional design and delivery with teacher; and
- teacher initiating collaboration on instructional design and delivery with librarian.

#### *Librarian Proactively Provides Teacher with Instructional Design Resources*

Teachers' self-assessments of their own ICT standards teaching (without librarians) were related to the frequency with which librarians proactively provide them with instructional design resources. A quarter of teachers (24.6%) whose librarians provide them with resources at least monthly rated their own teaching of independent learning as excellent, compared to only one out of six teachers (17.5%) whose librarians provide them with resources less than monthly. Three out of 10 teachers (30.2%) whose librarians provide resources more frequently rated their own teaching of social responsibility as excellent, compared to only one out of six teachers (18.0%) whose librarians provide resources less frequently.

**Table 53. Teacher's Self-Assessment of Teaching of Independent Learning & Social Responsibility (With & Without Librarian) by Frequency of Librarian Proactively Providing Teachers with Instructional Design Resources**

Librarian Provides Teachers with Instructional Design Resources	Teacher's Self-Assessment of Own Teaching of Independent Learning <sup>1</sup>		Total
	Excellent	Less than Excellent	
At Least Monthly	103 (24.6)	315 (75.4)	418 (100.0)
Less Than Monthly	37 (17.5)	174 (82.5)	211 (100.0)
<b>Total</b>	<b>140 (22.3)</b>	<b>489 (77.7)</b>	<b>629 (100.0)</b>
	Teacher's Self-Assessment of Own Teaching of Social Responsibility <sup>2</sup>		Total
At Least Monthly	123 (30.2)	284 (69.8)	407 (100.0)
Less Than Monthly	37 (18.0)	169 (82.0)	206 (100.0)
<b>Total</b>	<b>160 (26.1)</b>	<b>453 (73.9)</b>	<b>613 (100.0)</b>

<sup>1</sup>Chi-square = 4.091, p = .043

<sup>2</sup>Chi-square = 10.658, p = .001

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Similarly, half of teachers whose librarians provide resources at least monthly rated their collaborative teaching of ICT standards as excellent. This pattern is consistent across all three ICT standards (49.9% for ICT literacy, 51.7% for independent learning, and 48.8% for social responsibility). Of teachers whose librarians provide resources less than monthly, substantially lower proportions rated their collaborative teaching equally highly. This pattern is also consistent across standards (21.7% for ICT literacy, 29.6% for independent learning, and 26.9% for social responsibility).

**Table 54. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards With Librarian by Frequency of Librarian Providing Teachers with Instructional Design Resources**

Librarian Provides Teachers with Instructional Design Resources	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
At Least Monthly	188 (49.9)	189 (50.1)	377 (100.0)
Less Than Monthly	33 (21.7)	119 (78.3)	152 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
At Least Monthly	202 (51.7)	189 (48.3)	391 (100.0)
Less Than Monthly	48 (29.6)	114 (70.4)	162 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
At Least Monthly	189 (48.8)	198 (51.2)	387 (100.0)
Less Than Monthly	43 (26.9)	117 (73.1)	160 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 35.307, p = .000

<sup>2</sup>Chi-square = 22.448, p = .000

<sup>3</sup>Chi-square = 22.355, p = .000

[The middle school librarian came] to our school to do a 10-week library lesson. She taught the students the Big 6. The six steps in writing a research report. Through the process she taught the students how to use Inspiration to create a spider graph and outline. I have been able to use Inspiration and incorporate it into my classroom. The students have used it a few times to organize their ideas for writing assignments. She also taught them to make a slide show presentation to present the information. I have yet to use that in my classroom, but will with an upcoming country report. Another thing she taught my class was how to use World Book online to do research. The other day we were reading an autobiography from our reading book. As we were reading the story, *A Kind of Grace*, we came up with questions that were not answered in the story, so we went to the computer lab to use the Internet and World Book online to do more research about Jackie Joyner Kersee. The students were so excited and engaged about the story and being able to find more information. They talked about the research for the rest of the day. I walked away ... ready to incorporate new ideas into my classroom and put the student's new knowledge to work.

Teacher, an elementary school

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*Flexibly Scheduled Library Access*

Teacher self-assessments of ICT standards teaching, both on their own and in collaboration with librarians, were associated with the frequency of flexibly scheduled visits to the library. More than a quarter of teachers who rated their own teaching of independent learning (26.7%) and social responsibility (29.0%) as excellent reported that their classes and students visit the library on a flexible schedule at least monthly. Of teachers whose classes and students visit the library less often on a flexible schedule, the proportions rating themselves as excellent on these two ICT standards were substantially lower (16.4% for independent learning, 22.1% for social responsibility).

**Table 55. Teacher’s Self-Assessment of Own Teaching of Independent Learning & Social Responsibility (Without Librarian) by Frequency of Flexibly Scheduled Visits to Library**

Frequency of Flexibly Scheduled Visits	Teacher’s Self-Assessment of Own Teaching of Independent Learning <sup>1</sup>		Total
	Excellent	Less than Excellent	
At Least Monthly	96 (26.7)	264 (73.3)	360 (100.0)
Less Than Monthly	44 (16.4)	225 (83.6)	269 (100.0)
<b>Total</b>	<b>140 (22.3)</b>	<b>489 (77.7)</b>	<b>629 (100.0)</b>
	Teacher’s Self-Assessment of Own Teaching of Social Responsibility <sup>2</sup>		Total
At Least Monthly	103 (29.0)	252 (71.0)	355 (100.0)
Less Than Monthly	57 (22.1)	201 (77.9)	258 (100.0)
<b>Total</b>	<b>160 (26.1)</b>	<b>453 (73.9)</b>	<b>613 (100.0)</b>

<sup>1</sup>Chi-square = 4.249, p = .039

<sup>2</sup>Chi-square = 3.711, p = .054

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When assessing their collaborative teaching with librarians, at or near half of teachers who support flexible scheduling more frequently rated their teaching of all three ICT standards as excellent (46.2% for ICT literacy, 52.5% for independent learning, and 48.4% for social responsibility). Fewer teachers—only about a third—who support flexible scheduling less frequently rated their teaching as highly (35.3% for ICT literacy, 35.1% for independent learning, and 34.1% for social responsibility).

**Table 56. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards With Librarian by Frequency of Flexibly Scheduled Visits to Library**

Flexibly Scheduled Visits	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
At Least Monthly	145 (46.2)	169 (53.8)	314 (100.0)
Less Than Monthly	76 (35.3)	139 (64.7)	215 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
At Least Monthly	169 (52.5)	153 (47.5)	322 (100.0)
Less Than Monthly	81 (35.1)	150 (64.9)	231 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
At Least Monthly	154 (48.4)	164 (51.6)	318 (100.0)
Less Than Monthly	78 (34.1)	151 (65.9)	229 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 6.153, p = .013

<sup>2</sup>Chi-square = 16.477, p = .000

<sup>3</sup>Chi-square = 11.250, p = .001

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*Teacher Asks Librarian for Instructional Design Resources*

When teachers took the initiative more frequently to obtain instructional design resources from their librarians, they were also more likely to give themselves excellent ratings for collaborative teaching of ICT standards. Half of teachers who ask librarians for resources at least monthly rated themselves excellent on all three ICT standards (51.6% for ICT literacy, 52.7% for independent learning, and 50.2% for social responsibility). Only about a third of teachers who ask for resources less often rated themselves so highly (30.3% for ICT literacy, 36.4% for independent learning, and 33.5% for social responsibility).

**Table 57. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards With Librarian by Frequency of Teacher Asking Librarian for Instructional Design Resources**

Teachers Ask Librarian for Resources	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
At Least Monthly	147 (51.6)	138 (48.4)	285 (100.0)
Less Than Monthly	74 (30.3)	170 (69.7)	244 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
At Least Monthly	157 (52.7)	141 (47.3)	
Less Than Monthly	93 (36.5)	162 (63.5)	255 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
At Least Monthly	147 (50.2)	146 (49.8)	
Less Than Monthly	85 (33.5)	169 (66.5)	254 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 24.407, p = .000

<sup>2</sup>Chi-square = 14.584, p= .000

<sup>3</sup>Chi-square = 15.547, p = .000

After being assigned to instruct a new elective class similar to another one I teach at a higher grade level, I floundered in designing a new curriculum that would be innovative, interesting, and supportive of my upper level class without being repetitive. I happened to mention my dilemma to our school librarian one afternoon. She quickly responded with several great ideas that I was able to adapt almost immediately, helping me with my own creative juices! Without her input, I would not have put together a new curriculum so quickly (or possibly at all) that supports my other upper grade level class on the same subject. She's a genius! I can think of numerous other occasions as well. Whenever I have a curriculum/technology problem, I know she's the "go-to" person...

- Teacher, a junior high school

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*Teachers Accompanying Students on Library Visits*

The frequency with which teachers report accompanying their students on library visits is related to how highly they rated themselves at teaching independent learning on their own as well as how highly they rated themselves at teaching social responsibility collaboratively with librarians.

More than a quarter of teachers (27.2%) who accompany their students to the library at least monthly rated their own teaching of independent learning as excellent, while only one in five teachers (19.0) who accompany students to the library less often rated themselves as highly.

Half of teachers (50.7%) who accompany their students to the library at least monthly rated their collaborative teaching of social responsibility as excellent, while only two out of five (41.2%) who accompany students to the library less often rated themselves as well.

**Table 58. Teacher’s Self-Assessment of Teaching of Independent Learning & Social Responsibility (With & Without Librarian) by Frequency of Teacher-Accompanied Student Visits to Library**

Teacher-Accompanied Student Visits	Teacher’s Self-Assessment of Own Teaching of Independent Learning <sup>1</sup>		Total
	Excellent	Less than Excellent	
At Least Monthly	68 (27.2)	182 (72.8)	250 (100.0)
Less Than Monthly	72 (19.0)	306 (81.0)	378 (100.0)
<b>Total</b>	<b>140 (22.3)</b>	<b>488 (77.7)</b>	<b>628 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>2</sup>		Total
At Least Monthly	116 (50.7)	113 (49.3)	229 (100.0)
Less Than Monthly	133 (41.2)	190 (58.8)	323 (100.0)
<b>Total</b>	<b>249 (45.1)</b>	<b>303 (54.9)</b>	<b>552 (100.0)</b>

<sup>1</sup>Chi-square = 5.773, p = .016

<sup>2</sup>Chi-square = 4.862, p = .027

*Library Access on Fixed Schedule*

The impact of fixed-schedule access to school libraries is negative. Of teachers who report more frequent use of fixed scheduling of library access, only about a third (37.6%) rated themselves as excellent at collaborative teaching of ICT literacy, compared to almost half (47.3%) for those who make less use of fixed scheduling.

**Table 59. Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy by Frequency of Fixed Schedule Visits to Library**

Frequency of Class Visits to Library on Fixed Schedule	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy		Total
	Excellent	Less than Excellent	
At Least Monthly	114 (37.6)	189 (62.4)	303 (100.0)
Less than Monthly	107 (47.3)	119 (52.7)	226 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>

<sup>1</sup>Chi-square = 5.029, p = .025

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*Teacher Asks Librarian for Help Learning New Information-Seeking Skills*

When teachers took the initiative to ask librarians for help learning new information-seeking skills, their self-assessments of their solo ICT standards teaching were more likely to be excellent. Of teachers who ask for such help at least monthly, one out of five (20.7%) gave themselves excellent ratings on ICT literacy, more than a quarter (28.4%) give themselves that rating for independent learning, and almost a third (32.0%) gave themselves the top rating for social responsibility. Substantially lower percentages of teachers who ask librarians for help less than monthly rated themselves so well (11.1% for ICT literacy, 19.2% for independent learning, and 23.1% for social responsibility).

**Table 60. Teacher’s Self-Assessment of Own Teaching of ICT Standards (Without Librarian) by Frequency of Teachers Asking for Help Learning New Information-Seeking Skills**

Teachers Ask Librarian for Help Learning New Information Skills	Teacher’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
At Least Monthly	42 (20.7)	161 (79.3)	203 (100.0)
Less Than Monthly	43 (11.1)	344 (88.9)	387 (100.0)
<b>Total</b>	<b>85 (14.4)</b>	<b>505 (85.6)</b>	<b>590 (100.0)</b>
	Teacher’s Self-Assessment of Own Teaching of Independent Learning <sup>2</sup>		Total
At Least Monthly	59 (28.4)	149 (71.6)	208 (100.0)
Less Than Monthly	81 (19.2)	340 (80.8)	421 (100.0)
<b>Total</b>	<b>140 (22.3)</b>	<b>489 (77.7)</b>	<b>629 (100.0)</b>
	Teacher’s Self-Assessment of Own Teaching of Social Responsibility <sup>3</sup>		Total
At Least Monthly	66 (32.0)	140 (68.0)	206 (100.0)
Less Than Monthly	94 (23.1)	313 (76.9)	407 (100.0)
<b>Total</b>	<b>160 (26.1)</b>	<b>453 (73.9)</b>	<b>613 (100.0)</b>

<sup>1</sup>Chi-square = 9.907, p = .002

<sup>2</sup>Chi-square = 6.700, p = .010

<sup>3</sup>Chi-square = 5.671, p = .017

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Teachers' self-assessments of their collaborative teaching of ICT standards with librarians benefit similarly from teachers asking librarians more frequently for help learning new skills. Teachers who consult their librarians more frequently were more likely than those who do so less frequently to rate themselves as excellent at teaching ICT literacy (56.1% vs. 33.3%), independent learning (59.6% vs. 36.9%), and social responsibility (55.7% vs. 34.6%).

**Table 61. Teacher's Self-Assessment of Collaborative Teaching of ICT Standards With Librarian by Frequency of Teachers Asking for Help Learning New Information-Seeking Skills**

Teachers Ask Librarian for Help Learning New Information Skills	Teacher's Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
At Least Monthly	110 (56.1)	86 (43.9)	196 (100.0)
Less Than Monthly	111 (33.3)	222 (66.7)	333 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
	Teacher's Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
At Least Monthly	121 (59.6)	82 (40.4)	203 (100.0)
Less Than Monthly	129 (36.9)	221 (63.1)	350 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
	Teacher's Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
At Least Monthly	113 (55.7)	90 (44.3)	203 (100.0)
Less Than Monthly	119 (34.6)	225 (65.4)	344 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 26.343, p = .000

<sup>2</sup>Chi-square = 26.842, p = .000

<sup>3</sup>Chi-square = 23.209, p = .000

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*Teachers Accept Librarian’s Invitation to Learn New Information-Seeking Skills*

As in-service professional development providers, many librarians create opportunities for teachers to learn new information-seeking skills and invite teachers to participate in them. Teachers’ self-assessments of their own teaching of ICT literacy were more likely to be excellent if they participate in such opportunities at least monthly (26.9%) rather than less often (10.3%) Similarly, their self-assessments of their own teaching of social responsibility were more likely to be excellent if they participate in such opportunities at least monthly (35.4%) rather than less often (23.2%).

**Table 62. Teacher’s Self-Assessment of Own Teaching of ICT Standards (Without Librarian) by Frequency of Teachers Participating in Learning Opportunities about Information-Seeking Skills at Librarian’s Invitation**

Teachers Invited to Information Skills Learning Opportunities	Teacher’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
At Least Monthly	39 (26.9)	106 (73.1)	145 (100.0)
Less Than Monthly	46 (10.3)	399 (89.7)	445 (100.0)
<b>Total</b>	<b>85 (14.4)</b>	<b>505 (85.6)</b>	<b>590 (100.0)</b>
	Teacher’s Self-Assessment of Own Teaching of Social Responsibility <sup>2</sup>		Total
At Least Monthly	52 (35.4)	95 (64.6)	147 (100.0)
Less Than Monthly	108 (23.2)	358 (76.8)	466 (100.0)
<b>Total</b>	<b>160 (26.1)</b>	<b>453 (73.9)</b>	<b>613 (100.0)</b>

<sup>1</sup>Chi-square = 24.320, p = .000

<sup>2</sup>Chi-square = 8.621, p = .003

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There is an even stronger link for teachers between more frequent participation in librarian-provided learning opportunities and higher self-assessments of collaborative ICT standards teaching. Across the three ICT standards, three out of five teachers who participate in such opportunities at least monthly rated themselves as excellent (58.3% for ICT literacy, 61.8% for independent learning, and 60.3% for social responsibility), compared to only two out of five teachers who participate less frequently in such opportunities (35.6% for ICT literacy, 39.4% for independent learning, and 35.9% for social responsibility).

**Table 63. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards With Librarian by Frequency of Teachers Participating in Learning Opportunities about Information-Seeking Skills at Librarian’s Invitation**

Teachers Invited to Information Skills Learning Opportunities	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
At Least Monthly	84 (58.3)	60 (41.7)	144 (100.0)
Less Than Monthly	137 (35.6)	248 (64.4)	385 (100.0)
Total	221 (41.8)	308 (58.2)	529 (100.0)
	Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
At Least Monthly	89 (61.8)	55 (38.2)	144 (100.0)
Less Than Monthly	161 (39.4)	248 (60.6)	409 (100.0)
Total	250 (45.2)	303 (54.8)	553 (100.0)
	Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
At Least Monthly	88 (60.3)	58 (39.7)	146 (100.0)
Less Than Monthly	144 (35.9)	257 (64.1)	401 (100.0)
Total	232 (42.4)	315 (57.6)	547 (100.0)

<sup>1</sup>Chi-square = 22.298, p = .000

<sup>2</sup>Chi-square = 21.653, p = .000

<sup>3</sup>Chi-square = 26.012, p = .000

*Teacher Invites Librarian to Teach or Co-Teach in Classroom*

It is somewhat surprising that there is a link between the frequency of teachers inviting librarians to their classrooms and the teachers’ self-assessment of their own (solo) teaching of ICT literacy. Nonetheless, teachers who invite librarians to their classrooms at least monthly were two to three times as likely to rate their own ICT literacy teaching as excellent than those who issue such invitations less frequently (29.1% vs. 12.9%).

**Table 64. Teacher’s Self-Assessment of Own Teaching of ICT Literacy (Without Librarian) by Frequency of Teacher Inviting Librarian to Teach/Co-Teach in Classroom**

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<b>Teacher Invites Librarian to Classroom to Teach or Co-Teach</b>	<b>Teacher's Self-Assessment of Own Teaching of ICT Literacy<sup>1</sup></b>		<b>Total</b>
	<b>Excellent</b>	<b>Less than Excellent</b>	
<b>At Least Monthly</b>	<b>16 (29.1)</b>	<b>39 (70.9)</b>	<b>55 (100.0)</b>
<b>Less Than Monthly</b>	<b>69 (12.9)</b>	<b>466 (87.1)</b>	<b>535 (100.0)</b>
<b>Total</b>	<b>85 (14.4)</b>	<b>505 (85.6)</b>	<b>590 (100.0)</b>

<sup>1</sup>Chi-square = 10.606, p = .001

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Predictably, however, there is a strong relationship between the frequency of teachers inviting librarians to their classrooms and teachers' self-assessments of the collaborative teaching of ICT standards with librarians. As for teachers taking advantage of librarian-offered learning opportunities, the proportions were very similar. Three out of five teachers who invite librarians to their classrooms rated themselves as excellent on all three ICT standards (65.4% for ICT literacy, 64.2% for independent learning, and 55.8% for social responsibility). Likewise, only two out of five teachers who issue such invitations less frequently rated themselves so highly (39.2% for ICT literacy, 43.1% for independent learning, and 41.1% for social responsibility).

**Table 65. Teacher's Self-Assessment of Collaborative Teaching of ICT Standards With Librarian by Frequency of Teacher Inviting Librarian to Teach/Co-Teach in Classroom**

Teacher Invites Librarian to Classroom	Teacher's Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
At Least Monthly	34 (65.4)	18 (34.6)	52 (100.0)
Less Than Monthly	187 (39.2)	290 (60.8)	477 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
	Teacher's Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
At Least Monthly	34 (64.2)	19 (35.8)	
Less Than Monthly	215 (43.1)	284 (56.9)	499 (100.0)
<b>Total</b>	<b>249 (45.1)</b>	<b>303 (54.9)</b>	<b>552 (100.0)</b>
	Teacher's Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
At Least Monthly	29 (55.8)	23 (44.2)	
Less Than Monthly	203 (41.1)	291 (58.9)	494 (100.0)
<b>Total</b>	<b>232 (42.5)</b>	<b>314 (57.5)</b>	<b>546 (100.0)</b>

<sup>1</sup>Chi-square = 13.213, p = .000

<sup>2</sup>Chi-square = 8.586, p = .003

<sup>3</sup>Chi-square = 4.147, p = .042

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*Librarian Initiates Collaboration on Instructional Design & Delivery with Teacher*

While relatively few teachers reported a librarian initiating collaboration with them on instructional design and delivery, the frequency of that activity is strongly and consistently associated with teachers' self-assessments of their ICT standards teaching, whether alone or with a librarian.

Of teachers whose librarians initiated collaboration at least monthly, almost a quarter (22.8%) rated themselves as excellent at teaching ICT literacy alone, while a third or more rated themselves so highly at teaching independent learning (33.6%) and social responsibility (39.7%). Of teachers who experienced librarian-initiated collaboration less frequently, only one out of eight (12.4%) self-rated as excellent on ICT literacy, only about one out of five self-rated as excellent on independent learning (19.7) and social responsibility (22.9%).

**Table 66. Teacher's Self-Assessment of Own Teaching of ICT Standards (Without Librarian) by Frequency of Librarian Initiating Collaboration with Teachers**

Librarian Initiates Collaboration with Teachers	Teacher's Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
At Least Monthly	26 (22.8)	88 (77.2)	114 (100.0)
Less Than Monthly	59 (12.4)	417 (87.6)	476 (100.0)
<b>Total</b>	<b>85 (14.4)</b>	<b>505 (85.6)</b>	<b>590 (100.0)</b>
	Teacher's Self-Assessment of Own Teaching of Independent Learning <sup>2</sup>		Total
At Least Monthly	39 (33.6)	77 (66.4)	116 (100.0)
Less Than Monthly	101 (19.7)	412 (80.3)	513 (100.00)
<b>Total</b>	<b>140 (22.3)</b>	<b>489 (77.7)</b>	<b>629 (100.0)</b>
	Teacher's Self-Assessment of Own Teaching of Social Responsibility <sup>3</sup>		Total
At Least Monthly	46 (39.7)	70 (60.3)	116 (100.0)
Less Than Monthly	114 (22.9)	383 (77.1)	497 (100.0)
<b>Total</b>	<b>160 (26.1)</b>	<b>453 (73.9)</b>	<b>613 (100.0)</b>

<sup>1</sup>Chi-square = 8.086, p = .004

<sup>2</sup>Chi-square = 10.613, p = .001

<sup>3</sup>Chi-square = 13.627, p = .000

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Of teachers who experienced librarian-initiated collaboration at least monthly, three out of five rated themselves as excellent at collaborative teaching of ICT literacy (64.0%) and independent learning (66.7%), and two out of three rated themselves as highly at collaborative teaching of social responsibility (65.2%). Of those for whom librarian-initiated collaboration was rarer, only two out of five gave themselves the highest ratings for teaching ICT literacy (35.7%) and independent learning (39.6%), and only a third gave themselves the highest rating for teaching social responsibility (36.3%).

**Table 67. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards With Librarian by Frequency of Librarian Initiating Collaboration with Teachers**

Librarian Initiates Collaboration with Teachers	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
At Least Monthly	73 (64.0)	41 (36.0)	114 (100.0)
Less Than Monthly	148 (35.7)	267 (64.3)	415 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
At Least Monthly	76 (66.7)	38 (33.31)	114 (100.0)
Less Than Monthly	174 (39.6)	265 (60.4)	439 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
At Least Monthly	75 (65.2)	40 (34.8)	115 (100.0)
Less Than Monthly	157 (36.3)	275 (63.7)	432 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 20.598, p = .000

<sup>2</sup>Chi-square = 26.696, p = .000

<sup>3</sup>Chi-square = 31.003, p = .000

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*Teacher Initiates Collaboration on Instructional Design & Delivery with Librarian*

When, on the other hand, teachers initiate collaboration with librarians, remarkably similar patterns occur in relation to ICT standards teaching self-assessments of teachers.

When teaching ICT literacy alone, one out of five teachers (20.7%) who experience such collaboration at least monthly rated themselves as excellent, compared to one out of ten teachers (11.1%) who experience it less often. When teaching independent learning alone, almost a third of teachers (31.6%) who initiate collaboration with a librarian at least monthly, but only one out of five (20.6%) who experience it more rarely, rated themselves as excellent.

**Table 68. Teacher’s Self-Assessment of Own Teaching of ICT Standards (Without Librarian) by Frequency of Teachers Initiating Collaboration with Librarian**

Teachers Initiate Collaboration with Librarians	Teacher’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
At Least Monthly	42 (20.7)	161 (79.3)	203 (100.0)
Less Than Monthly	43 (11.1)	344 (88.9)	387 (100.0)
<b>Total</b>	<b>85 (14.4)</b>	<b>505 (85.6)</b>	<b>590 (100.0)</b>
	Teacher’s Self-Assessment of Own Teaching of Independent Learning <sup>2</sup>		Total
At Least Monthly	30 (31.6)	65 (68.4)	95 (100.0)
Less Than Monthly	110 (20.6)	424 (79.4)	534 (100.0)
<b>Total</b>	<b>140 (22.3)</b>	<b>489 (77.7)</b>	<b>629 (100.0)</b>

<sup>1</sup>Chi-square = 9.907, p = .002

<sup>2</sup>Chi-square = 5.619, p = .018

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Patterns in self-assessments associated with collaborative teaching were even more consistent. Three out of five teachers who experience such collaboration at least monthly rated themselves as excellent (61.1% for ICT literacy, 60.9% for independent learning, and 59.1% for social responsibility). Conversely, two out of five who experience it less than monthly rated themselves as excellent (37.8% for ICT literacy, 42.1% for independent learning, and 39.0% for social responsibility).

**Table 69. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards With Librarian by Frequency of Teachers Initiating Collaboration with Librarian**

Teachers Initiate Collaboration with Librarians	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
<b>At Least Monthly</b>	<b>55 (61.1)</b>	<b>35 (38.9)</b>	<b>90 (100.0)</b>
<b>Less Than Monthly</b>	<b>166 (37.8)</b>	<b>273 (62.2)</b>	<b>439 (100.0)</b>
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
<b>At Least Monthly</b>	<b>56 (60.9)</b>	<b>36 (39.1)</b>	<b>92 (100.0)</b>
<b>Less Than Monthly</b>	<b>194 (42.1)</b>	<b>267 (57.9)</b>	<b>461 (100.0)</b>
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
<b>At Least Monthly</b>	<b>55 (59.1)</b>	<b>38 (40.9)</b>	<b>93 (100.0)</b>
<b>Less Than Monthly</b>	<b>177 (39.0)</b>	<b>277 (61.0)</b>	<b>454 (100.0)</b>
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 16.667, p = .000

<sup>2</sup>Chi-square = 10.928, p = .001

<sup>3</sup>Chi-square = 12.835, p = .000

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#### ***Librarian Roles Perceived by Teacher***

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Many of the librarian roles perceived by teachers were related to teachers' self-assessments of ICT standards teaching. The most influential of these roles include: reading motivator, instructional support, curricular/instructional resources manager, and teacher. Other perceived librarian roles influencing self-assessments of ICT standards teaching are: school leader, in-service professional development provider, technology instructor, technology troubleshooter, Less frequently reported, but still influential, roles include: tutor of at-risk students, website manager, and curriculum designer.

#### *Reading Motivator*

One of the most commonly perceived roles of school librarians—by teachers as well as others—is reading motivator. Half of teachers (48.4%) who perceive their librarians in this role rated their collaborative teaching of ICT literacy as excellent, while only three out of 10 teachers (30.2%) who do not perceive their librarians in this role rated themselves so highly.

**Table 70. Teacher's Self-Assessment of Collaborative Teaching of ICT Literacy (With Librarian) by Teacher's Perception of Librarian's Role as Reading Motivator**

Reading Motivator	Teacher's Self-Assessment of Collaborative Teaching of ICT Literacy		Total
	Excellent	Less Than Excellent	
Yes	221 (48.4)	236 (51.6)	457 (100.0)
No	29 (30.2)	67 (69.8)	96 (100.0)
Total	250 (45.2)	303 (54.8)	553 (100.0)

<sup>1</sup>Chi-square = 10.551, p = .001

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*Instructional Support*

Another commonly perceived role of school librarians is instructional support. Of teachers who perceive their librarians in this role, two out of five (43.4%) rated themselves excellent at teaching ICT literacy and almost half (47.7%) rated themselves excellent at teaching independent learning. A quarter or fewer of teachers who do not see their librarians in this role rated themselves so highly (26.0% for ICT literacy, and 22.2% for independent learning).

**Table 71. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards by Teacher’s Perception of Librarian’s Role as Instructional Support**

<b>Instructional Support</b>	<b>Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy<sup>1</sup></b>		<b>Total</b>
	<b>Excellent</b>	<b>Less Than Excellent</b>	
<b>Yes</b>	<b>208 (43.4)</b>	<b>271 (56.6)</b>	<b>479 (100.0)</b>
<b>No</b>	<b>13 (26.0)</b>	<b>37 (74.0)</b>	<b>50 (100.0)</b>
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
	<b>Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning<sup>2</sup></b>		<b>Total</b>
<b>Yes</b>	<b>238 (47.7)</b>	<b>261 (52.3)</b>	<b>499 (100.0)</b>
<b>No</b>	<b>12 (22.2)</b>	<b>42 (77.8)</b>	<b>54 (100.0)</b>
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>

<sup>1</sup>Chi-square = 5.651, p = .017

<sup>2</sup>Chi-square = 12.764, p = .000

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### *Curricular/Instructional Resources Manager*

Another well-understood role of many school librarians is being a curricular or instructional resources manager—a role associated with teachers' self-assessments of their collaborative teaching of ICT standards with their librarians. Of teachers who perceive their librarians in this role, almost half rated themselves excellent at collaborative teaching of ICT literacy (46.1%) and independent learning (49.4%), and almost half (46.5%) rated themselves excellent at teaching social responsibility. For teachers who do not perceive their librarians in this role, the proportion of excellent ratings was much notably lower (35.1% for ICT literacy, 38.9% for independent learning, and 36.4% for social responsibility).

**Table 72. Teacher's Self-Assessment of Collaborative Teaching of ICT Standards by Teacher's Perception of Librarian's Role as Curricular/Instructional Resources Manager**

Curricular/Instructional Resources Manager	Teacher's Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	148 (46.1)	173 (53.9)	321 (100.0)
No	73 (35.1)	135 (64.9)	208 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
	Teacher's Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
Yes	164 (49.4)	168 (50.6)	332 (100.0)
No	86 (38.9)	135 (61.1)	221 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
	Teacher's Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
Yes	152 (46.5)	175 (53.5)	327 (100.0)
No	80 (36.4)	140 (63.6)	220 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 6.290, p = .012

<sup>2</sup>Chi-square = 5.887, p = .015

<sup>3</sup>Chi-square = 5.515, p = .019

...I recently did a non-fiction unit with my students. (Our librarian) asked what the requirements for the assignment were, ordered several new autobiographies and biographies, and even called publishers to find out what the average length of biographies was and informed me, which made it easier for me to formulate the requirements for the assignment. (Our librarian) is amazing and always finds out what units we are working on so that she can provide resources that enrich my teaching...

- Teacher, a high school

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*Teacher*

Many educators—particularly classroom teachers—recognize that an important role of their librarian is being a teacher colleague. Of teachers who recognize this librarian role, about half rated themselves as excellent at teaching to all three ICT standards (46.5% for ICT literacy, 50.4% for independent learning, and 45.3% for social responsibility). By contrast, of teachers who do not recognize their librarian’s teaching role, only about a third rated themselves as excellent at teaching ICT standards collaboratively (32.3% for ICT literacy, 34.9% for independent learning, and 36.6% for social responsibility).

**Table 73. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards by Teacher’s Perception of Librarian’s Role as Teacher**

Teacher	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	165 (46.5)	190 (53.5)	355 (100.0)
No	56 (32.3)	118 (67.8)	174 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>			Total
Yes	185 (50.4)	182 (49.6)	367 (100.0)
No	65 (34.9)	121 (65.1)	186 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>			Total
Yes	165 (45.3)	199 (54.7)	364 (100.0)
No	67 (36.6)	116 (63.4)	183 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 9.810, p = .002

<sup>2</sup>Chi-square = 11.915, p = .001

<sup>3</sup>Chi-square = 3.789, p = .052

*School Leader*

Despite the evolution of the school librarian’s role in recent decades, only some teachers recognize their librarian as a school leader. Of teachers who recognize this leadership role of the librarian, almost a third (30.5%) rated themselves as excellent at teaching social responsibility alone. Of those who do not recognize this role, less than a quarter (23.1%) rated themselves so well.

**Table 74. Teacher’s Self-Assessment of Own Teaching of Social Responsibility (Without Librarian) by Teacher’s Perception of Librarian’s Role as School Leader**

School Leader	Teacher’s Self-Assessment of Own Teaching of Social Responsibility		Total
	Excellent	Less Than Excellent	
Yes	76 (30.5)	173 (69.5)	249 (100.0)
No	84 (23.1)	280 (76.9)	364 (100.0)
<b>Total</b>	<b>160 (26.1)</b>	<b>453 (73.9)</b>	<b>613 (100.0)</b>

<sup>1</sup>Chi-square = 4.249, p = .039

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Teachers were more likely to rate themselves highly on collaborative teaching of all three ICT standards when they perceive their librarians as school leaders. Of teachers who recognize this role, more than half rated themselves as excellent (52.8% for ICT literacy, 53.8% for independent learning, and 55.0% for social responsibility). Of those who do not recognize this role, only about a third rated themselves as excellent (33.0% for ICT literacy, 38.7% for independent learning, and 32.6% for social responsibility).

**Table 75. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards by Teacher’s Perception of Librarian’s Role as School Leader**

School Leader	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	124 (52.8)	111 (47.2)	235 (100.0)
No	97 (33.0)	197 (67.0)	294 (100.0)
Total	221 (41.8)	308 (58.2)	529 (100.0)
Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>			Total
Yes	129 (53.8)	111 (46.3)	240 (100.0)
No	121 (38.7)	192 (61.3)	313 (100.0)
Total	250 (45.2)	303 (54.8)	553 (100.0)
Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>			Total
Yes	132 (55.0)	108 (45.0)	240 (100.0)
No	100 (32.6)	207 (67.4)	307 (100.0)
Total	232 (42.4)	315 (57.6)	547 (100.0)

<sup>1</sup>Chi-square = 20.992, p = .000

<sup>2</sup>Chi-square = 12.491, p = .000

<sup>3</sup>Chi-square = 27.738, p = .000

*In-Service Professional Development Provider*

Over the past decade, a dozen or more studies have identified a previously unrecognized role of school librarians—“resident” in-service professional development provider. Of teachers who see their librarians in this role, a third (33.7%) rated their own teaching of social responsibility as excellent, while less than a quarter of teachers (23.1%) who do not recognize this role rated their own teaching of social responsibility so highly.

**Table 76. Teacher’s Self-Assessment of Own Teaching of Social Responsibility (Without Librarian) by Teacher’s Perception of Librarian’s Role as In-Service Professional Development Provider**

In-Service Professional Development Provider	Teacher’s Self-Assessment of Own Teaching of Social Responsibility		Total
	Excellent	Less Than Excellent	
Yes	58 (33.7)	114 (66.3)	172 (100.0)
No	102 (23.1)	339 (76.9)	441 (100.0)
Total	160 (26.1)	453 (73.9)	613 (100.0)

<sup>1</sup>Chi-square = 7.197, p = .007

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The influence of school librarians as in-service professional development providers is even stronger and more consistent when related to teachers' self-assessments of their collaborative teaching of ICT standards with their librarian colleagues. Three out of five teachers who see their librarians in this role rated themselves as excellent (60.2% for ICT literacy, 59.5% for independent learning, and 62.0% for social responsibility). Conversely, about a third of teachers who do not see their librarians in this role rated their collaborative teaching as excellent (33.7% for ICT literacy, 39.2% for independent learning, and 34.1% for social responsibility).

**Table 77. Teacher's Self-Assessment of Collaborative Teaching of ICT Standards by Teacher's Perception of Librarian's Role as In-Service Professional Development Provider**

In-Service Professional Development Provider	Teacher's Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	97 (60.2)	64 (39.8)	161 (100.0)
No	124 (33.7)	244 (63.3)	368 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
	Teacher's Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
Yes	97 (59.5)	66 (40.5)	163 (100.0)
No	153 (39.2)	237 (60.8)	390 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
	Teacher's Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
Yes	101 (62.0)	62 (38.0)	163 (100.0)
No	131 (34.1)	253 (65.9)	384 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 32.464, p = .000

<sup>2</sup>Chi-square = 19.084, p = .000

<sup>3</sup>Chi-square = 36.334, p = .000

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*Technology Instructor*

In recent decades, many school librarians have found a new niche as technology instructors. Of teachers who perceive their librarian in this role, more than half rated their collaborative teaching of ICT standards as excellent (54.7% for ICT literacy, 53.8% for independent learning, and 54.3% for social responsibility). Of teachers who do not perceive their librarian in this role, two out of five or fewer rated their collaborative teaching as excellent (36.2% for ICT literacy, 41.7% for independent learning, and 37.4% for social responsibility).

**Table 78. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards by Teacher’s Perception of Librarian’s Role as Technology Instructor**

Technology Instructor	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	87 (54.7)	72 (45.3)	159 (100.0)
No	134 (36.2)	236 (63.8)	370 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
Yes	86 (53.8)	74 (46.3)	
No	164 (41.7)	229 (58.3)	393 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
	Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
Yes	88 (54.3)	74 (45.7)	
No	144 (37.4)	241 (62.6)	385 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 15.649, p = .000

<sup>2</sup>Chi-square = 6.632, p = .010

<sup>3</sup>Chi-square = 13.362, p = .000

...My students compete in National History Day every year. They not only need to use the usual resources of school library books, encyclopedias and internet searches, they need to find primary resources. Because of the efforts and forward thinking of our school librarian, we have access to an incredible lending library. Students can “borrow” books from practically any library in the U.S.! The librarian has also set up information services by subscribing to LiLi (Libraries Linking Idaho)...The skills my students learn from our librarian has enabled them to succeed in their research for the National History Day competition. They win regularly at the regional level, many times at the State level and every few years they make it to Washington D.C. to present their projects and research...

- Teacher, a junior high school

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*Technology Troubleshooter*

Also in recent decades, many school librarians have adopted the role of technology troubleshooter for the school. Of teachers who see their librarians in this role, one out of five (19.0%) rated their own teaching of ICT literacy as excellent. Of those who do not see their librarians as technology troubleshooters, one out of eight (12.6%) rated that type of ICT literacy teaching so highly.

**Table 79. Teacher’s Self-Assessment of Own Teaching of ICT Literacy (Without Librarian) by Teacher’s Perception of Librarian’s Role as Technology Troubleshooter**

Technology Troubleshooter	Teacher’s Self-Assessment of Own Teaching of ICT Literacy		Total
	Excellent	Less Than Excellent	
Yes	31 (19.0)	132 (81.0)	163 (100.0)
No	54 (12.6)	373 (87.4)	427 (100.0)
<b>Total</b>	<b>85 (14.4)</b>	<b>505 (85.6)</b>	<b>590 (100.0)</b>

<sup>1</sup>Chi-square = 3.884, p = .049

In the context of collaborative teaching of ICT standards, the relationship between this role perception and teachers’ self-assessments of collaborative ICT standards teaching is stronger and more consistent. Of teachers who perceive their librarians in this role, more than half rated their collaborative teaching as excellent (51.7% for ICT literacy, 54.9% for independent learning, and 52.6% for social responsibility). Of teachers who do not perceive their librarians in this role, two out of five or fewer rated this type of teaching as excellent (37.8% for ICT literacy, 41.5% for independent learning, and 38.4% for social responsibility).

**Table 80. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards by Teacher’s Perception of Librarian’s Role as Technology Troubleshooter**

Technology Troubleshooter	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	78 (51.7)	73 (48.3)	151 (100.0)
No	143 (37.8)	235 (62.2)	378 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
Technology Troubleshooter	Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
	Excellent	Less Than Excellent	
Yes	84 (54.9)	69 (45.1)	153 (100.0)
No	166 (41.5)	234 (58.5)	400 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
Technology Troubleshooter	Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
	Excellent	Less Than Excellent	
Yes	81 (52.6)	73 (47.4)	154 (100.0)
No	151 (38.4)	242 (61.6)	393 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 8.478, p = .004

<sup>2</sup>Chi-square = 8.025, p = .005

<sup>3</sup>Chi-square = 9.102, p = .003

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*Tutor of At-Risk Students*

A less frequent, but potentially critical role for school librarians is tutor of at-risk students. Of teachers who perceive their librarians in this role, a third (34.7%) rated their own teaching of social responsibility as excellent, while only a quarter (24.5%) of those who do not see their librarians in this role rated such teaching as highly.

**Table 81. Teacher’s Self-Assessment of Own Teaching of Social Responsibility (Without Librarian) by Teacher’s Perception of Librarian’s Role as Tutor of At-Risk Students**

Tutor of At-Risk Students	Teacher’s Self-Assessment of Own Teaching of Social Responsibility		Total
	Excellent	Less Than Excellent	
Yes	34 (34.7)	64 (65.3)	98 (100.0)
No	126 (24.5)	389 (75.5)	515 (100.0)
<b>Total</b>	<b>160 (26.1)</b>	<b>453 (73.9)</b>	<b>613 (100.0)</b>

<sup>1</sup>Chi-square = 4.465, p = .035

The perceived impact of this role when teachers collaborate with librarians in teaching ICT standards is even stronger and more consistent. Half or more of teachers who perceive their librarians as tutors of at-risk students rated their collaborative teaching as excellent (54.3% for ICT literacy, 63.3% for independent learning, and 56.8% for social responsibility). Of teachers who do not see their librarians in this role, only two out of five rated their collaborative teaching as excellent (39.1% for ICT literacy, 41.3% for independent learning, and 39.4% for social responsibility).

**Table 82. Teacher’s Self-Assessment of Collaborative Teaching of ICT Standards by Teacher’s Perception of Librarian’s Role as Tutor of At-Risk Students**

Tutor of At-Risk Students	Teacher’s Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	51 (54.3)	43 (45.7)	94 (100.0)
No	170 (39.1)	265 (60.9)	435 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
Tutor of At-Risk Students	Teacher’s Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
	Excellent	Less Than Excellent	
Yes	62 (63.3)	36 (36.7)	98 (100.0)
No	188 (41.3)	267 (58.7)	455 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
Tutor of At-Risk Students	Teacher’s Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
	Excellent	Less Than Excellent	
Yes	54 (56.8)	41 (43.2)	95 (100.0)
No	178 (39.4)	274 (60.6)	452 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 7.318, p = .007

<sup>2</sup>Chi-square = 15.679, p = .000

<sup>3</sup>Chi-square = 9.800, p = .002

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

When I first started teaching three years ago I found the librarian to be a vital resource for my teaching. She has given direction to students and developed reading lists that my students use to find appropriate books. She has also made me aware of new books that might encourage at-risk students to read. Together with the librarian we now have students who read regularly who would have not picked up a book two years ago.

- Teacher, a high school

*Website Manager*

As school librarians have embraced technology in recent decades, some have assumed the role of website manager, either for their school libraries or for their schools or districts. When teachers report their librarians playing this role, the teacher's self-assessment of their own ICT literacy teaching was more likely to be excellent. Of those perceiving the role, one out of five rated their teaching as excellent; of those not perceiving the role, about one out of eight rated it as highly.

**Table 83. Teacher's Self-Assessment of Own Teaching of ICT Literacy (Without Librarian) by Teacher's Perception of Librarian's Role as Website Manager**

Website Manager	Teacher's Self-Assessment of Own Teaching of ICT Literacy		Total
	Excellent	Less Than Excellent	
Yes	21 (22.1)	74 (77.9)	95 (100.0)
No	64 (12.9)	431 (87.1)	495 (100.0)
<b>Total</b>	<b>85 (14.4)</b>	<b>505 (85.6)</b>	<b>590 (100.0)</b>

<sup>1</sup>Chi-square = 5.442, p = .020

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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The perceived relationship between librarians being website managers and teachers' self-assessments of their collaborative teaching with librarians is even stronger and more consistent. More than half of teachers who perceive their librarians as website managers rated their collaborative teaching as excellent (60.0% for ICT literacy, 55.8% for independent learning, and 53.7% for social responsibility). Only about two out of five teachers who do not perceive librarians in this role rated their collaborative teaching of ICT standards at the same level.

**Table 84. Teacher's Self-Assessment of Collaborative Teaching of ICT Standards by Teacher's Perception of Librarian's Role as Website Manager**

Website Manager	Teacher's Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	57 (60.0)	38 (40.0)	95 (100.0)
No	164 (37.8)	270 (62.2)	434 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (52.8)</b>	<b>529 (100.0)</b>
	Teacher's Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
Yes	53 (55.8)	42 (44.2)	95 (100.0)
No	197 (43.0)	261 (57.0)	458 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
	Teacher's Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
Yes	51 (53.7)	44 (46.3)	95 (100.0)
No	181 (40.0)	271 (60.0)	452 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 15.809, p = .000

<sup>2</sup>Chi-square = 5.185, p = .023

<sup>3</sup>Chi-square = 5.980, p = .014

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

This year, our librarian created a media center web page, which has been a helpful tool for my students doing research. All of the LILI source information, source evaluation, plagiarism information, web citation maker, etc. are found in one easy place for the students. Absolutely the best source for the students.

- Teacher, a high school

*Curriculum Designer*

A role in which teachers seldom see their librarians is curriculum designer. Almost nine times as many teachers do not see their librarians in that role as those that do. When teachers do see their librarians in this role, however, their self-assessments of their own teaching of ICT literacy and independent learning is consistently less than excellent: 75.8% for ICT literacy, and 62.5% for independent learning. For teachers who do not see their librarians in that role, teacher self-assessments are even more strongly less than excellent: 86.7% and 79.2% respectively.

**Table 85. Teacher’s Self-Assessment of Own Teaching of ICT Standards (Without Librarian) by Teacher’s Perception of Librarian’s Role as Curriculum Designer**

Curriculum Designer	Teacher’s Self-Assessment of Own Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	15 (24.2)	47 (75.8)	62 (100.0)
No	70 (13.3)	458 (86.7)	528 (100.0)
<b>Total</b>	<b>85 (14.4)</b>	<b>505 (85.6)</b>	<b>590 (100.0)</b>
	Teacher’s Self-Assessment of Own Teaching of Independent Learning <sup>2</sup>		Total
	Excellent	Less Than Excellent	
Yes	23 (34.8)	43 (65.2)	66 (100.0)
No	117 (20.8)	446 (79.2)	563 (100.0)
<b>Total</b>	<b>140 (22.3)</b>	<b>489 (77.7)</b>	<b>629 (100.0)</b>

<sup>1</sup>Chi-square = 5.381, p = .020

<sup>2</sup>Chi-square = 6.756, p = .009

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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In the context of collaborative teaching of all three ICT standards, the link between teachers' self-assessments of their teaching and their perception of the librarian as curriculum designer was more consistent. Self-assessments of ICT literacy teaching were better for teachers who perceive their librarians in this role (55.9% than for those who do not (40.0%). For self-assessments of teaching independent learning and social responsibility, the relationship was even stronger. Of teachers who see their librarians as curriculum designers, two-thirds rated their collaborative teaching as excellent (67.2% for independent learning and 65.0% for social responsibility). Of those who do not see librarians in this role, only two out of five rated their collaborative teaching as well (40.0% for ICT literacy, 42.5% for independent learning, and 39.6% for social responsibility).

**Table 86. Teacher's Self-Assessment of Collaborative Teaching of ICT Standards by Teacher's Perception of Librarian's Role as Curriculum Designer**

Curriculum Designer	Teacher's Self-Assessment of Collaborative Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less Than Excellent	
Yes	33 (55.9)	26 (44.1)	59 (100.0)
No	188 (40.0)	282 (60.0)	470 (100.0)
<b>Total</b>	<b>221 (41.8)</b>	<b>308 (58.2)</b>	<b>529 (100.0)</b>
	Teacher's Self-Assessment of Collaborative Teaching of Independent Learning <sup>2</sup>		Total
Yes	41 (67.2)	20 (32.8)	61 (100.0)
No	209 (42.5)	283 (57.5)	492 (100.0)
<b>Total</b>	<b>250 (45.2)</b>	<b>303 (54.8)</b>	<b>553 (100.0)</b>
	Teacher's Self-Assessment of Collaborative Teaching of Social Responsibility <sup>3</sup>		Total
Yes	39 (65.0)	21 (35.0)	60 (100.0)
No	193 (39.6)	294 (60.4)	487 (100.0)
<b>Total</b>	<b>232 (42.4)</b>	<b>315 (57.6)</b>	<b>547 (100.0)</b>

<sup>1</sup>Chi-square = 5.470, p = .019

<sup>2</sup>Chi-square = 13.403, p = .000

<sup>3</sup>Chi-square = 14.077, p = .000

## **Teacher Predictors of ISAT Reading & Language Arts Scores**

ISAT reading and language arts scores were related to teachers' perceptions of librarian roles, and reflected teachers' self-assessments of how well they teach to ICT standards. These findings reflect what actually happened with school libraries and librarians at different grade levels. They should not be taken to indicate that such relationships are only possible or appropriate at a particular grade level. It may be that teachers and librarians at some grade levels do a better job of modeling some of the profession's ideals than those at other grade levels.

### ***Librarian Roles Perceived by Teacher***

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ISAT scores were associated with a different constellation of roles at each grade level, as detailed in the following pages:

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

*Middle School: Instructional Support, In-Service Professional Development Provider, & Website Manager*

Advanced ISAT performance were likelier where middle school teachers perceive librarians in the roles of instructional support, in-service professional development provider, and website manager (than where they do not).

In rank order, middle school language arts scores tended to be better where teachers perceive librarians in the roles of:

- instructional support (22.0%),
- website manager (17.1%), and
- in-service professional development provider (16.5%).

In rank order, middle school reading scores tend to be better where teachers perceive librarians in the roles of:

- instructional support (13.5%) and
- in-service professional development provider (9.7%).

**Table 87. Percent of Middle School Students with Advanced ISAT Reading & Language Arts Scores by Teacher Perceptions of Librarian Roles**

Teacher Perceives Librarian Role as		Percent of Middle School Students with Advanced Scores in			
		Yes	No	Difference	Proportional difference
Instructional Support	Reading *	47.94 (157)	42.24 (16)	5.7	13.5
	Language Arts	20.17 (157)	16.53 (16)	3.6	22.0
In-Service Professional Development Provider	Reading *	50.71 (46)	46.22 (127)	4.5	9.7
	Language Arts *	22.13 (46)	19.00 (127)	3.1	16.5
Website Manager	Language Arts *	22.60 (28)	19.30 (145)	3.3	17.1

\* p <= .05 (based on t test for independent samples)

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

*High School: Curricular/Instructional Resources Manager and Technology Troubleshooter*

Advanced ISAT performance were likelier where high school teachers perceive librarians in the roles of curricular/instructional resources manager and technology troubleshooter (than where they do not). High school scores tended to be better where teachers perceive librarians in these roles (22.3% and 17.4%, respectively, for language arts; 11.3% and 14.5% for reading).

**Table 88. Percent of High School Students with Advanced ISAT Scores by Teacher Perceptions of Librarian as Curricular/Instructional Resources Manager and Technology Troubleshooter**

Teacher Perceives Librarian Role as		Percent of High School Students with Advanced Scores in			
		Yes	No	Difference	Proportional difference
Curricular/Instructional Resources Manager	Reading *	34.87 (160)	31.33 (88)	3.5	11.3
	Language Arts **	17.31 (160)	14.15 (88)	3.2	22.3
Technology Troubleshooter	Reading **	36.31 (103)	31.70 (145)	4.6	14.5
	Language Arts **	17.72 (103)	15.10 (145)	2.6	17.4

\*\* p <= .01 (based on t test for independent samples)

\* p <= .05 (based on t test for independent samples)

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

*Elementary & High School: Technology Instructor*

At both elementary and high school levels, advanced ISAT performance were associated—though in very different ways—with teachers perceiving librarians in the role of technology instructor. Interestingly, there was a negative relationship between advanced ISAT scores in language arts and teachers perceiving librarians as technology instructors. At the high school level, however, the relationship was positive. Where elementary teachers perceive librarians as technology instructors, advanced language arts scores were almost 12% (11.9%) lower (than where they are not). At high school level, however, advanced language arts scores were 14.5% higher and reading scores, 9.2% higher. While there were no other role-related links to ISAT scores at the elementary level, this negative relationship may suggest that librarians may have more positive influence on younger students by focusing on developing reading skills and the love of reading as opposed to developing technology-related skills. By contrast, at the high school level, advanced ISAT performance in both reading and language arts was better when librarians do play this role.

**Table 89. Percent of Elementary & High School Students with Advanced ISAT Scores by Teacher Perception of Librarian as Technology Instructor**

Percent of Students by Level with Advanced Scores in		Teacher Perceives Librarian as Technology Instructor			
		Yes	No	Difference	Proportional difference
Elementary	Language Arts *	34.76 (39)	39.45 (217)	(4.7)	(11.9)
	Reading **	35.45 (95)	32.47 (153)	3.0	9.2
High	Language Arts **	17.56 (95)	15.33 (153)	2.2	14.5

\*\* p <= .01 (based on t test for independent samples)

\* p <= .05 (based on t test for independent samples)

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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***Teacher Self-Assessment of ICT Standards Teaching***

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Advanced ISAT performance was related to teachers' self-assessments of their ICT standards teaching, usually in collaboration with librarians.

*ICT Literacy*

Middle school students were more likely to earn advanced scores in reading where their teachers rated as excellent their collaborative teaching of ICT literacy with librarians. Where these conditions exist, advanced ISAT performance was 8.3% higher than where teachers rated such collaborative teaching as less than excellent.

**Table 90. Percent of Middle School Students with Advanced ISAT Reading Scores by Teacher Self-Assessment of Collaborative Teaching of ICT Literacy with Librarian**

Percent of Middle School Students with Advanced Scores in	Self-Assessment of Collaborative Teaching of ICT Literacy with Librarian			
	Excellent	Less than Excellent	Difference	Proportional difference
Reading *	49.50 (70)	45.71 (80)	3.8	8.3

\* p <= .05 (based on t test for independent samples)

*Independent Learning*

Advanced scores in reading were likelier in middle schools where teachers rated as excellent their collaborative teaching of independent learning with librarians. In such cases, advanced scores were 8.8% higher than where teachers rated such teaching as less than excellent.

**Table 91. Percent of Middle School Students with Advanced ISAT Reading Scores by Teacher Self-Assessment of Collaborative Teaching of Independent Learning with Librarian**

Percent of Middle School Students with Advanced Scores in	Self-Assessment of Collaborative Teaching of Independent Learning with Librarian			
	Excellent	Less than Excellent	Difference	Proportional difference
Reading *	49.40 (73)	45.41 (81)	4.0	8.8

\* p <= .05 (based on t test for independent samples)

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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*Social Responsibility*

As with teacher perceptions of librarians as technology instructors, their self-assessment of their collaborative teaching of social responsibility with librarians was negatively related to advanced ISAT performance—this time in both reading and language arts. As it is highly unlikely that teaching social responsibility to elementary school students has a negative causal impact on their ISAT performance, other explanations for this curious relationship should be explored. Because this association concerns teacher perceptions of the quality of collaborative teaching on this subject with librarians, it may suggest either a lack of agreement between teachers and librarians in their understanding of the concept of social responsibility or a lack of communication between them during such collaborations. Other explanations may include possible inefficiencies in these collaborations that took time away from teaching other important concepts.

**Table 92. Percent of Elementary School Students with Advanced ISAT Scores by Teacher Self-Assessment of Collaborative Teaching of Social Responsibility with Librarians**

Percent of Elementary School Students with Advanced Scores in	Teacher Self-Assessment of Collaborative Teaching of Social Responsibility			
	Excellent	Less than Excellent	Difference	Proportional difference
Reading *	40.62 (75)	43.99 (124)	(3.4)	(7.7)
Language Arts *	36.41 (75)	40.06 (124)	(3.7)	(9.1)

\* p <= .05 (based on t test for independent samples)

Interestingly, despite the unexpected negative relationship at the elementary level, there was a positive link between high school teachers' self-assessments of their own teaching of social responsibility and advanced ISAT reading performance. The explanation for these contradictory findings may concern the grade levels involved or the fact that, at one level, social responsibility is being taught by collaborating teachers and librarians, while at the other level, it is being taught by classroom teachers alone. The combination of factors suggests that the issue at the elementary level is likely to be one of teacher-librarian communication either about the concept of social responsibility or in collaborative teaching generally.

**Table 93. Percent of High School Students with Advanced ISAT Reading Scores by Teacher Self-Assessment of Own Teaching of Social Responsibility (Without Librarian)**

Percent of High School Students with Advanced Scores in	Teacher Self-Assessment of Own Teaching of Social Responsibility (Without Librarian)			
	Excellent	Less than Excellent	Difference	Proportional difference
Reading	35.85 (63)	32.76 (167)	3.1	9.4

\* p <= .05 (based on t test for independent samples)

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

**Summary of Teacher Findings**

ISAT reading and language arts scores and teacher self-assessments of ICT literacy teaching were associated with a variety of library-related activities and librarian role perceptions of teachers. In the following six tables a + in any cell indicates a positive statistically significant relationship between the row and column variables.

***Predictors of Self-Assessments of ICT Standards Teaching***

The year of teacher’s highest degree and year first employed in K-12 education were correlated with better self-assessments of their own teaching of social responsibility (without librarians). Self-assessments of teachers’ own teaching of social responsibility tended to be better where they reported more recent years for both.

**Table 94. Summary of Findings About Relationship Between Frequency of Library-Related Activities Reported by Teachers and Their Years of Experience**

	Self-Assessment of ICT Standards Teaching					
	Own (Without Librarians)			Collaborative (With Librarians)		
	ICT Literacy	Independent Learning	Social Responsibility	ICT Literacy	Independent Learning	Social Responsibility
<b>Year</b>						
<b>Highest degree</b>			+			
<b>First employed in K-12 education</b>			+			

+ = a positive statistically significant relationship

**Idaho School Library Impact Study – 2009:**

**How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success**

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Certain reported sources for most learning about school libraries and librarians were correlated with better self-assessments of their ICT standards teaching.

Self-assessments of ICT standards teaching tended to be better where teachers reported learning most from:

- personal experience,
- undergraduate or graduate courses,
- in-service professional development opportunities,
- professional reading, and
- on-the-job experience.

Different learning sources were associated with teaching different ICT standards—ICT literacy, independent learning, and social responsibility—and some were associated with independent teaching by teachers while others were associated with collaborative teaching with librarians.

**Table 95. Summary of Findings About Relationship Between Sources of Most Learning About School Libraries & Librarians Reported by Teachers and Their Self-Assessments of ICT Standards Teaching**

Source of Most Learning About School Libraries and Librarians	Self-Assessment of ICT Standards Teaching					
	Own (Without Librarians)			Collaborative (With Librarians)		
	ICT Literacy	Independent Learning	Social Responsibility	ICT Literacy	Independent Learning	Social Responsibility
Personal experience	+					
Undergraduate or graduate courses	+	+	+			
In-service professional development opportunities	+					
Professional reading	+					
On-the-job experience				+	+	+

+ = a positive statistically significant relationship

More frequent reports of library-related activities by teachers were correlated with better self-assessments of their ICT standards teaching.

## Idaho School Library Impact Study – 2009:

### How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

Self-assessments of ICT standards teaching tended to be better where teachers reported more:

- proactive sharing of instructional design resources with teachers by librarians,
- class and student visits on a flexible schedule,
- teachers asking their librarian for instructional design resources,
- teacher-accompanied class visits to the library,
- class visits to the library on a fixed schedule,
- teacher requests for librarian help in learning new information-seeking skills,
- librarian invitations to teachers to attend opportunities to learn new information-seeking skills,
- teacher invitations for librarians to teach or co-teach in their classrooms,
- librarian-initiated collaboration on instructional design and delivery with teachers, and
- teacher-initiated collaboration on instructional design and delivery with teachers.

Different activities were associated with different types of ICT standards teaching—ICT literacy, independent learning, and social responsibility—and some were associated with independent teaching by teachers while others were associated with collaborative teaching with librarians.

	Self-Assessment of ICT Standards Teaching					
	Own (Without Librarians)			Collaborative (With Librarians)		
	ICT Literacy	Independent Learning	Social Responsibility	ICT Literacy	Independent Learning	Social Responsibility
<b>Frequency of Library-Related Activity</b>						
<b>Librarian proactively provides instructional design resources to teachers</b>		+	+	+	+	+
<b>Classes &amp; students visit library on flex. schedule</b>		+	+	+	+	+
<b>Teachers ask librarian for instructional design resources</b>				+	+	+
<b>Teachers accompany classes on library visits</b>		+				+
<b>Classes visit library on fixed schedule</b>				+		
<b>+Teachers ask librarian for help learning new information-seeking skills</b>	+	+	+	+	+	+
<b>Librarian invites teachers to attend opportunities to learn new information-seeking skills</b>	+		+	+	+	+
<b>Teachers invite librarian to teach or co-teach in classrooms</b>	+			+	+	+
<b>Librarian initiates instructional collaboration with teacher</b>	+	+	+	+	+	+

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<b>Teacher initiates instructional collaboration with librarian</b>	+	+		+	+	+
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**Table 96. Summary of Findings About Relationship Between Frequency of Library-Related Activities Reported by Teachers and Their Self-Assessments of ICT Standards Teaching**

+ = a positive statistically significant relationship

Self-assessments of ICT standards teaching also tended to be better where teachers perceive librarians as reading motivators, instructional support, curricular/instructional resources managers, teachers, school leaders, in-service professional development providers, technology instructors, technology troubleshooters, tutors of at-risk students, web site managers, and curriculum designers. As with library-related activities, different roles were associated with teaching different ICT standards—ICT literacy, independent learning, and social responsibility—and some were associated with independent teaching by teachers while others were associated with collaborative teaching with librarians.

**Table 97. Summary of Findings About Relationship Between Teacher Perceptions of Librarian Role and Their Self-Assessments of ICT Standards Teaching**

Librarian Role Perceived by Teacher	Self-Assessment of ICT Standards Teaching					
	Own (Without Librarian)			Collaborative (With Librarian)		
	ICT Literacy	Independent Learning	Social Responsibility	ICT Literacy	Independent Learning	Social Responsibility
Reading motivator	+					
Instructional support				+	+	
Curricular/instructional resources manager				+	+	+
Teacher				+	+	+
School leader	+			+	+	+
In-service professional development provider			+	+	+	+
Technology instructor				+	+	+
Technology troubleshooter	+			+	+	+
Tutor of at-risk students			+	+	+	+
Web site manager	+			+	+	+
+Curriculum designer	+	+		+	+	+

+ = a positive statistically significant relationship

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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***Predictors of ISAT Reading & Language Arts Scores***

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ISAT results also tended to be better where teachers perceived librarians as: instructional support, in-service professional development providers, web site managers, curricular/instructional resources managers, technology troubleshooters, and technology instructors. Different roles were correlated with ISAT reading and/or language arts results at different grade levels. The notable exception to these findings regards elementary language arts scores, which tended to be better when teachers do not perceive their librarians as technology instructors.

**Table 98. Summary of Findings About Relationship Between Teacher Perceptions of Librarian Role and Advanced Scores on ISAT Reading & Language Arts Tests**

	Percent of Students with Advanced ISAT Scores					
	Elementary		Middle		High	
	Reading	Language Arts	Reading	Language Arts	Reading	Language Arts
<b>Librarian Role Perceived by Teachers</b>						
<b>Instructional support</b>			+	+		
<b>In-service professional development provider</b>			+	+		
<b>Web site manager</b>				+		
<b>Curricular/instructional resources manager</b>					+	+
<b>Technology troubleshooter</b>					+	+
<b>Technology instructor</b>		-			+	+

+ = a positive statistically significant relationship  
 - = a negative statistically significant relationship

**Table 99. Summary of Findings About Teacher Self-Assessments of ICT Standards Teaching and Advanced Scores on ISAT Reading & Language Arts Tests**

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

	Percent of Students with Advanced ISAT Scores					
	Elementary		Middle		High	
	Reading	Language Arts	Reading	Language Arts	Reading	Language Arts
<b>ICT Standards Self-Assessment of Teacher</b>						
<b>Collaborative Teaching</b>						
<b>--ICT Literacy</b>			+			
<b>--Independent Learning</b>			+			
<b>--Social Responsibility</b>	+	+				
<b>Own Teaching of Social Responsibility</b>					+	

+ = a positive statistically significant relationship

## Chapter 4: Principals & Other Administrators

This chapter reports on responses to the administrator survey, how those responses were related to administrators' self-assessments of ICT standards teaching in their schools and districts, and how those responses were related to ISAT reading and language arts scores at each grade level.

### Responses to the Administrator Survey

There were 176 usable responses to the administrator survey. Principals and other administrators were nominated by their librarians for inclusion in this study.

#### Highest Degree & Years of Experience

Of the 176 respondents to the survey of principals and other administrators, the overwhelming majority—155 or almost nine out of 10 (88.1%) earned master's degrees. Another 18 (10.2%) earned doctorates. The three others (1.7%) earned bachelor's degrees. On average, they began working in K-12 education in 1987, earned their highest degrees in 1997, and began their administrative careers in 2000.

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#### ***Sources of Most Learning About School Libraries & Librarians***

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Principal and other administrator respondents were asked to report the sources from which they learned the most about school libraries and librarians. Four out of five administrators indicated three sources: personal experience (84.7%), on-the-job experience (81.3%), and informal communication with school librarians (80.7%). No other sources of learning commanded anything approaching a majority. About one out of five administrators reported learning most of what they know about school libraries and librarians from two sources: undergraduate or graduate courses (21.6%) and professional reading (21.0%). One out of eight administrators credited their library knowledge to in-service professional development and conference sessions and workshops (11.9% each). When one realizes that the vast majority of administrators attribute what they know about libraries and librarians to direct, albeit informal, experience, the importance of ensuring that administrators are exposed as early as possible to strong library programs and accomplished librarians cannot be overstated.

**Table 100. Sources From Which Principals & Other Administrators Learned the Most About School Libraries & Librarians**

Source	Learned Most From About School Libraries & Librarians	
	Number	Percent
Personal experience	149	84.7
Undergraduate/graduate courses	38	21.6
In-service professional development	21	11.9
On-the-job experience	143	81.3
Professional reading	37	21.0
Conference sessions or workshops	21	11.9
Informal communication with school librarians	142	80.7

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#### ***Library-Related Practices Valued by Principals & Other Administrators***

Principals and other administrators were asked to assess the value they place on various library-related practices as essential, desirable, acceptable, or unnecessary.

More than half of administrators (56.9%) valued appointing the librarian to school committees as essential. Almost half (48.9%) placed a similar value on library access being scheduled based on instructional needs rather than a fixed schedule.

Almost two out of five administrators (38.5%) considered regular meetings between librarians and their principals as essential.

More than a quarter of administrators considered it essential for librarians to provide professional development opportunities to faculty (29.9%), and for librarians and teachers to design instructional units together (27.6%).

Only about one out of five administrators considered it essential for the librarian's role in the school to be addressed in teacher hiring interviews.

**Table 101. Library-Related Practices Valued by Principals & Other Administrators**

Practice		Importance to Administrator of Activity Happening in School/District (Regardless of Actual Practice)			
		Essential	Desirable	Acceptable	Unnecessary
Library access is scheduled based on instructional needs	Number	85	66	19	4
	Percent	48.9	37.9	10.9	2.3
Librarian and teacher design instructional units together	Number	48	107	15	4
	Percent	27.6	61.5	8.6	2.3
Librarian provides professional development to faculty	Number	52	93	23	6
	Percent	29.9	53.4	13.2	3.4
Librarian is appointed to school committees	Number	99	63	11	1
	Percent	56.9	36.2	6.3	0.6
Librarian and principal meet regularly	Number	67	74	31	2
	Percent	38.5	42.5	17.8	1.1
Librarian's role is addressed in teacher hiring	Number	31	73	54	16
	Percent	17.8	42.0	31.0	9.2

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#### ***Librarian Roles Desired by Principals and Other Administrators***

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Respondents to the administrator survey were asked to identify the desired roles of the librarian(s) in their school or district. Four roles were identified by strong majorities:

- instructional support (94.9%),
- reading motivator (93.2%),
- teacher (72.7%), and
- curricular/instructional resources manager (70.5%).

The first two of these roles suggest a minimal understanding of the potential role of the school librarian; however, these selections may have been influenced heavily by the level at which the school library in question is staffed. The latter pair of roles, however, indicates an understanding of the vital role of the librarian in instruction.

**Table 102. Librarian Roles Desired by Administrator**

Role	Desired Role of School Librarian	
	Number	Percent
Curriculum designer	34	19.3
Instructional support	167	94.9
Teacher	128	72.7
In-service professional development service provider	93	52.8
Reading motivator	164	93.2
Tutor of at-risk students	48	27.3
Curricular/instructional resources manager	124	70.5
Administrator	5	2.8
Web site manager	36	20.5
Technology instructor	48	27.3
Technology troubleshooter	49	27.8
School leader	92	52.3

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***Administrator Self-Assessment of ICT Standards Teaching***

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While librarians and teachers were asked for self-assessments of their own teaching of ICT standards, principals and other administrators were asked for self-assessments of ICT standards teaching across their schools or districts.

Responding principals and other administrators felt their schools and districts did the best job teaching independent learning (40.1% rated excellent), followed by ICT literacy (30.8%) and social responsibility (24.3%).

**Table 103. Administrator Self-Assessment of ICT Standards Teaching**

Standard		Administrator Self-Assessment of ICT Standards Teaching in School / District			
		Excellent	Good	Fair	Poor
ICT literacy	Number	52	64	38	15
	Percent	30.8	37.9	22.5	8.9
Independent learning	Number	69	71	27	5
	Percent	40.1	41.3	15.7	2.9
Social responsibility	Number	41	76	42	10
	Percent	24.3	45.0	24.9	5.9

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**Administrator Predictors of Self-Assessment of ICT Standards Teaching**

Administrators' self-assessments of ICT standards teaching in their schools and districts were related to the year of the administrators' highest degree, their sources of most learning about libraries and librarians, the value they give to selected library-related practices, and their desired roles for librarians.

***Year of Administrator's Highest Degree***

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Administrators who earned their highest degrees before 1988 were more likely than those who earned their degrees more recently to rate their school's or district's teaching of ICT standards as excellent or good. The largest gap was for social responsibility (79.5% vs. 62.1%, respectively), followed closely by ICT literacy (77.0% vs. 62.8%) and independent learning (89.5% vs. 75.8%). This finding may suggest that teacher and administrator education programs of today are doing a less effective job than those of earlier years at teaching future administrators about school libraries and librarians.

**Table 104. Administrator's Self-Assessment of Teaching of ICT Standards by Year of Administrator's Highest Degree**

Year of Administrator's Highest Degree	Administrator's Self-Assessment of Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent/Good	Fair/Poor	
1988 or later	59 (62.8)	35 (37.2)	94 (100.0)
Before 1988	57 (77.0)	17 (23.0)	74 (100.0)
<b>Total</b>	<b>116 (69.0)</b>	<b>52 (31.0)</b>	<b>168 (100.0)</b>
	Administrator's Self-Assessment of Teaching of Independent Learning <sup>2</sup>		Total
1988 or later	72 (75.8)	23 (24.2)	95 (100.0)
Before 1988	68 (89.5)	8 (10.5)	76 (100.0)
<b>Total</b>	<b>140 (81.9)</b>	<b>31 (18.1)</b>	<b>171 (100.0)</b>
	Administrator's Self-Assessment of Teaching of Social Responsibility <sup>3</sup>		Total
1988 or later	59 (62.1)	36 (37.9)	95 (100.0)
Before 1988	58 (79.5)	15 (20.5)	73 (100.0)
<b>Total</b>	<b>117 (69.6)</b>	<b>51 (30.4)</b>	<b>168 (100.0)</b>

<sup>1</sup>Chi-square = 3.940, p = .047

<sup>2</sup>Chi-square = 5.327, p = .021

<sup>3</sup>Chi-square = 5.875, p = .015

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***Administrator’s Sources of Learning About Libraries & Librarians***

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Administrators who learned most of what they know about school libraries and librarians from more formal sources—undergraduate or graduate courses, professional reading, and in-service professional development opportunities—tended to assess more highly their school’s or district’s teaching of ICT standards. Those who relied on on-the-job experience as a major learning source were less likely to give comparable assessments.

Administrators who relied on undergraduate or graduate courses for their library knowledge were more likely than those who did not to assess as excellent or good to assess their school’s or district’s teaching of ICT literacy (83.8% vs. 64.4%, respectively, for ICT literacy; 94.7% vs. 77.6% for independent learning, and 84.2% vs. 64.9% for social responsibility).

**Table 105. Administrator’s Self-Assessment of Teaching of ICT Standards by Undergraduate or Graduate Course(s) as Source of Learning about Libraries and Librarians**

Undergraduate or Graduate Course(s)	Administrator’s Self-Assessment of Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent/Good	Fair/Poor	
Yes	31 (83.8)	6 (16.2)	37 (100.0)
No	85 (64.4)	47 (35.6)	132 (100.0)
<b>Total</b>	<b>116 (68.6)</b>	<b>53 (31.4)</b>	<b>169 (100.0)</b>
	Administrator’s Self-Assessment of Teaching of Independent Learning <sup>2</sup>		Total
Yes	36 (94.7)	2 (5.3%)	38 (100.0)
No	104 (77.6)	30 (22.4)	134 (100.0)
<b>Total</b>	<b>140 (81.4)</b>	<b>32 (18.6)</b>	<b>172 (100.0)</b>
	Administrator’s Self-Assessment of Teaching of Social Responsibility <sup>3</sup>		Total
Yes	32 (84.2)	6 (15.8)	38 (100.0)
No	85 (64.9)	46 (35.1)	131 (100.0)
<b>Total</b>	<b>117 (69.2)</b>	<b>52 (30.8)</b>	<b>169 (100.0)</b>

<sup>1</sup>Chi-square = 5.048, p = .025

<sup>2</sup>Chi-square = 5.733, p = .017

<sup>3</sup>Chi-square = 5.164, p = .023

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Similarly, administrators who relied more heavily on professional reading and in-service professional development opportunities were more likely than those who did not to assess as excellent their school's or district's teaching of certain ICT standards. Those who relied upon professional reading were more likely to assess highly the teaching of independent learning (54.1% vs. 36.3%, respectively). Those who relied upon in-service opportunities were more likely to assess highly the teaching of social responsibility (42.9% vs. 21.6%).

Conversely, however, administrators who relied mostly on on-the-job experience to learn about libraries and librarians were less likely than those who did not to assess as excellent ICT literacy teaching in their school or district (46.4% vs. 27.7%, respectively).

**Table 106. Administrator's Self-Assessment of Teaching of Information Literacy by Selected Sources of Learning about Libraries and Librarians**

On-the-Job Experience	Administrator's Self-Assessment of Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
Yes	39 (27.7)	102 (72.3)	141 (100.0)
No	13 (46.4)	15 (53.6)	28 (100.0)
<b>Total</b>	<b>52 (30.8)</b>	<b>117 (69.2)</b>	<b>169 (100.0)</b>
Professional Reading	Administrator's Self-Assessment of Teaching of Independent Learning <sup>2</sup>		Total
	Yes	No	
Yes	20 (54.1)	17 (45.9)	37 (100.0)
No	49 (36.3)	86 (63.7)	135 (100.0)
<b>Total</b>	<b>69 (40.1)</b>	<b>103 (59.9)</b>	<b>172 (100.0)</b>
In-Service Professional Development Opportunities	Administrator's Self-Assessment of Teaching of Social Responsibility <sup>3</sup>		Total
	Yes	No	
Yes	9 (42.9)	12 (57.1)	21 (100.0)
No	32 (21.6)	116 (78.4)	148 (100.0)
<b>Total</b>	<b>41 (24.3)</b>	<b>128 (75.7)</b>	<b>169 (100.0)</b>

<sup>1</sup>Chi-square = 3.863, p = .049

<sup>2</sup>Chi-square = 3.812, p = .051

<sup>3</sup>Chi-square = 4.513, p = .034

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### *Library-Related Practices Valued by Administrator*

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Administrators' self-assessments of ICT standards teaching in their schools or districts tended to be higher if they valued more highly five of the library-related practices about which they were asked:

- library access based on instructional needs, not a fixed schedule;
- librarian and teachers designing and teaching instructional units together;
- librarian providing in-service professional development to faculty;
- librarian and principal meeting regularly;
- librarian's instructional role being addressed in teacher hiring interviews.

(The only library-related practice not associated with administrators' ICT standards self-assessments was the librarian being appointed to school committees.)

(Our) High School has a new librarian...who is inspiring to the staff there. She has used the library as a study, technology and research resource to students. She has brought teachers in and encouraged them to partner with her in working with writing, technology and subject exploration. Students are using the library before and after school for technology access. This story is important in two ways. One, (our) free and reduced lunch count is the highest of the...District high schools, so having access to a computer at home is very limited. Two, our high school is one of the highest in refugee populations, so the students' entry into school has been challenging. Our wonderful librarian and ELL teachers have worked together to make a remarkable and successful transition for our students from many third world nations to our great country...

- Administrator, a district office

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*Flexible Scheduling of Library Access*

Administrators were twice as likely to rate as excellent the teaching of some ICT standards, if they identified flexible access to the library as essential rather than less than essential (41.5% vs. 20.7% for ICT literacy, 34.6% vs. 14.8% for social responsibility).

**Table 107. Administrator’s Self-Assessment of Teaching of ICT Literacy & Social Responsibility by Importance to Administrator of Flexible Scheduling of Library Access**

Library Access Based on Instructional Needs, Not Fixed Schedule	Administrator’s Self-Assessment of Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
Essential	34 (41.5)	48 (58.5)	82 (100.0)
Less than Essential	18 (20.7)	69 (79.3)	87 (100.0)
<b>Total</b>	<b>52 (30.8)</b>	<b>117 (69.2)</b>	<b>169 (100.0)</b>
	Administrator’s Self-Assessment of Teaching of Social Responsibility <sup>2</sup>		Total
	Excellent	Less than Excellent	
Essential	28 (34.6)	53 (65.4)	81 (100.0)
Less than Essential	13 (14.8)	75 (85.2)	88 (100.0)
<b>Total</b>	<b>41 (24.3)</b>	<b>128 (75.7)</b>	<b>169 (100.0)</b>

<sup>1</sup>Chi-square = 8.552, p = .003

<sup>2</sup>Chi-square = 8.995, p = .003

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*Collaboration Between Librarian and Teachers*

Administrators were twice as likely to assess teaching of ICT literacy and social responsibility as excellent or good (72.4% vs. 35.3% for ICT literacy, 73.5% vs. 33.3% for social responsibility), if they valued collaboration between librarians and teachers as essential or desirable rather than acceptable or unnecessary. They were also substantially more likely to assess teaching of independent learning as excellent or good (85.0% vs. 52.6%), if they valued collaboration so highly.

**Table 108. Administrator’s Self-Assessment of Teaching of ICT Standards by Importance to Administrator of Librarian & Teachers Designing & Delivering Instructional Units Together**

Librarian & Teacher Design & Deliver Instruction Together	Administrator’s Self-Assessment of Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent/Good	Fair/Poor	
Essential/Desirable	110 (72.4)	42 (27.6)	152 (100.0)
Acceptable/Unnecessary	6 (35.3)	11 (64.7)	17 (100.0)
<b>Total</b>	<b>116 (68.6)</b>	<b>53 (31.4)</b>	<b>169 (100.0)</b>
	Administrator’s Self-Assessment of Teaching of Independent Learning <sup>2</sup>		Total
	Excellent/Good	Fair/Poor	
Essential/Desirable	130 (85.0)	23 (15.0)	153 (100.0)
Acceptable/Unnecessary	10 (52.6)	9 (47.4)	19 (100.0)
<b>Total</b>	<b>140 (81.4)</b>	<b>32 (18.6)</b>	<b>172 (100.0)</b>
	Administrator’s Self-Assessment of Teaching of Social Responsibility <sup>3</sup>		Total
	Excellent/Good	Fair/Poor	
Essential/Desirable	111 (73.5)	40 (26.5)	151 (100.0)
Acceptable/Unnecessary	6 (33.3)	12 (66.7)	18 (100.0)
<b>Total</b>	<b>117 (69.2)</b>	<b>52 (30.8)</b>	<b>169 (100.0)</b>

<sup>1</sup>Chi-square = 9.763, p = .002

<sup>2</sup>Chi-square = 11.670, p = .001

<sup>3</sup>Chi-square = 12.187, p = .000

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*Librarian Providing In-Service Professional Development for Faculty*

Administrators placing a high value on librarians providing in-service professional development to their faculties was equally strongly related to administrator’s self-assessments of ICT standards. Excellent ratings of ICT standards teaching were more than twice as likely (51.9% vs. 21.4% for ICT literacy, 63.5% vs. 30.0% for independent learning), if administrators valued in-service provision by the librarian as essential.

Excellent ratings of social responsibility teaching were almost seven times as likely (42.3% vs. 6.2%) if administrators valued that librarian-led activity as essential.

**Table 109. Administrator’s Self-Assessment of Teaching of ICT Standards by Importance to Administrator of Librarian Providing In-Service Professional Development to Faculty**

Librarian Providing In-Service Professional Development to Faculty	Administrator’s Self-Assessment of Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
Essential	27 (51.9)	25 (48.1)	52 (100.0)
Less than Essential	25 (21.4)	92 (78.6)	117 (100.0)
<b>Total</b>	<b>52 (30.8)</b>	<b>117 (69.2)</b>	<b>169 (100.0)</b>
	Administrator’s Self-Assessment of Teaching of Independent Learning <sup>2</sup>		Total
Essential	33 (63.5)	19 (36.5)	52 (100.0)
Less than Essential	36 (30.0)	84 (70.0)	120 (100.0)
<b>Total</b>	<b>69 (40.1)</b>	<b>103 (59.9)</b>	<b>172 (100.0)</b>
	Administrator’s Self-Assessment of Teaching of Social Responsibility <sup>3</sup>		Total
Essential	22 (42.3)	30 (57.7)	52 (100.0)
Less than Essential	19 (6.2)	98 (83.8)	117 (100.0)
<b>Total</b>	<b>41 (24.3)</b>	<b>128 (75.7)</b>	<b>169 (100.0)</b>

<sup>1</sup>Chi-square = 15.779, p = .000

<sup>2</sup>Chi-square = 16.909, p = .000

<sup>3</sup>Chi-square = 13.314, p = .000

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*Librarian & Principal Meeting Regularly*

Across all three ICT standards, administrators were more than twice as likely to rate their schools and districts as excellent (45.3% vs. 21.9% for ICT literacy), 61.5% vs. 27.1% for independent learning, 36.9% vs. 16.3% for social responsibility), if they valued regular meetings between librarians and principals as essential.

**Table 110. Administrator’s Self-Assessment of Teaching of ICT Standards by Importance to Administrator of Librarian & Principal Meeting Regularly**

Librarian & Principal Meet Regularly	Administrator’s Self-Assessment of Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
Essential	29 (45.3)	35 (54.7)	64 (100.0)
Less than Essential	23 (21.9)	82 (78.1)	105 (100.0)
<b>Total</b>	<b>52 (30.8)</b>	<b>117 (69.2)</b>	<b>169 (100.0)</b>
	Administrator’s Self-Assessment of Teaching of Independent Learning <sup>2</sup>		Total
Essential	40 (61.5)	25 (38.5)	65 (100.0)
Less than Essential	29 (27.1)	78 (72.9)	107 (100.0)
<b>Total</b>	<b>69 (40.1)</b>	<b>103 (59.9)</b>	<b>172 (100.0)</b>
	Administrator’s Self-Assessment of Teaching of Social Responsibility <sup>3</sup>		Total
Essential	24 (36.9)	41 (63.1)	65 (100.0)
Less than Essential	17 (16.3)	87 (83.7)	104 (100.0)
<b>Total</b>	<b>41 (24.3)</b>	<b>128 (75.7)</b>	<b>169 (100.0)</b>

<sup>1</sup>Chi-square = 10.228, p = .001

<sup>2</sup>Chi-square = 19.960, p = .000

<sup>3</sup>Chi-square = 9.217, p = .002

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*Librarian Being Appointed to School Committees*

Administrator self-assessments of teaching of independent learning and social responsibility were about twice as likely to be excellent (49.0% vs. 28.4% for independent learning, and 30.9% vs. 15.3% for social responsibility), if they valued librarian appointments to school committees as essential (rather than less than essential).

**Table 111. Administrator’s Self-Assessment of Teaching of ICT Standards by Importance to Administrator of Appointing Librarian to School Committees**

Librarian is Appointed to School Committees	Administrator’s Self-Assessment of Teaching of Independent Learning <sup>1</sup>		Total
	Excellent	Less than Excellent	
Essential	48 (49.0)	50 (51.0)	98 (100.0)
Less than Essential	21 (28.4)	53 (71.6)	74 (100.0)
<b>Total</b>	<b>69 (40.0)</b>	<b>103 (59.9)</b>	<b>172 (100.0)</b>
	Administrator’s Self-Assessment of Teaching of Social Responsibility <sup>2</sup>		Total
Essential	30 (30.9)	67 (69.1)	97 (100.0)
Less than Essential	11 (15.3)	61 (84.7)	72 (100.0)
<b>Total</b>	<b>41 (24.3)</b>	<b>128 (75.7)</b>	<b>169 (100.0)</b>

<sup>1</sup>Chi-square = 7.449, p = .006

<sup>2</sup>Chi-square = 5.508, p = .019

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*Librarian's Instructional Role Addressed in Teacher Hiring Interviews*

Administrators were more than twice as likely to assess as excellent teaching of ICT literacy and social responsibility (38.6% vs. 19.1% for ICT literacy, and 30.7% vs. 14.7% for social responsibility), if they valued addressing the librarian's role when hiring teachers as essential or desirable (rather than acceptable or unnecessary).

They were also substantially more likely to assess as excellent teaching of independent learning (47.1% vs. 30.0%), if they valued that activity so highly.

**Table 112. Administrator's Self-Assessment of Teaching of ICT Standards by Importance to Administrator of Addressing Librarian's Role in Teacher Hiring Interviews**

Librarian Role Addressed in Teacher Hiring Interviews	Administrator's Self-Assessment of Teaching of ICT Literacy <sup>1</sup>		Total
	Excellent	Less than Excellent	
Essential/Desirable	39 (38.6)	62 (61.4)	101 (100.0)
Acceptable/Unnecessary	13 (19.1)	55 (80.9)	68 (100.0)
<b>Total</b>	<b>52 (30.8)</b>	<b>117 (69.2)</b>	<b>169 (100.0)</b>
	Administrator's Self-Assessment of Teaching of Independent Learning <sup>2</sup>		Total
Essential/Desirable	48 (47.1)	54 (52.9)	102 (100.0)
Acceptable/Unnecessary	21 (30.0)	49 (70.0)	70 (100.0)
<b>Total</b>	<b>69 (40.1)</b>	<b>103 (59.9)</b>	<b>172 (100.0)</b>
	Administrator's Self-Assessment of Teaching of Social Responsibility <sup>3</sup>		Total
Essential/Desirable	31 (30.7)	70 (69.3)	101 (100.0)
Acceptable/Unnecessary	10 (14.7)	58 (85.3)	68 (100.0)
<b>Total</b>	<b>41 (24.3)</b>	<b>128 (76.7)</b>	<b>169 (100.0)</b>

<sup>1</sup>Chi-square = 7.252, p = .007

<sup>2</sup>Chi-square = 5.029, p = .025

<sup>3</sup>Chi-square = 5.653, p = .017

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***Librarian Roles Desired by Administrator***

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Administrators' self-assessments of ICT standards teaching tended to be higher, if they identified as desired ones three roles that are integral to instruction. They were substantially more likely to rate ICT literacy teaching as excellent or good, if they desired librarians in their schools or districts to be (rather than not to be) teachers (73.2% vs. 57.1%), school leaders (75.6% vs. 60.8%), and curriculum designers (82.4% vs. 65.2%).

**Table 113. Administrator's Self-Assessment of Teaching of ICT Literacy by Administrator's Desired Roles of Librarian**

Desired Role	Administrator's Self-Assessment of Teaching of ICT Literacy		Total
	Excellent/Good	Fair/Poor	Total
<b>Teacher<sup>1</sup></b>			
Yes	93 (73.2)	34 (26.8)	127 (100.0)
No	24 (57.1)	18 (42.9)	42 (100.0)
<b>Total</b>	<b>117 (69.2)</b>	<b>52 (30.8)</b>	<b>169 (100.0)</b>
<b>School Leader<sup>2</sup></b>			
Yes	68 (75.6)	22 (24.4)	90 (100.0)
No	48 (60.8)	31 (39.2)	79 (100.0)
<b>Total</b>	<b>116 (68.6)</b>	<b>53 (31.4)</b>	<b>169 (100.0)</b>
<b>Curriculum Designer<sup>3</sup></b>			
Yes	28 (82.4)	6 (17.6)	34 (100.0)
No	88 (65.2)	47 (34.8)	135 (100.0)
<b>Total</b>	<b>116 (68.6)</b>	<b>53 (31.4)</b>	<b>169 (100.0)</b>

<sup>1</sup>Chi-square = 3.834, p = .050

<sup>2</sup>Chi-square = 4.279, p = .039

<sup>3</sup>Chi-square = 3.719, p = .054

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Administrators' top self-assessments (excellent) of ICT literacy teaching in their schools or districts were associated with them perceiving (vs. not perceiving) librarians in two other roles: curricular/instructional resources manager (35.0% vs. 19.6%) and technology troubleshooter (42.9% vs. 25.8%).

**Table 114. Administrator's Self-Assessment of Teaching of ICT Literacy by Administrator's Desired Roles of Librarian**

Desired Role	Administrator's Self-Assessment of Teaching of ICT Literacy		Total
	Excellent	Less than Excellent	
<b>Curricular/Instructional Resources Manager<sup>1</sup></b>			
Yes	43 (35.0)	80 (65.0)	123 (100.0)
No	9 (19.6)	37 (80.4)	46 (100.0)
<b>Total</b>	<b>52 (30.8)</b>	<b>117 (69.2)</b>	<b>169 (100.0)</b>
<b>Technology Troubleshooter<sup>2</sup></b>			
Yes	21 (42.9)	28 (57.1)	49 (100.0)
No	31 (25.8)	89 (74.2)	120 (100.0)
<b>Total</b>	<b>52 (30.8)</b>	<b>117 (69.2)</b>	<b>169 (100.0)</b>

<sup>1</sup>Chi-square = 3.725, p = .054

<sup>2</sup>Chi-square = 4.734, p = .030

The media center specialist ... is an essential and integral part of our school. We work together in order to provide our students a successful library experience. Our students have library twice each week. The first visit consists of a lesson--related to media tasks, but also tied to instruction that is taking place in classrooms. During the second visit, students are invited to check out books and then read. Our media specialist also locates books for each grade level to match their reading unit theme. She helps to ensure that our students are getting the best education, no matter where they are in the school. I feel that we have a great partnership between the administration, teachers, and media specialist.

- Principal, an elementary school

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### **Administrator Predictors of ISAT Reading & Language Arts Scores**

ISAT scores were related to the library-related practices valued most highly by principals and other administrators, some librarian roles desired by administrators, and, most notably, how well administrators believe their schools and districts teach ICT literacy.

#### ***Library-Related Practices Valued by Administrator***

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ISAT scores were associated with a different combination of highly-valued library-related practices at different grade levels. These findings reflect what has actually happened with school libraries and librarians at different grade levels. They should not be taken to indicate that such relationships are only possible or appropriate at a particular grade level. It may be that administrators and librarians at some grade levels do a better job of modeling some of the profession's ideals than other grade levels.

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*Elementary School Level: Providing In-Service Professional Development to Faculty, Addressing Librarian Role in Teacher Hiring, and Appointing School Librarian to School Committees*

At the elementary school level, the percentage of students with advanced scores averaged higher, if principals and other administrators considered it essential (vs. less than essential) for:

- the librarian to provide in-service professional development to faculty (20.6% for language arts, 17.8% for reading);
- the librarian's instructional role to be addressed in teacher hiring interviews (22.0% for language arts, 17.4% for reading);
- the librarian to be appointed to school committees (16.8% for language arts, 13.8% for reading); and
- the librarian and the principal to meet regularly (15.6% for reading only).

**Table 115. Percent of Elementary School Students with Advanced ISAT Scores by Library-Related Practice Valued by Administrator**

Library-Related Practices by Level of Importance to Administrator		Percent of Elementary School Students with Advanced Scores in			
		Essential	Less than Essential	Difference	Proportional difference
Librarian Provides In-Service Professional Development to Faculty	Reading	48.56 (8)	41.21 (40)	7.4	17.8
	Language Arts	44.40 (8)	36.82 (40)	7.6	20.6
Librarian's Role is Addressed in Teacher Hiring	Reading	48.26 (9)	41.09 (39)	7.2	17.4
	Language Arts *	44.62 (9)	36.57 (39)	8.1	22.0
Librarian is Appointed to School Committees	Reading	45.80 (19)	40.24 (29)	5.6	13.8
	Language Arts	41.71 (19)	35.71 (29)	6.0	16.8
Librarian and Principal Meet Regularly	Reading	46.92 (14)	40.59 (34)	6.3	15.6

\*  $p \leq .05$  (based on t test for independent samples)

Note: Other findings narrowly fail to pass this test of statistical significance.

Our librarian reads each class a short story or chapter every week, as well as helping our student to choose new AR [Accelerated Reader] books for them to read independently during that week. She sits on our school advisory committee, and she opens our library to families and students after hours several times each year in a night we call "Read with a Parent Night". ... She is a great asset to our school.

--Principal, an elementary school

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*Middle School Level: Collaborative Instruction*

At the middle school level, the percentage of students with advanced reading scores was 12.6% higher for schools with administrators who considered librarian-teacher collaboration (in design and delivery of instruction) essential (vs. less than essential).

**Table 116. Percent of Middle School Students with Advanced ISAT Scores by Value Administrator Puts on Librarian & Teacher Designing & Delivering Instructional Units Together**

Percent of Middle School Students with Advanced Scores in Reading *	Librarian and Teacher Design & Deliver Instructional Units Together			
	Essential	Less than Essential	Difference	Proportional difference
	52.83 (14)	46.93 (31)	5.9	12.6

\* p <= .05 (based on t test for independent samples)

*High School Level: Flexible Scheduling of Library Access and Librarian & Principal Meeting Regularly*

At the high school level, the percentage of students with advanced scores averaged higher, if administrators considered it essential (vs. less than essential) for:

- access to the library to be based on instructional needs rather than a fixed schedule (40.9% for language arts, and 28.9% for reading); and
- the librarian and the principal to meet regularly (24.6% for language arts, and 18.8% for reading).

**Table 117. Percent of High School Students with Advanced ISAT Scores by Library-Related Practice Valued by Administrator**

Library-Related Practices by Level of Importance to Administrator		Percent of High School Students with Advanced Scores in			
		Essential	Less than Essential	Difference	Proportional difference
Flexibly Scheduled Access to Library	Reading **	35.13 (33)	27.26 (18)	7.9	28.9
	Language Arts **	17.56 (33)	12.46 (18)	5.1	40.9
Librarian and Principal Meet Regularly	Reading *	35.67 (21)	30.03 (30)	5.6	18.8
	Language Arts	17.83 (21)	14.31 (30)	3.5	24.6

\* p <= .05 (based on t test for independent samples)

\*\* p <= .01 (based on t test for independent samples)

Note: Other findings narrowly fail to pass this test of statistical significance.

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***Librarian Roles Desired by Administrator***

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For administrators, only two desired roles were related to ISAT scores—one positively (technology instructor) and the other negatively (instructional support).

At the elementary school level, the percent of students with advanced ISAT language arts scores averaged 22.2% higher if administrators’ desired role for the librarian was technology instructor. This finding likely reflects the perception of administrators that technology now plays a critical role in providing school library services. Curiously, this finding is inconsistent with a similar one for teachers at the same grade level. When elementary teachers identify librarians as technology instructors, ISAT language arts scores tend to be lower. Across grade levels, however, the teacher finding is an anomaly. When high school teachers identify librarians as technology teachers, ISAT reading and language arts scores tend to be higher. (See Table 89 in previous chapter.)

**Table 118. Percent of Elementary School Students with Advanced ISAT Language Arts Scores by Administrator’s Desired Librarian Role Being Technology Instructor**

Percent of Elementary School Students with Advanced Scores in Language Arts *	Administrator's Desired Role for Librarian is Technology Instructor			
	Yes	No	Difference	Proportional difference
	44.97 (10)	36.79 (40)	8.2	22.2

\* p <= .05 (based on t test for independent samples)

At the middle school level, the percent of students with advanced ISAT reading scores averaged 6.4% lower if administrators’ desired role for the librarian was instructional support. Throughout this study, findings about the relationships between this role, on the one hand, and both self-assessments of ICT standards teaching and ISAT scores is mixed. Most likely, the underlying message is that, while school librarians can have some positive impact on students when playing the role of instructional support, their impact is blunted considerably if teachers and administrators perceive that the librarian’s role is limited to that.

**Table 119. Percent of Middle School Students with Advanced ISAT Reading Scores by Administrator’s Desired Librarian Role Being Instructional Support**

Percent of Middle School Students with Advanced Scores in Reading *	Administrator's Desired Role for Librarian is Instructional Support			
	Yes	No	Difference	Proportional difference
	48.52 (42)	51.86 (4)	(3.3)	(6.4)

\* p <= .05 (based on t test for independent samples)

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When our current librarian took over the library was a mess. It was not a place where students wanted to go and it certainly was not a room or environment conducive to learning. Circulation of books was low and the choice of books was poor. Since our new librarian has taken over the library is a place where students hang out and read. The circulation numbers have increased dramatically each year and for a small school the choice of books is outstanding. I think it no coincidence that as the circulation numbers have increased so have the scores on the reading ISAT.

- A high school principal

### ***Administrator's Self-Assessment of ICT Literacy Teaching***

Among the strongest and most consistent findings of this study were those documenting the consistent link across grade levels and test areas between ISAT scores and administrator self-assessments of ICT literacy teaching. The percent of students with advanced ISAT scores averaged higher for both reading and language arts at all three grade levels when administrators assessed the quality of ICT literacy teaching as excellent (vs. less than excellent). The strength of this relationship was greater at the high school level (36.2% for language arts, and 30.1% for reading) than at the elementary (21.2% for reading, and 14.6% for language arts) or middle school level (22.7% for language arts, and 16.9% for reading).

**Table 120. Percent of Students with Advanced ISAT Scores by Administrator Self-Assessment of ICT Literacy Teaching**

Percent of Students by Level with Advanced Scores by Grade Level		Administrator Self-Assessment of ICT Literacy Teaching			
		Excellent	Less than Excellent	Difference	Proportional difference
Elementary	Reading *	48.61 (13)	40.10 (33)	8.5	21.2
	Language Arts	42.02 (13)	36.68 (33)	5.3	14.6
Middle	Reading **	54.53 (12)	46.66 (32)	7.9	16.9
	Language Arts *	24.37 (12)	19.86 (32)	4.5	22.7
High	Reading **	37.37 (20)	28.72 (29)	8.7	30.1
	Language Arts *	18.73 (20)	13.75 (29)	5.0	36.2

\*\* p <= .01 (based on t test for independent samples)

\* p <= .05 (based on t test for independent samples)

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**Summary of Administrator Findings**

ISAT reading and language arts scores and self-assessments of ICT standards teaching in their schools and districts by principals and other administrators were associated with a variety of library-related activities and librarian role perceptions of administrators. In the following seven tables a + in any cell indicates a positive statistically significant relationship between the row and column variables.

***Predictors of Self-Assessments of ICT Standards Teaching***

The year of an administrator’s highest degree was correlated with better self-assessments of ICT standards teaching in their school or district. These self-assessments of ICT standards teaching tended to be better where they reported an earlier year.

**Table 121. Summary of Findings About Relationship Between Year of Highest Degree Reported by Principals & Other Administrators**

Year of Administrator’s Highest Degree	Self-Assessment of ICT Standards Teaching in School/District		
	ICT Literacy	Independent Learning	Social Responsibility
	+	+	+

+ = a positive statistically significant relationship

Certain reported sources for most learning about school libraries and librarians were correlated with better self-assessments of ICT standards teaching in their schools or districts.

Self-assessments of ICT standards teaching tended to be better where administrators reported learning most from:

- undergraduate or graduate courses and
- on-the-job experience.

Both learning sources were associated with all three types of ICT standards teaching—ICT literacy, independent learning, and social responsibility.

**Table 122. Summary of Findings About Relationship Between Sources of Most Learning About School Libraries & Librarians Reported by Principals & Other Administrators and Their Self-Assessments of ICT Standards Teaching**

Source of Most Learning about Libraries & Librarians for Principal/Administrator	Self-Assessment of ICT Standards Teaching in School/District		
	ICT Literacy	Independent Learning	Social Responsibility
Undergraduate or graduate courses	+	+	+
On-the-job experience	+	+	+

+ = a positive statistically significant relationship

## Idaho School Library Impact Study – 2009:

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Library-related practices more highly valued by principals and other administrators were correlated with better self-assessments of ICT standards teaching in their schools and districts.

Self-assessments of ICT standards teaching tended to be better where principals and other administrators placed more importance on :

- classes and students visiting the library on a flexible schedule,
- librarians and teachers designing and delivering instruction together,
- librarians providing in-service professional development opportunities to faculty,
- the principal and the librarian meeting regularly,
- the librarian being appointed to school committees, and
- the librarian’s instructional role being addressed during teacher hiring interviews.

Different highly-valued practices were associated with teaching different ICT standards—ICT literacy, independent learning, and social responsibility.

**Table 123. Summary of Findings About Relationship Between Library-Related Practices Valued Highly by Principals & Other Administrators and Their Self-Assessments of ICT Standards Teaching**

Library-Related Practices Valued Highly by Principal/Administrator	Self-Assessment of ICT Standards Teaching in School/District		
	ICT Literacy	Independent Learning	Social Responsibility
Classes and students visit library on flexible schedule	+		+
Librarian and teachers design and deliver instruction together	+	+	+
Librarian provides in-service professional development opportunities to faculty	+	+	+
Principal and librarian meet regularly	+	+	+
Librarian is appointed to school committees		+	+
Librarian’s instructional role is addressed in teacher hiring interviews	+	+	+

+ = a positive statistically significant relationship

Self-assessments of ICT literacy teaching also tended to be better where teachers perceive librarians as:

- teachers,
- school leaders,
- curriculum designers.
- curricular/instructional resources managers, and
- technology troubleshooters

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**Table 124. Summary of Findings About Relationship Between Desired Librarian Roles of Principals & Other Administrators and Their Self-Assessments of ICT Literacy Teaching**

Librarian Roles Desired by Principal/Administrator	Self-Assessment of ICT Standards Teaching in School/District		
	ICT Literacy	Independent Learning	Social Responsibility
Teacher	+		
School leader	+		
Curriculum designer	+		
Curricular/instructional resources manager	+		
Technology troubleshooter	+		

+ = a positive statistically significant relationship

***Predictors of ISAT Reading & Language Arts Scores***

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ISAT results also tended to be better where principals and other administrators placed more importance on certain library-related practices:

- the librarian providing in-service professional development opportunities to faculty,
- the librarian’s instructional role being addressed in teacher hiring interviews,
- the librarian being appointed to school committees,
- the principal and librarian meeting regularly,
- the librarian and teachers designing and delivering instructional units together, and
- classes and students visiting the library on a flexible schedule determined by instructional needs (rather than a fixed schedule).

Different practices were correlated with ISAT reading and/or language arts results at different grade levels.

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**Table 125. Summary of Findings About Relationship Between Desired Librarian Roles of Principals & Other Administrators and Advanced Scores on ISAT Reading & Language Arts Tests**

Library-Related Practice Valued by Principal/Administrator	Percent of Students with Advanced ISAT Scores					
	Elementary		Middle		High	
	Reading	Language Arts	Reading	Language Arts	Reading	Language Arts
Librarian provides in-service professional development opportunities to faculty	+	+				
Librarian's instructional role is addressed in teacher hiring interviews	+	+				
Librarian is appointed to school committees	+	+				
+Principal and librarian meet regularly	+				+	+
Librarian and teachers design and deliver instruction together			+			
Classes and students visit library on flexible schedule					+	+

+ = a positive statistically significant relationship

ISAT results also tended to be better where teachers perceived librarians as technology instructors and not as instructional support. Elementary language arts results were better where principals and other administrators want librarians to be technology instructors, while middle school reading results were better where they did not want librarians to be limited to the role of instructional support.

**Table 126. Summary of Findings About Relationship Between Librarian Roles Desired by Principals & Other Administrators and Advanced Scores on ISAT Reading & Language Arts Tests**

Librarian Role Desired by Principal/Administrator	Percent of Students with Advanced ISAT Scores					
	Elementary		Middle		High	
	Reading	Language Arts	Reading	Language Arts	Reading	Language Arts
Technology instructor		+				
Instructional support			+			

+ = a positive statistically significant relationship

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ISAT reading and language arts results at all three grade levels were better where principals and other administrators rated their schools and districts highly on teaching ICT standards, including independent learning and social responsibility.

**Table 127. Summary of Findings About Self-Assessments of ICT Standards Teaching by Principals & Other Administrators and Advanced Scores on ISAT Reading & Language Arts Tests**

ICT Standard Self-Assessment of Principal/Administrator	Percent of Students with Advanced ISAT Scores					
	Elementary		Middle		High	
	Reading	Language Arts	Reading	Language Arts	Reading	Language Arts
<b>ICT Literacy</b>	+	+	+	+	+	+
<b>Social Responsibility</b>					+	

+ = a positive statistically significant relationship

## **Chapter 5: Conclusion**

This study examined the library-related perceptions and attitudes of librarians, teachers, and principals and other administrators at selected Idaho schools. These perceptions and attitudes were related to two other phenomena in turn: self-assessments of ICT standards teaching and ISAT reading and language arts scores.

For each phenomenon, there were some remarkable consistencies—as well as some intriguing inconsistencies—between the three educator groups.

### **Self-Assessments of ICT Standards Teaching**

Self-assessments of ICT standards teaching were related consistently to selected:

- sources of learning about libraries and librarians;
- library-related practices valued by principals and other administrators as well as library-related activities reported by teachers and librarians; and
- librarian roles desired by principals and other administrators and perceived by teachers, and
- librarian role perceptions attributed to principals and teachers by their librarians.

#### ***Sources of Most Learning About Libraries & Librarians***

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Principals and other administrators were more likely to rate their schools and districts highly on teaching ICT standards—including independent learning and social responsibility—if they had acquired most of their knowledge of libraries and librarians from two sources:

- undergraduate or graduate courses and
- on-the-job experience.

Teachers were more likely to rate their own teaching of ICT standards highly if they had learned about libraries and librarians from those same sources as well as three additional ones:

- personal experience,
- in-service professional development opportunities, and
- professional reading.

#### ***Library-Related Practices Valued by Administrators & Library-Related Activities Reported by Teachers and Librarians***

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Principals and other administrators were more likely to rate their schools and districts highly on teaching ICT standards—including independent learning and social responsibility—if they placed higher importance on:

- librarians and teachers designing and delivering units of instruction together (i.e., instructional collaboration) and
- school libraries being accessible based on instructional needs rather than a fixed schedule (i.e., flexible scheduling).

When assessing their teaching of ICT standards, teachers and librarians tended to confirm the belief of their administrators in instructional collaboration. The more frequently teachers reported collaboration taking place—regardless of whether it was initiated by them or their

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librarians—the better they felt about how well they were addressing ICT standards in the classroom. Similarly, when librarians assessed their own ICT standards teaching, their reports of more frequent collaboration with teachers (again, regardless of who initiated it) were more likely to coincide with strong assessments. Interestingly, however, the same relationship did not exist for librarians' self-assessments of collaborative ICT standards teaching. (A similar finding was yielded by the Indiana study.)

The belief of administrators in the value of flexible scheduling also tended to be confirmed by teachers. Teachers were more likely to give themselves strong self-assessments on the teaching of all three ICT standards if they reported that their classes and students visited libraries on a flexible schedule more frequently. Librarian self-assessments of their ICT standards teaching did not tend to rise with the frequency of their reports of flexibly scheduled visits.. However, they did rise as librarians reported more frequent teacher-accompanied class visits to the library—suggesting at least some direct connection between the visit and instructional needs, even if the visit was a regularly scheduled one.

Regarding the frequency of certain instruction-related activities, teachers and librarians with stronger self-assessments of ICT standards teaching also tended to report more frequent instances of:

- teachers inviting librarians to teach or co-teach in classrooms and
- teachers relying on librarians as sources of instructional design resources.

For librarians, this association only applied if they pro-actively provided teachers with such resources; for teachers, it did not matter if they or their librarian took the initiative in their acquiring instructional design resources from the librarian.

### ***Librarian Roles Desired by Principals & Other Administrators and Perceived by Teachers***

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Five librarian roles desired by principals and other administrators and perceived by teachers were correlated with stronger self-assessments of ICT standards teaching. Both administrators and teachers who assessed such teaching highly tended to view librarians as:

- teachers,
- school leaders,
- curriculum designers,
- curricular/instructional resources managers, and
- technology troubleshooters.

Where administrators wanted librarians to play these roles and where teachers perceived them to be doing so, self-assessments of ICT standards teaching tended to be higher.

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## **ISAT Reading & Language Arts Scores**

Various perceptions and attitudes of the three educator groups correlated with percentages of students at each grade level who earned advanced scores on the ISAT reading and language arts tests. For both teachers and librarians, the test score predictors varied by grade level.

### ***Librarians***

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For librarians, better ISAT results at the elementary and middle school levels were associated with three activities:

- the librarian pro-actively providing teachers with instructional design resources,
- teachers initiating collaboration with the librarian on instructional design and delivery, and
- the librarian inviting teachers to participate in opportunities to learn new information-seeking skills.

At the high school level, better ISAT results were associated with:

- teachers asking their librarians for help finding instructional design resources and
- teachers inviting librarians to teach or co-teach in their classrooms.

### ***Teachers***

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For teachers, more positive ISAT results coincided with the frequency at which different roles were played by their librarians. At the high school level, test results tended to be better when teachers more often perceived their librarians as technology instructors. At the middle school level, better test results were associated with the more frequent perception of three librarian roles:

- instructional support,
- in-service professional development provider, and
- web site manager.

At the high school level, stronger test results tended to be found where librarians were more frequently perceived as:

- curricular/instructional resources managers,
- technology troubleshooters, and
- technology instructors.

### ***Principals & Other Administrators***

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Schools at every grade level tended to have more students scoring at the advanced level on both reading and language arts if their administrators had assessed highly the teaching of ICT standards. This is perhaps the most important finding of this study, because those self-assessments also tend to coincide with administrators placing a high value on key library-related practices and desiring that their librarians play certain roles. Those practices include:

- flexible scheduling of library access,
- instructional collaboration between teachers and librarian,
- provision of in-service professional development to faculty by librarians,
- regular meetings between principal and librarian,
- the librarian serving on school committees, and

## **Idaho School Library Impact Study – 2009:**

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- the librarian’s instructional role being addressed in teacher hiring interviews.

Notably, librarians credentialed as library media specialists (LMSs) were more likely than their non-LMS counterparts to report at least weekly activities associated with these practices. Indeed, LMS librarians were three times as likely as non-LMS librarians to report at least weekly instructional collaboration and provision of in-service professional development.

Principals and other administrators who evaluated highly the teaching of ICT standards in their schools and districts—and, in turn, whose students were more likely to have advanced ISAT scores—also wished their librarians to be:

- teachers,
- school leaders,
- curriculum designers,
- curricular/instructional resources managers, and
- technology troubleshooters.

Schools tended to have more students with advanced ISAT scores if their administrators were more likely to expect these roles of librarians and if their teachers reported librarians actually performing these roles more frequently.

Notably, LMS librarians were about twice as likely as non-LMS librarians to report believing their principals perceive them in these roles.

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## **Appendices**

### **Appendix A, The Surveys**

Copies of the three Surveys in their hard copy, mail-in form appear in the following pages. The on-line surveys were identical except for the Mail-in address at the top.

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Teachers Survey	Page 123
Librarians Survey	Page 128

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IDAHO COMMISSION FOR LIBRARIES

**The Idaho School Libraries Impact Study**  
**School Administrators Survey**

**Deadline: April 15, 2009**

Complete and Mail to: **RSL Research Group**  
**527 W. Ash Court**  
**Louisville, CO 80027**

**Idaho School Administrators Survey**

**IMPORTANT!** You can be sure that any perceptions or opinions you express in this survey will remain completely confidential! All survey results will be combined and analyzed statistically, but no single response or survey will ever be associated with any respondent in any published results. *Exceptions:* Should you take the option offered below to share a story, and if it is published, your name will appear as its author. Also, your name and e-mail address are required for the drawings for an iPod Nano and a Playaway self-contained digital audio book.

There are only 10 questions, mostly mouse clicks, that you can easily complete in 5 to 10 minutes - it *matters!*

**1. Please enter the name of your school, the city or town it is in, and the name of your school district.**

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a. School Name:

b. Idaho City or Town:

c. School District:

**2. What is your current job title?**

---

**3. What is your highest completed degree?**

---



Bachelor's



Master's



Doctorate

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**4. In what year was it granted? Please enter a four digit year.**

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**5. In what year were you first employed as a K-12 educator? Please enter a four digit year.**

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**6. In what year were you first employed as a school principal or educational administrator? Please enter a four digit year.**

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**7. From what sources have you learned the most about school libraries and school librarians? (NOTE: The term "librarian" in this survey includes all school library-related positions.)**

**Please MARK NO MORE THAN FOUR choices.**

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- a. Personal experience (own student memories, children's experiences)
- b. Undergraduate or graduate course(s)
- c. In-service professional development opportunities
- d. On-the-job experience
- e. Professional reading
- f. Conference session(s) or workshop(s)
- g. Informal communication with school librarians
- h. Other (please specify)

**8. Regardless of actual practice, how important do you believe it is for each of the following to happen in your school or district?**

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	Essential	Desirable	Acceptable	Unnecessary
a. Access to school library is scheduled on the basis of instructional needs rather than on a fixed schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School librarian and classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

	Essential	Desirable	Acceptable	Unnecessary
teachers design and teach instructional units together				
c. School librarian provides in-service professional development to faculty	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d. School librarian is appointed to school committees (e.g., technology, curriculum, standards, other advisory groups)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
e. School librarian and principal meet regularly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
f. School librarian's instructional role is addressed in teacher hiring interviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**9. Which of the following terms best describes your perception of the desired role(s) of the school librarian(s) in your school or district? Mark ALL that apply.**

- a. Curriculum designer
- b. Instructional support
- c. Teacher
- d. In-service professional development provider
- e. Reading motivator
- f. Tutor of at-risk students
- g. Curricular/instructional resources manager
- h. Administrator
- i. Web site manager
- j. Technology instructor
- k. Technology troubleshooter
- l. School leader

**10. How well do you feel Information/Communication/Technology (ICT) literacy standards are addressed by your school library program?**

	Excellent	Good	Fair	Poor	Don't Know/Not Applicable
a. <b>ICT literacy.</b> Students are taught to identify information needs and to access, evaluate, manage, integrate, create, and communicate information	<input checked="" type="checkbox"/>				
b. <b>Independent learning.</b> Students are taught to pursue information	<input checked="" type="checkbox"/>				

**Idaho School Library Impact Study – 2009:**

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	Excellent	Good	Fair	Poor	Don't Know/Not Applicable
related to their personal interests, to appreciate literature and other creative expression, and to generate knowledge					
<b>c. Social responsibility.</b> Students are taught to recognize the importance of information and technology, and to share information and collaborate in its use in groups	<input type="radio"/>				

**OPTION! Feedback about your successes is encouraged. Share a story on an extra page about any of your successes, and it might be published in the final report.**

*If you did offer a story, or if you want your name to be in the drawings for an iPod Nano and a Playaway self-contained digital audio book, please enter your name and email address.*

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a. First and last name:

b. Email address:

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**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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**IDAHO COMMISSION FOR LIBRARIES**

**The Idaho School Libraries Impact Study**  
**Teachers Survey**

**Deadline: April 15, 2009**

Complete and Mail to: **RSL Research Group**  
**527 W. Ash Court**  
**Louisville, CO 80027**

**Idaho School Teachers Survey**

**IMPORTANT!** You can be sure that any perceptions or opinions you express in this survey will remain completely confidential! All survey results will be combined and analyzed statistically, but no single response or survey will ever be associated with any respondent in any published results. *Exceptions:* Should you take the option offered below to share a story, and if it is published, your name will appear as its author. Also, your name and e-mail address are required for the drawings for an iPod Nano and a Playaway self-contained digital audio book.

There are only 9 questions, mostly mouse clicks, that you can easily complete in 5 to 10 minutes – it *matters!*

**1. Please enter the name of your school, the city or town it is in, and the name of your school district.**

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a. School Name:

b. Idaho City or Town:

c. School District:

**2. What is your highest completed degree?**

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- Bachelor's
- Master's
- Doctorate

**3. In what year was it granted? Please enter a four digit year.**

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**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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**4. In what year were you first employed as a K-12 educator? Please enter a four digit year.**

**5. From what sources have you learned the most about school libraries and school librarians? (NOTE: The term "librarian" in this survey includes all school library-related positions.) Please MARK NO MORE THAN FOUR choices.**

- a. Personal experience (own student memories, children's experiences)
- b. Undergraduate or graduate course(s)
- c. In-service professional development opportunities
- d. On-the-job experience
- e. Professional reading
- f. Conference session(s) or workshop(s)
- g. Informal communication with school librarians
- h. Other (please specify)

**6. How often does each of the following happen in your experience as a teacher? Please answer all parts of the question. (If a part does not apply to your situation, please mark "Rarely or never".)**

	At least weekly	At least monthly	At least once per semester	At least annually	Rarely or never
a. My classes visit the library on a fixed schedule (a set day of the week and/or time of day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My classes and/or students visit the library on a flexible schedule (based on curricular needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I accompany and remain with my students in the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I invite the librarian to teach or co-teach in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The librarian pro-actively provides me with resources useful in instructional design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I ask the librarian for resources needed to design a unit of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The librarian initiates collaboration with me to design and deliver a unit of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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	At least weekly	At least monthly	At least once per semester	At least annually	Rarely or never
<b>instruction together</b>					
h. I initiate collaboration with the librarian to design and deliver a unit of instruction together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I ask my librarian for help in learning new information-seeking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I participate in learning opportunities about new information-seeking skills at my librarian's invitation (whether on a one-to-one basis, in informal groups of colleagues, or in formal professional development in-service events)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. Which of the following terms best describes your perception of the actual role(s) of the librarian in your school? Please mark ALL that apply.**

---

- a. Curriculum designer
- b. Instructional support
- c. Teacher
- d. In-service professional development provider
- e. Reading motivator
- f. Tutor of at-risk students
- g. Curricular/instructional resources manager
- h. Administrator
- i. Web site manager
- j. Technology instructor
- k. Technology troubleshooter
- l. School leader

**8. How well do you feel Information/Communication/Technology (ICT) literacy standards are addressed by you when you TEACH ALONE?**

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- |           |      |      |      |                           |
|-----------|------|------|------|---------------------------|
| Excellent | Good | Fair | Poor | Don't Know/Not Applicable |
|-----------|------|------|------|---------------------------|

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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	Excellent	Good	Fair	Poor	Don't Know/Not Applicable
<b>a. ICT Literacy.</b> Students are taught to identify information needs and to access, evaluate, manage, integrate, create, and communicate information	<input type="checkbox"/>				
<b>b. Independent Learning.</b> Students are taught to pursue information related to their personal interests, to appreciate literature and other creative expression, and to generate knowledge	<input type="checkbox"/>				
<b>c. Social Responsibility.</b> Students are taught to recognize the importance of information in a democratic society, practice ethical behavior in regard to information and technology, and to share information and collaborate in its use in groups	<input type="checkbox"/>				

**9. How well do you feel Information/Communication/Technology (ICT) literacy standards are addressed by you when you TEACH WITH OR ARE BEING OTHERWISE SUPPORTED BY YOUR SCHOOL LIBRARIAN?**

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	Excellent	Good	Fair	Poor	Don't Know/Not Applicable
<b>a. ICT Literacy.</b> Students are taught to identify information needs and to access, evaluate, manage, integrate, create, and communicate information	<input type="checkbox"/>				
<b>b. Independent Learning.</b> Students are taught to pursue information related to their personal interests, to appreciate literature and other creative expression, and to generate knowledge	<input type="checkbox"/>				
<b>c. Social Responsibility.</b> Students are taught to recognize the importance of information in a democratic society, practice ethical behavior in regard to information and technology, and to share information and collaborate in its use in groups	<input type="checkbox"/>				

**OPTION! Feedback about your successes is encouraged. Share a story on an extra page about any of your successes, and it might be published in the final report.**

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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*If you did offer a story, or if you want your name to be in the drawings for an iPod Nano and a Playaway self-contained digital audio book, please enter your name and email address.*

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a. First and last name:

b. Email address:

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## Idaho School Library Impact Study – 2009:

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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IDAHO COMMISSION FOR LIBRARIES

## The Idaho School Libraries Impact Study

### School Librarians Survey

**Deadline: April 15, 2009**

Complete and Mail to: **RSL Research Group**  
527 W. Ash Court  
Louisville, CO 80027

## Idaho School Librarians Survey

**IMPORTANT!** You can be sure that any perceptions or opinions you express in this survey will remain completely confidential! All survey results will be combined and analyzed statistically, but no single response or survey will ever be associated with any respondent in any published results. *Exceptions:* Should you take the option offered below to share a story, and if it is published, your name will appear as its author. Also, your name and e-mail address are required for the drawings for an iPod Nano and a Playaway self-contained digital audio book.

There are only 13 questions, mostly mouse clicks, that you can easily complete in 5 to 10 minutes - it *matters!*

***1. Please enter the name of your school, the city or town it is in, and the name of your school district.***

---

a. School Name:

b. Idaho City or Town:

c. School District:

**2. Which of the following options best matches the position in which you are employed?**

**(NOTE: The term "librarian" as used later in this survey includes *all* school library-related positions.)**

Classroom Teacher

Library Media Generalist or Specialist

Library Media Aide

Teacher Aide

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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**3. What is your highest level of formal education?**

---

- High School/GED
- Associate's
- Bachelor's
- Master's
- Doctorate

**4. In what year did you complete that level? Please enter a four digit year.**

---

**5. In what year were you first employed as a K-12 educator? Please enter a four digit year.**

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**6. In what year were you first employed as a school librarian? Please enter a four digit year.**

---

**7. How much of a typical week do you work as a school librarian?**

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- Full time
- At least half-time
- Less than half-time

**8. Do you staff more than one school library? (If YES, please complete a separate survey for each school library. Your response from each school is very important, even if many questions are answered the same.)**

---

- Yes
- No

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**9. How often do you participate in each of the following types of professional development or continuing education activities?**

	At least once a year	At least every two years	Less frequently
a. Formal classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District in-service events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Online workshops, webinars, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. How often does each of the following happen in your experience as a school librarian? Please answer all parts of the question. (If a part does not apply to your situation, please mark "Rarely or never".)**

	At least weekly	At least monthly	At least once per semester	At least annually	Rarely or never
a. Classes visit the library on a fixed schedule (a set day of the week and/or time of day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Classes and/or students visit the library on a flexible schedule (based on curricular needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom teachers accompany and remain with their students in the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am invited to teach or co-teach in classrooms by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I pro-actively provide classroom teachers with resources useful in instructional design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Classroom teachers ask me for resources needed to design a unit of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I initiate collaboration with classroom teachers to design and deliver a unit of instruction together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Classroom teachers initiate collaboration with me to design and deliver a unit of instruction together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Classroom teachers ask me for help in learning new information-seeking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I provide learning opportunities about new information-seeking skills and invite classroom teachers to participate in them (whether on a one-to-one basis, in informal groups of colleagues, or in formal professional development in-service events)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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**11. Which of the following terms best describes how you believe you are perceived by your principal and by the teachers with whom you work most closely? Please mark ALL that apply.**

	Principal		Teachers	
a. Curriculum designer	<input type="checkbox"/>		<input type="checkbox"/>	
b. Instructional support	<input type="checkbox"/>		<input type="checkbox"/>	
c. Teacher	<input type="checkbox"/>		<input type="checkbox"/>	
d. In-service professional development provider	<input type="checkbox"/>		<input type="checkbox"/>	
e. Reading motivator	<input type="checkbox"/>		<input type="checkbox"/>	
f. Tutor of at-risk students	<input type="checkbox"/>		<input type="checkbox"/>	
g. Curricular/instructional resources manager	<input type="checkbox"/>		<input type="checkbox"/>	
h. Administrator	<input type="checkbox"/>		<input type="checkbox"/>	
i. Web site manager	<input type="checkbox"/>		<input type="checkbox"/>	
j. Technology instructor	<input type="checkbox"/>		<input type="checkbox"/>	
k. Technology troubleshooter	<input type="checkbox"/>		<input type="checkbox"/>	
l. School leader	<input type="checkbox"/>		<input type="checkbox"/>	

**12. How well do you feel Information/Communication/Technology (ICT) literacy standards are addressed by you when you TEACH ALONE?**

	Excellent	Good	Fair	Poor	Don't know/Not Applicable
<b>a. ICT literacy.</b> Students are taught to identify information needs and to access, evaluate, manage, integrate, create, and communicate information.	<input checked="" type="checkbox"/>				
<b>b. Independent learning.</b> Students are taught to pursue information related to their personal interests, to appreciate literature and other creative expression, and to generate knowledge.	<input checked="" type="checkbox"/>				
<b>c. Social responsibility.</b> Students are taught to recognize the importance of information in a democratic society, practice ethical behavior in regard to information and technology, and to share information and collaborate in its use in groups.	<input checked="" type="checkbox"/>				

**Idaho School Library Impact Study – 2009:**

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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**13. How well do you feel Information/Communication/Technology (ICT) literacy standards are addressed by you when you TEACH WITH OR OTHERWISE SUPPORT CLASSROOM TEACHERS?**

---

	Excellent	Good	Fair	Poor	Don't know/Not Applicable
<b>a. ICT literacy.</b> Students are taught to identify information needs and to access, evaluate, manage, integrate, create, and communicate information.	<input type="checkbox"/>				
<b>b. Independent learning.</b> Students are taught to pursue information related to their personal interests, to appreciate literature and other creative expression, and to generate knowledge.	<input type="checkbox"/>				
<b>c. Social responsibility.</b> Students are taught to recognize the importance of information in a democratic society, practice ethical behavior in regard to information and technology, and to share information and collaborate in its use in groups.	<input type="checkbox"/>				

**OPTION! Feedback about your successes is encouraged. Share a story on an extra page about any of your successes, and it might be published in the final report.**

***If you did offer a story, or if you want your name to be in the drawings for an iPod Nano and a Playaway self-contained digital audio book, please enter your name and email address.***

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## Idaho School Library Impact Study – 2009:

How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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### Appendix B, Schools and Districts Participating in the Study

(Listed by City or Town)

Aberdeen	Aberdeen Elementary School
Aberdeen	Aberdeen High School
Aberdeen	Aberdeen Middle School
American Falls	American Falls High School
Ammon	Hillcrest High School
Ammon	Hillview Elementary School
Ammon	Sandcreek Middle School
Ammon	White Pine Charter School
Arco	Arco Elementary
Arco	Butte County High School
Arco	Butte County Middle School
Arco	Butte JSD
Arimo	Marsh Valley High School
Ashton	North Fremont Jr/Sr High School
Athol	Athol Elementary
Bancroft	North Gem Elem/Jr High
Bancroft	North Gem Elementary
Bancroft	North Gem School
Bancroft	North Gem SD
Bellevue	Bellevue Elementary School
Blackfoot	Blackfoot Sixth Grade school
Blackfoot	Donald D. Stalker Elementary
Blackfoot	Mountain View Middle School
Blackfoot	Ridge Crest Elementary
Blackfoot	Riverside Elementary
Blackfoot	Rockford Elementary
Blackfoot	Snake River High School
Blackfoot	Snake River School Community Library
Blackfoot	Wapello Elementary School
Boise	Boise High School
Boise	Boise School District
Boise	Borah High School
Boise	Capital High School
Boise	Cecil D. Andrus Elementary School
Boise	Centennial High
Boise	Christine Donnell School of the Arts
Boise	Collister Elem
Boise	Desert Sage Elementary

## Idaho School Library Impact Study – 2009:

### How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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Boise	District Services Center
Boise	East Junior High
Boise	Eliza Hart Spalding Elementary
Boise	Fairmont Junior High School
Boise	Frontier Elementary School
Boise	Garfield Elementary
Boise	Hillside Jr. High School
Boise	Horizon Elementary
Boise	Jefferson Elementary
Boise	Koelsch Elementary
Boise	Les Bois Junior High School
Boise	Longfellow Elementary
Boise	Longfellow International School
Boise	Lowell Scott Middle School
Boise	Maple Grove Elementary
Boise	McMillan Elementary School
Boise	Monroe Elementary
Boise	Pepper Ridge Elementary
Boise	Pierce Park Elementary School
Boise	Pioneer Elementary School of the Arts
Boise	Riverside Elementary
Boise	Rolling Hills Public Charter School
Boise	Roosevelt Elementary
Boise	Silver Sage Elementary
Boise	South Junior High School
Boise	Spalding Elementary
Boise	Summerwind Elementary School
Boise	Ustick Elementary School
Boise	Valley View Elementary
Boise	Washington Elementary
Boise	West Junior High School
Boise	White Pine Elementary
Boise	Whitney Elementary
Boise	William H. Taft Elementary
Bonnors Ferry	Bonnors Ferry High School
Bonnors Ferry	Boundary County Middle School
Buhl	Buhl High School
Buhl	Buhl Middle School
Burley	Burley High School
Burley	White Pine Intermediate School
Caldwell	Caldwell High School
Caldwell	District Office
Caldwell	Jefferson Middle Schhol
Caldwell	Lewis and Clark Elementary
Caldwell	Lincoln Elementary School
Caldwell	Purple Sage Elementary School
Caldwell	Sacajawea Elementary School
Caldwell	Syringa Middle School
Caldwell	Valley View High School

## Idaho School Library Impact Study – 2009:

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Caldwell	Vallivue High School
Caldwell	Vallivue Middle School
Caldwell	Van Buren Elementary School
Caldwell	Washington Elementary School
Caldwell	West Canyon Elementary
Caldwell	Wilson Elementary
Caldwell	Woodrow Wilson Elem
Carey	Carey Elementary
Carey	Carey School
Carey	Carey Schools
Cascade	Cascade Elementary
Cascade	Cascade Elementary School
Cascade	Cascade Jr/Sr High school
Chubbuck	Ellis Elementary
Coeur d' Alene	Coeur d' Alene Dist 271
Coeur d' Alene	Ramsey Elementary
Coeur d'Alene	Bryan Elementary
Coeur d'Alene	Coeur d'Alene High School
Cottonwood	Prairie Elementary School
Cottonwood	Prairie High School
Cottonwood	Prairie Middle School
Craigmont	Highland Elementary
Craigmont	Highland Joint School District #305
Craigmont	Highland School
Driggs	Teton High School
Eagle	Eagle Elem School of the Arts
Eagle	Eagle Elementary
Eagle	Eagle Elementary School of the Arts
Eagle	Eagle High School
Eagle	Eagle Hills Elementary
Eagle	Eagle Middle School
Eagle	Galileo Math and Science Magnet School
Eagle	Seven Oaks Elementary
Emmett	Butte View Elementary
Emmett	Emmett High School
Emmett	Emmett Junior High School
Emmett	Indep SD 221
Emmett	Kenneth J Carberry Intermediate School
Emmett	Shadow Butte Elementary
Fairfield	Camas County Elem/Jr High
Fairfield	Camas County High School
Fairfield	Camas County School (K-12)

## Idaho School Library Impact Study – 2009:

### How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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Firth	A. W. Johnson Elementary School
Firth	AW Johnson Elementary School
Firth	Firth Middle School
Fruitland	Fruitland Middle School
Genesee	Genesee Elementary School
Genesee	Genesee School
Gooding	Gooding Elementary School
Gooding	Gooding Elementary School
Gooding	Gooding High School
Gooding	Gooding Jt. School District
Gooding	Gooding Middle School
Grace	Grace Junior/Senior High School
Grangeville	Mountain View School District
Hailey	Hailey Elementary School
Hailey	Wood River High School
Hailey	Wood River Middle School
Harrison	Kootenai Junior/Senior High School
Heyburn	Heyburn Elementary School
Homedale	Homedale Elementary School
Idaho Falls	A.H. Bush Elementary School
Idaho Falls	Bonneville High School
Idaho Falls	Clair E Gale Jr High
Idaho Falls	District Office
Idaho Falls	Dora Erickson Elementary School
Idaho Falls	Ethel Boyes Elementary
Idaho Falls	Hillcrest High School
Idaho Falls	Idaho Falls High School
Idaho Falls	Sandcreek Middle School
Idaho Falls	Skyline High School
Jerome	Jefferson Elementary
Jerome	Jerome High School
Jerome	Jerome Middle School
Kamiah	Kamiah High School
Kamiah	Kamiah Middle School
Kimberly	Kimberly Elementary School
Kimberly	Kimberly High School
Kimberly	Kimberly Middle School
Kimberly	Kimberly School District
Kooskia	Clearwater Valley Elementary School

## Idaho School Library Impact Study – 2009:

### How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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Kooskia	Clearwater Valley High School
Kuna	Crimson Point Elementary
Kuna	Reed Elementary
Lapwai	Lapwai Elementary School
Leadore	Leadore School
Leadore	South Lemhi SD 292
Lewiston	Sacajawea Junior High School
Mackay	Mackay Elementary
Mackay	Mackay Elementary School
Marsing	Marsing High School
Marsing	Marsing Middle School
Melba	Melba Elementary School
Melba	Melba High School
Meridian	Centennial High School
Meridian	Central Academy High School
Meridian	Chaparral Elementary
Meridian	Chief Joseph Elementary
Meridian	Crossroads Middle School
Meridian	Discovery Elementary School
Meridian	District Office
Meridian	Heritage Middle School
Meridian	Hunter Elementary
Meridian	Lake Hazel Middle School
Meridian	Lewis and Clark Middle School
Meridian	Mary Mcpherson Elementary
Meridian	Meridian Academy High School
Meridian	Meridian Elementary
Meridian	Meridian High School
Meridian	Meridian JSD 2
Meridian	Meridian Middle School
Meridian	Mountain View High School
Meridian	Paramount Elementary School
Meridian	Pathways Middle School (Alt)
Meridian	Peregrine Elementary
Meridian	Ponderosa Elementary
Meridian	River Valley Elementary
Meridian	Rocky Mountain High School
Meridian	Sawtooth Middle School
Meridian	Siena K-8
Middleton	Middleton Middle School
Middleton	Mill Creek Elementary School
Midvale	Midvale School

## Idaho School Library Impact Study – 2009:

### How Idaho School Librarians, Teachers, and Administrators Collaborate for Student Success

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Moreland	Moreland Elementary
Moscow	A. B. Mc Donald Elementary School
Moscow	J. Russell Elementary
Moscow	Lena Whitmore Elementary School
Moscow	Moscow High School
Moscow	Moscow Junior High School
Moscow	Russell, J. Elementary
Moscow	West Park Elementary School
Mountain Home	Mountain Home High School
Mountain Home	Mountain Home Junior High School
Mountain Home	North Elementary School
Mountain Home	West Elementary
Nampa	East Valley Middle School
Nampa	Idaho Arts Charter School
Nampa	Sherman Elem
Nampa	Sunny Ridge Elementary
Nampa	Willow Creek Elementary
Notus	Notus Elementary
Oakley	Oakley Jr./Sr. High School
Orofino	Orofino Elementary School
Orofino	Orofino High School
Parma	Maxine Johnson Elementary
Parma	Parma High School
Parma	Parma Middle School
Payette	McCain Middle School
Payette	Payette High School
Payette	Westside Elementary School
Pocatello	Century High School
Pocatello	Chubbuck Elementary
Pocatello	Chubbuck School
Pocatello	Claude A. Wilcox Elementary
Pocatello	District Office
Pocatello	Edahow Elementary School
Pocatello	Ellis Elementary
Pocatello	Franklin Middle School
Pocatello	Gate City Elementary
Pocatello	Greenacres Elem
Pocatello	Hawthorne Middle School
Pocatello	Highland High School
Pocatello	Indian Hills Elementary School
Pocatello	Jefferson Elementary
Pocatello	Lewis & Clark Elementary
Pocatello	Pocatello Community Charter School
Pocatello	Pocatello High School

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Pocatello	Pocatello Montessori
Pocatello	Syringa Elementary
Pocatello	Tendoy Elementary
Pocatello	Wilcox Elementary
Post Falls	Post Falls High School
Post Falls	Prairie View Elementary
Post Falls	West Ridge Elementary
Potlatch	Potlatch Jr./Sr. High School
Potlatch	Potlatch School District #285
Preston	Oakwood Elementary
Preston	Preston High School
Preston	Preston Junior High
Preston	Preston School District #201
Priest River	Priest River Lamanna High School
Rathdrum	Lakeland High School
Rathdrum	Lakeland Joint School District #272
Rathdrum	Lakeland Junior High School
Rathdrum	Twin Lakes Elementary
Rexburg	Archer Elementary
Rexburg	Lyman (Union-Lyman) Elem
Rexburg	Madison Middle School
Rigby	Jefferson Elementary
Ririe	Ririe Middle School
Rockland	Rockland Elementary School
Rockland	Rockland Public School
Rockland	Rockland School
Rockland	Rockland School District 382
Rupert	Acequia Elementary
Rupert	Minico High School
Saint Anthony	Lincoln Elementary
Sandpoint	Lake Pend Oreille Alternative High School
Shelley	Donald J. Hobbs Middle School
Shelley	Goodsell Primary (Early Learning Center)
Soda Springs	Soda Springs High School
Soda Springs	Tigert Middle School
Spirit Lake	Spirit Lake Elementary
Spirit Lake	Timberlake High School
Spirit Lake	Timberlake Junior High School

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St. Anthony	South Fremont High School
St. Anthony	South Fremont Junior High
Star	Star Elementary
Sugar City	Sugar Salem Junior High School
Sugar City	Sugar-Salem High School
Terreton	Terreton Elem./Jr. High
Terreton	West Jefferson High School
Twin Falls	Bickel Elementary
Twin Falls	Harrison Elementary
Twin Falls	Robert Stuart Junior High School
Twin Falls	Twin Falls High School
Twin Falls	Twin Falls School District
Victor	Victor Elementary School
Wallace	Wallace Jr/Sr High School
Wallace	Wallace School District #393
Weiser	Pioneer Elementary School
Weiser	Pioneer School
Wendell	Wendell High School
Wendell	Wendell Middle School