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REACHING OUT @ YOUR LIBRARY™  
COMMUNICATION PRACTICES OF NEW JERSEY HIGH SCHOOL LIBRARY MEDIA SPECIALISTS

by  
Lisa B. Mutter

A Thesis

Submitted in partial fulfillment of the requirements of the  
Masters of Arts Degree  
of  
The Graduate School  
at  
Rowan University  
May 9, 2005

Approved by

Professor

Date Approved May 9, 2005

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## ABSTRACT

LISA B. MUTTER  
REACHING OUT @ YOUR LIBRARY:  
COMMUNICATION PRACTICES OF NEW JERSEY HIGH SCHOOL LIBRARY MEDIA SPECIALISTS  
2004/05  
Dr. Marilyn L. Shontz  
Master of Arts in School Librarianship

This paper presents the methodology and results from surveys of New Jersey school library media specialists at 88 public secondary schools. The study examined how LMS reached out administratively to their learning community. Specifically, it addressed the following research questions: 1. *HOW* did the library media specialists promote the importance of the media center and its resources and services? 2. *WHAT* did library media specialists communicate to the learning community? 3. *WHO* did library media specialists communicate with in their learning community? 4. Were the library media specialists taking advantage of the American Library Association advocacy tools to help them communicate their resources? Data were collected using a print based survey instrument, then coded into numerical values for tabulation before analysis.

Survey results showed that the LMS did communicate with their learning communities, some not as efficiently as recommended by the professional associations. The implications of the results are discussed in the summary and conclusions.

## ACKNOWLEDGEMENTS

Thank you to my parents for allowing me the opportunity to further my education. Thank you to my family, for their incredible patience in allowing me to further my education, more. Crashing hard drives, empty print cartridges, stacks of files, sleepless nights, family gatherings that I missed, and a new job again... and again... to my husband Mike, daughters Rebekah, Rachael & Sarah, thanks for putting up with me. Guess you're wondering what's next?

My heartfelt appreciation goes to Dr. Marilyn Shontz for six years of tireless patience, infinite wisdom, and unyielding encouragement. Thanks also to Dr. Holly Willett, program advisor, for her steadfast faith in my ability to succeed. Thank you to Deb LeCates, fellow graduate student, a good friend, through endless weary evening classes. Thanks also to David W. Young, executive director of the Johnson House in Germantown, Pennsylvania, for giving me my very first chance to serve in a library position.

And, thank you to the library media specialists of the southern counties of New Jersey that made time in their busy schedules to respond to the survey required completing this research. Without their efforts, this study would not have been possible.

No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the less...any man's death diminishes me, because I am involved in mankind...

*John Donne, 1624*

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## CHAPTER 1

### STATEMENT OF THE PROBLEM

#### *Significance of the Topic*

The school library media specialist provides resources and services to the school community. Communicating the importance of the resources and services of the school library media center to the learning community is an essential part of the process. The role of the library media specialist (LMS) as described by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) is the essential link that connects students, teachers, and others with the information resources they need, providing access to resources and information literacy skills, and actively engaging students in the process of lifelong learning (see Appendix A). Historically the school librarian has served as a dispenser of books and finder of facts, now more than ever before, as the nation enters the twenty-first century, changes in the way students learn have affected the role of the school library media center and the library media specialist.

Profound changes in society and technology during the past decade have resulted in massive changes in education and school library media programs (American Association of School Librarians & Association for Educational Communications and Technology [AASL & AECT], 1998, p. vi).

The information glut of the free Internet can be daunting; technology provides access to a plethora of resources not previously available. The LMS provides access and organization, and instructs teachers and learners to evaluate and select resources of value.

In addition to rapid changes in technology, changes in the learning community have been driven by federal testing requirements, resulting in new state standards and federal legislation. The *New Jersey Core Curriculum Content Standards* (NJCCCS) established in 1996, and *No Child Left Behind* (NCLB) legislation initiated in 2001 (see Appendix B; Appendix C), are educational initiatives that have increased the accountability for student achievement in America's schools (NJ Department of Education, 1996; US Department of Education, 2001). The NJCCCS for technological literacy reflect the Information Literacy Standards for Student Learning as outlined by AASL & AECT (1998) in *Information Power: Building Partnerships for Learning*.

NCLB has recognized the need for a good school library media center (LMC) that provides instructional materials aligned to the curriculum; and collaborates with teachers, administrators and parents, citing that this will result in improved student achievement (US Department of Education, Sept. 15, 2004).

NCLB is a wake-up call for media specialists, in that they really need to step up to the plate and make their role in the school's education process absolutely clear and unavoidable (Whelan, 2004).

Although information literacy is not a federally mandated test area it is now widely recognized that the services of the LMC and the LMS are essential for student achievement in all curricular areas. Differentiated learning and multiple intelligences are

driving classroom instruction away from being textbook based and into the multi-resource learning environments that the LMC can help to create.

Several state research studies conducted from 1993 through 2003 overwhelmingly confirmed the need for a strong library media program for high student achievement (Scholastic, 2003). Recent research has shown the highest achieving students attend schools with good library media centers (American Library Association [ALA], 2002). Included in these studies is the recognition that communication within the learning community enhances student achievement. These recent statewide studies confirm the noteworthy positive effects of library media programs on academic achievement in schools. The studies continue to confirm the need for good library media programs in which the LMS is actively involved in the curriculum process.

AASL and AECT have identified three basic ideas for guiding the effective library media specialist in building a successful learning community. These basic ideas of collaboration, leadership and technology, focused on the essential elements of learning and teaching, information access, and program administration, establishing the role of the LMS in support of student learning (AASL & AECT, 1998, p. 47).

The challenge facing the LMS is to clearly articulate to the learning community, their specific responsibilities in preparing students for the information and technology rich workplace of the future. The learning community needs to be made aware of the importance of the resources and services of the school LMC in the task of enhancing student achievement. Student achievement can only be enhanced if the learning community knows what the LMC and the LMS have to offer and takes full advantage of these resources and services.

We must let administrators, teachers, parents, and the community in general know how an excellent library program contributes to the academic success of students and helps teachers to be better teachers (Flowers, 1998, p. 3).

Research studies have shown the importance of the interpersonal and communication skills of the library media specialist. Effective communication skills were associated with curricular collaboration, as well as financial support for the media center (Shannon, 2002).

The ALA has recognized the need for positive communication with the library community, and is addressing the need to help libraries communicate their resources and services in support of student learning. In 2001, the ALA established *@ your library*<sup>TM</sup> *The Campaign for America's Libraries* to help increase the visibility of libraries in a positive context (ALA, 2004a). With the goal of providing strategies for all libraries, the campaign was established in 2003, to include school libraries, and their positive effect on student achievement.

This research study focused on the role of the library media specialist in program administration for the school library media program (see Appendix D). The library media specialists included in this research study were asked how they were reaching out administratively to their learning community, how they communicated their role, and how they communicated the importance of the resources and services available to improve student achievement in their learning community. This report looked at the methodologies of communication between these LMS and their audiences.

## *Rationale for Study*

Gary Hartzell (1997), professor of education of the University of Nebraska, has referred to the library media specialist as an invisible professional. Typically, librarians empower others; their work becomes the product of students and teachers. “So, unless the library is forcibly brought to the attention of teachers and administrators, it’s likely to go unnoticed and undervalued” (Hartzell, 1997, *No Librarians in Textbooks*, ¶ 4).

School library media centers provide a hub for collaboration, outreach, and material resources for the school community; increasing awareness of these library services is a primary concern. *Information Power: Building Partnerships for Learning* (1998) defines program administration for the school LMS to include the clear communication of the mission, goals, functions, and impact of the library media program as necessary to the effectiveness of the program (AASL & AECT, 1998, p. 112). Quality programs and qualified personnel need to be communicating, establishing relationships, and collaborating if their services are to be fully supported and utilized by the learning community. “As Roseabeth Moss Kanter of Harvard has observed, power flows to the person whose work is visible” (Hartzell, 1997, *The Big Three* ¶ 3).

The ALA provides materials for a variety of library promotions throughout the year, available to help promote all types of libraries (see Appendix E). In 2003, the ALA passed a resolution in support of school libraries and librarians. The purpose of the resolution was to advocate for school libraries and librarians (see Appendix F). In partnership with AASL, the ALA designed a campaign for school libraries. The @ your library™ School Library Campaign was designed to provide tools for the school library community, providing a combination of public relations, marketing, and community

relations tools, designed to help build visibility and support for school libraries (see Appendix G). The ALA/AASL @ your library™ School Library Campaign emphasized the importance of collaboration among school librarians, staff, and administrators for the achievement of students. Collaboration begins with communication; achieving quality communication is necessary to the ultimate goal of a program that supports student learning and is fully integrated into the school. The learning community must know about services before they will use them, appreciate them, and support them.

Clear communication of the mission, goals, functions and impact of the library media program is necessary to the effectiveness of the program (AASL & AECT, 1998, p. 100).

### *Purpose of the Study*

The challenge is for the school library media specialist to clearly articulate their role in preparing students for the information and technology rich workplace. Were school library media specialists making their learning community aware of the importance of library resources and services in helping students learn essential lifelong skills? How were they making their learning community aware of this importance? This research study identified and examined the communication efforts of high school media specialists, administratively, and as a catalyst to collaboration efforts.

The learning community must be made aware of the importance of library media efforts to help students learn essential skills. In *The School Library Media Center* (1999), Prostano and Prostano, identified the human dimensions of LMC management as communication, relationships, and motivation. Communication was further explained:

Communication is important because the why, what, where, when, and how that will enable you to succeed must be told, understood, and responded to by others (Prostano & Prostano, 1999, p. 23).

The purpose of this research study was to identify how library media specialists in southern New Jersey secondary schools communicated the importance of their resources and services to their school learning communities. It was the intent of the researcher to identify communication practices of the schools included in the study, and to ultimately make recommendations for future communications to these and other high school library media specialists.

### *Critical Questions*

Four elements were investigated. HOW did the library media specialists promote the importance of the media center and its resources and services? WHAT did library media specialists communicate to the learning community? WHO did library media specialists communicate with in their learning community? And, were library media specialists taking advantage of the American Library Association advocacy tools to help them communicate their resources?

All public high school library media centers in the southern region of New Jersey were included in the study (see Appendix H). A questionnaire (see Appendix I) and cover letter (see Appendix J), introducing the research project, was sent to each high school media center in the eight southern counties in February, 2005. A second letter (see Appendix K) was sent in March 2005 to those schools who had not yet responded.



## *Definition of Terms*

*Advocacy* – Planned, deliberate, and sustained effort to raise awareness of an issue or issues (ALA, 2004c).

*American Association of School Librarians (AASL)* – Founded in 1951, AASL is a division of the American Library Association with a membership of elementary and secondary school library media specialists and others interested in the improvement and extension of services for children and young adults (Reitz, 2004).

*American Library Association (ALA)* – The leading professional association of public and academic libraries and librarians in the United States, the ALA was founded in Philadelphia in October 1876 by a group of library leaders (90 men and 13 women) that included Melvil Dewey (Reitz, 2004).

*Association for Educational Communications and Technology (AECT)* – A professional association of thousands of educators and others whose activities are directed towards improving instruction through technology. AECT was founded in 1923, an organization for those actively involved in the designing of instruction and a systematic approach to learning (AECT.org, December, 2004).

*Bulletin* – A periodical, usually in the form of a pamphlet, issued by a government agency, society, or other institution, containing announcements, news, and information of current interest, usually more substantial than a newsletter. In a more general sense, any brief report on the latest developments in an ongoing process or situation, issued in print or non-print format (Reitz, 2004).

*Bulletin board* – A flat notice board, usually attached to a wall near the entrance to a library, used to display announcements of forthcoming events, dust jackets removed from

new books recently added to the collection, reading lists, comments and suggestions from library users (sometimes with responses from the library administration), and other information pertinent to library operations. Some libraries use a kiosk for this purpose (Reitz, 2004).

*Collaborate* – When two or more people work together to create or achieve the same thing (Cambridge Dictionaries Online, December, 2004).

*Communication* – The exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior (*The American Heritage Dictionary*, 2000)

*Curriculum* – All the required and elective subjects/courses taught at a school or institution of higher learning, usually listed by department and course number in an annual course catalog. Courses required of all students for graduation constitute the core curriculum (Reitz, 2004).

*Electronic newsletter* – A newsletter published online, usually via the Internet, with or without a print counterpart (Reitz, 2004).

*E-mail* – An abbreviation of electronic mail, an Internet protocol that allows computer users to exchange messages and data files in real time with other users, locally and across networks (Reitz, 2004).

*Ephemera* – The printed materials of everyday life, generally regarded as having little or no permanent value because they are produced in large quantities or in disposable formats. The category includes brochures, pamphlets, leaflets, broadsides, fliers, playbills, performance programs, posters, postcards, greeting cards, menus, tickets, comic books, paper toys, etc. (Reitz, 2004).

*Exhibit* – A physical object placed on display in a museum, gallery, or other public place, usually because of its historical, cultural, or scientific importance or its aesthetic qualities extraordinary characteristics, or monetary value. Libraries typically exhibit rare and valuable books, manuscripts, personal papers, and memorabilia associated with authorship, publishing, book history, and reading. Exhibits may be permanent or rotate periodically, depending on the availability of materials suitable for display and the policy of the library (Reitz, 2004).

*Information literacy* – The ability to find and use information – is the keystone to lifelong learning. Creating a foundation for lifelong learning is at the heart of the school library media program (AASL & AECT, 1998, p. 1).

*Information literacy standards* – A set of standards developed by AASL & AECT used to guide and measure student achievement in library media programs (AASL & AECT, 1998).

*Internet* – The high-speed fiber-optic network of networks that uses TCP/IP protocols to interconnect computer networks around the world, enabling users to communicate via e-mail, transfer data and program files via FTP, find information on the World Wide Web, and access remote computer systems such as online catalogs and electronic databases easily and effortlessly, using an innovative technique called packet switching (Reitz, 2004).

*Learner* – A person who is still learning something (Cambridge Dictionaries Online, December, 2004).

*Learning community* – The global web of individuals and organizations who are interconnected in a lifelong quest to understand and meet constantly changing informational needs (AASL & AECT, 1998, p. 48-49).

*Library Media Center* – LMC (See *School library*).

*Library Media Specialist* – LMS (See *Media specialist*).

*Library newsletter* – A publication of no more than a few pages issued by a library to its clientele on a regular or irregular basis to inform them of the availability of services and resources, describe new and ongoing initiatives, and announce upcoming events, exhibitions, etc. (Reitz, 2004).

*Lifelong learning* – Lasting the whole of a person's life (Cambridge Dictionaries Online, December, 2004).

*Marketing* – The activities that bring buyers and seller together. Analyzing the community. Identifying, segmenting, and selecting target groups. Designing and promoting appropriate programs for these groups. Managing the process through planning, research, and control. Knowing who or what your competition is. Being able to verbalize what it is the customer will get only from you (ALA, 2004b).

*Media specialist* – A librarian or other individual with specialized training in the creation, selection, organization, maintenance, and provision of access to media of all kinds, who may also be responsible for supervising a media center or the media department of a library, including collections, equipment, and facilities for listening and/or viewing, and any service personnel (Reitz, 2004).

*Newsletter* – See *Library newsletter*.

*Online* – A computer connected to the Internet, an intranet, or some other network via telecommunications links, as opposed to a stand-alone system. Also refers to computer accessories or devices physically separate from, but directly connected to and under the control of, a central processing unit (CPU) and ready for interactive use in real time (Reitz, 2004).

*Paraprofessional* – A worker trained to assist a professional (Cambridge Dictionaries Online, December 2004). For the purpose of this study this includes all library support staff, to include: clerical staff, assistants, aides, and library clerks.

*Public relations* – Publicity designed to create a favorable public opinion and boost awareness of the benefits of library services, resources, and programs and promote the interests of libraries in society (Reitz, 2004).

*School library* – A library in a public or private elementary or secondary school that serves the information needs of its students and the curriculum needs of its teachers and staff, usually managed by a school librarian or media specialist. A school library collection usually contains books, periodicals, and educational media suitable for the grade levels served (Reitz, 2004).

*School library media center* - See: school library (Reitz, 2004).

*Student* – See *Learner*.

*Web site* – A school library web site is a guide to relevant, authoritative Web resources, a space to share ideas and solutions, a vehicle for communications, an opportunity to add to the current body of information, a tool for teaching and learning; an indispensable twentieth century instructional tool (Berger, 2000).

### *Assumptions and Limitations*

Teachers who are striving to achieve the standards established in NCLB need access to a wide range of instructional materials more than ever before. The LMS can play an integral part in helping teachers to help students achieve these state standards and standards set forth in NCLB. The administration should recognize the need for a quality LMC program and its part in the curriculum to further support NCLB and achieve state and federally mandated testing standards.

All high school library media specialists communicate in some way with the school learning community. Teachers should view the LMC as an integral part of their curriculum delivery, and the LMS should provide access to a wide variety of resources for classroom instruction. The LMS responses to the survey were assumed to be honest and accurate, and reflective of the communication practices currently in use. The study was limited to public high schools in the southern New Jersey counties of Gloucester, Salem, Cumberland, Atlantic, Ocean, Burlington, Camden, and Cape May. There was a 77% response rate for the return of useable, completed questionnaires.

### *Organization of the Remainder of Study*

The remainder of this report includes in Chapter 2, a historical perspective on the role of the LMC and the LMS, a description of appropriate existing research, and current literature. Chapter 3 describes the sample population selected for the research, and the methodology used to conduct the research. The data are presented through text and tables, in chapter 4, with a detailed question-by-question analysis. The survey questions were coded into numerical values for tabulation. Chapter 5 includes a summary, and the researchers' conclusions and recommendations.

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## CHAPTER 2

### REVIEW OF LITERATURE

#### *Historical Background (1916-1950)*

A high school library course description in 1916 read, “It (the library course) must be planned to accentuate the purposes of books and libraries and to present them in an attractive light” (Madison, 1916, p. 196). Written by Elizabeth Madison for the *English Journal*, the article explained that the library course should emphasize distinct principles to include: training for prospective library-users, correlation with all other courses of the school, library use should be taught as a part of a comprehensive whole.

Elizabeth Madison wrote about library and classroom collaboration, and marketing the school library program to the learning community as early as 1916. Madison saw the importance of presenting library resources in an attractive way. School library public relations were beginning. At this time the school library was a fairly new concept in education, the first standards for school libraries had not yet been written. Standards for senior and junior high schools were to be written four years later in 1920, by the National Education Association (Kester, 2004).

*The High School Library: Its Function in Education* (1928), written by school library pioneer Hannah Logasa, stressed the importance of “the indispensability of the library facilities, for the fullest realization of the objectives of secondary education” (Logasa, 1928, p. 70). Logasa saw the school community as the administrative officers of the school, the teachers, the pupils, and the family of the pupils. According to Logasa

before the library can be of any value to its community, the library must “justify its existence in the minds of its users” (Logasa, p. 191). Logasa, like Madison realized that communication with the learning community was important. Logasa also cited the “all-important requisite” for the sympathy and cooperation of the principal (Logasa, p. 191). An advocate for frequent conferences between the principal and the librarian, Hanna Logasa, also advocated for the preparation of statistical reports at stated periods.

Every one familiar with school organization knows that unless the principal is actively interested in the work of the department, it cannot progress, but will lag behind, and finally stagnate; while a department toward which the principal is favorably disposed will flourish like the familiar green bay tree of the Scriptures (Logasa, 1928, p. 192).

Logasa encouraged the use of faculty meeting presentations and notices sent to teachers as methods of securing the cooperation of the teachers. She believed that the LMS needed to justify the importance of the library to the pupils and to their families. Logasa suggested participation in “open night” and special book weeks, newsletters to parents, special exhibits and programs (Logasa, 1928, p. 200).

In 1938, ALA published an activity book of advertising ideas for a school library written by Lucille Fargo. In the *Activity Book for School Libraries*, Fargo gave suggestions for marketing the program through exhibits, in-service training, bulletins, and even a “book breakfast” (Fargo, 1938, p. 184).

Publicity tends to lend itself into three main channels: that which clarifies the actual work of the library, especially in its relation to varying aspects of the school program; publicity tending to win support for the library, financial and other; and book publicity (Fargo, 1938, p. 185).

Lucille Fargo, also wrote *The Library in the School* (1939), in which she discussed her views on integrating library instruction into the whole curriculum, rather than isolated library courses (Fargo, 1939). Her text advocated collaboration between the librarian and the classroom teacher. She went further to identify the administrative role of the school librarian, describing the library's relation to the other school departments as not merely that of teamwork; but also having an administrative division. Fargo felt that the librarian should have the qualities of an administrator. Further, that the librarian needed to convey the value of the library to the entire school community, even to administrators (Fargo, 1939).

The wise school librarian looks for advertising opportunities in reports and statistics and finds way to present them effectively (Fargo, 1939, p. 150).

Mary Peacock Douglas, in her book, the *Teacher-Librarian's Handbook* (1941), described the school library as a service agency, a teaching agency, a book center, and a reading center (Douglas). Ms. Douglas recognized the importance of the administration and the principal understanding the purposes and recognizing what the library can do for the school. Douglas described the teacher-librarian as a stimulating agent, able to use many devices for encouraging the use of library materials for pupils and teachers. She recognized the need for good communication and public relations to promote the library program. Douglas encouraged cooperating with local public libraries to supplement the

resources and services of the school library. Mary Peacock Douglas was also an advocate for membership in professional library and educational organizations.

It is only by means of cooperation and coordination of effort that any professional can become a strong force in developing its ideals and services. To the extent that it is individually possible, each teacher-librarian should affiliate with professional organizations (Douglas, 1941, p. 112-113).

Madison, Logasa, Fargo and Douglas all believed firmly in the importance of communicating with the learning community.

The very first set of national K-12 school library standards were published in 1945 by the American Association for School Libraries (AASL). *School Libraries for Today and Tomorrow; Functions and Standards* (1945) was published by AASL under the leadership of Mary Peacock Douglas, then chairman of AASL (Kester, 2004)

Frances Henne was another noted leader of library education and standards was an advocate for the collaboration of school librarians with classroom teachers; including library skills education in the context of subject-based learning (Kester, 2004). Henne collaborated with home economics teacher, Margaret Pritchard, to prove that the library could make classroom learning more meaningful (Henne & Pritchard, 1945). *The Librarian and the Teacher of Home Economics* (1945), published by ALA, provided activities and examples to show how planning could make the library more meaningful in classroom instruction. Henne and Pritchard wrote about the individuality of each school library and the need for administrative support of the library program, “determined by the educational objectives and general policy planning of the school, by the way in which the

school considers and meets the needs of students, and by the freedom with which the school administration permits its faculty to experiment” (Henne & Pritchard, 1945, p. 2).

Dorothea Dawson and Florence D. Cleary (1945) reviewed educational research in library education. They placed emphasis on library service, with a view of bringing about continued improvement.

Because of the constantly growing demands of school libraries, administrators, teachers, and librarians must be alert to changing school objectives and procedures (Dawson & Cleary, 1945, p. 264).

Through the Dawson and Cleary review of the available research, three significant factors were identified: the role of the library as a contributing source to the curriculum; its position as a learning center in the school, and its function as a dynamic force in promoting the intellectual growth of the individual. They included in their review the suggestions of the ALA subcommittee on Post-War Planning of the ALA, which had recently prepared a summary of standards to guide school libraries. The subcommittee recommendations were “an increase of library services by an enlargement of the staff, increased book and nonbook materials, adequate library rooms properly equipped, and a library program which encourages the use of library materials” (Dawson & Cleary, 1945, p. 264).

### *Historical Background (1951-1990)*

*A Planning Guide for the High School Library Program* (1951), authored by Frances Henne, Ruth Ersted and Alice Lohrer, and published by ALA, was a workbook for librarians to evaluate their own library program. Section IV - *Implementing the Use of the Library* provided questions regarding the motivating of students and teachers to use

the library and its resources. Sample survey questions included formal and informal communication with the principal, and the extent of participation by the school librarian in curriculum planning. The authors believed that the school library should have an active publicity program, they advocated for positive communication between the school library and the learning community (Henne, Ersted & Lohrer, 1951).

Standards were again published in 1960 by AASL, identifying the need for administrators and teachers to recognize factors that contribute to a successful school library program (ALA, 1969). In the 1960 standards, librarians were encouraged to collaborate with teachers in the selection and use of materials; focus was on enriching the development of individual students. That same year Frances Henne wrote an essay titled, *Toward Excellence in School-Library Programs* (Kester, 2004).

She lamented the fact that “principals and other school administrators lacked knowledge of what constituted successful school library programs...” (Kester, 2004, 1960 School Library Standards, ¶ 3).

Standards were revised once more in 1969; these standards emphasized the need for the school media specialists to work with the classroom teachers in analysis of instructional needs and in the design of learning activities (Kester, 2004). Frances Henne had begun to advocate for better communication between those concerned with teacher education and library education, the education of school administrators about materials for school children, and the integration of audiovisual materials into library programs. The media specialist was born through collaboration between librarians and audiovisualists, with all efforts toward determining what medium was most appropriate for what message and for what learner (Knapp, 1970).

The next revised standards in 1975 were a result of joint task forces appointed by the Association for Educational Communications and Technology (AECT) and AASL in 1971. The goal was to develop joint standards for media programs. At this time clear recommendations for staffing were made, a minimum standard of 1 full-time media professional, and 2 full-time support staff for each 250 students was recommended. Responsibilities of the head of the school media program included working cooperatively with the principal, other media staff, and all users. Duties included participating in curriculum and instructional planning, providing staff development programs for teachers, encouraging students and teachers to fully use the media center and its resources, and to interpret the school media program to the learning community (students, teachers, administrators, and community). Clearly identifying the need to collaborate and communicate (AECT & AASL, 1975).

In 1977, Prostano and Prostano identified internal and external forces of the media system. The term media system was used to describe the library media center in a school. External forces were defined as the media marketplace, community, board of education, and central administration; internal forces included the school administration, teachers and other personnel, students and the media staff. Prostano and Prostano also pointed out that each of these forces had a need to know what the LMC offered the learning community. They explained that the total LMC image needed to be projected to all of its internal and external forces. Prostano and Prostano emphasizing that the students, teachers, school administrators, central administrators, local public libraries, the general community, and the board of education all need communication from the LMS. They believed that all forces can either increase or reduce the effectiveness of the LMC.

Considerable evidence shows that while some forces exert a stronger influence on the media system than others and while the media system can influence and affect certain forces more than others, any of the forces can increase or reduce the effectiveness of the operation (Prostano & Prostano, 1977, p. 155).

Guidelines established again in 1988 by ALA for school library media centers were presented in *Information Power: Guidelines for School Library Media Programs* (AASL & AECT, 1988). These guidelines brought more emphasis on the integration of the media center into the entire instructional program of the school. The role of the LMS was described as an information specialist, teacher and information consultant. Again the guidelines are specific in the communication necessary for fulfillment of the role of LMS.

Teachers, students, parents, and administrators are informed of new materials, equipment, and services that meet their information needs. (AASL & AECT, 1988, p. 38). The ultimate success of the school library media programs depends, to a large extent, upon the level of understanding and support within the general school community for the mission, goals, and objective of the program (AASL & AECT, p. 53).

### *Historical Background (1990-2000)*

*Information Power: Building Partnerships for Learning* (1998) provided guidelines for the LMS in several areas: Learning and teaching, information access and program administration (see Appendix D).

Principles were outlined for the LMS to be empowered to succeed in each of the specified areas. This research report was specifically concerned with the LMS role of



program administrator. The program administration principles (see Appendix E) included many of the concerns addressed in the research study: staffing, administrative support, sufficient funding, and clear communication of the mission, goals, functions and impact of the library media program. All of these principles were necessary to the administration of an effective program (AASL & AECT, 1998).

The library media specialist collaborates with students and other members of the learning community, working effectively with teachers, administrators, and other staff (AASL & AECT, 1998).

Emphasis in the 1998 guidelines was on collaboration with the learning community. There was no question that communication opens the road to collaboration. Talking to colleagues opens doors to more valuable collaboration. Communication with the learning community was the key to fulfilling the role of LMS as defined in *Information Power* (AASL & AECT, 1998).

Research on the actual communication practices of library media specialists in high school media centers has been fragmented; however recent studies on library funding consistently make the connection between the school LMS communication efforts with their principals, and the support they receive for their LMC programs.

In 1996, Marilyn Miller and Marilyn Shontz conducted a national survey of school LMS. In their report they looked at the type and extent of communication between the library media specialists and principals and the effect on library budgets. They asked the LMS “to describe how, and how often, they formally communicated with their principals” (Miller & Shontz, October, 1997). In their findings they determined that LMS, who communicated with their principals, also led more staff development

activities, opening more avenues to communication with teachers. In 1996, they looked at formal and informal communication with the principal, the use of newsletters and an annual report. They found that communication with the principal took place most often at the monthly teacher's meeting, a summary of the 1996 findings are presented in this report (see Table 1).

Ways LMS Communicate with:	Principals
Face to face formal meetings daily/weekly	27%
Face to face formal meetings monthly	30%
Face to face formal meetings 3-5 times a year	28%
Teachers meeting at least once a month	72%
Written memo/informational communication weekly	52%
Written memo/informational communication monthly	27%
Written memo/informational communication 3-5x a year	15%
Newsletter at least twice a year	26%
Annual report	36%
Phone conversations as needed	46%
Email as needed	23%

(Miller & Shontz, 1999)

The data presented in the 1998 report supported a correlation between LMS and principal communication, and the amount of money available per pupil for both print and nonprint collections.

Generally speaking, active communicators are moving forward faster than their colleagues who don't take the time to communicate or to identify the skills they need to develop in order to be better communicators (Miller & Shontz, 1998, Principals & Perks ¶ 5).

It should be noted that in their research they analyzed the differences between "high-service" and "non high-service" schools. They defined the high-service LMC as providing a high number of services, and the non high-service LMC as offering a smaller number of services. For the purpose of this research study, this distinction was not made.

Miller and Shontz (1998) recognized that student learning is an important reason for the LMS to be better communicators, showing the connections among the role of library media specialist, communication with teachers and principals, and funding for library media programs. “Research tells us that communication with colleagues is a key element in spreading the word about the value of a high-quality library media program” (Miller & Shontz, 1998).

The ways that library media specialists communicate with teachers was surveyed in the 1999 Miller and Shontz report. Communication methods included were face-to-face teachers meetings, written memos, newsletters, annual reports; phone conversations and e-mail. As with the principal, the teacher’s meeting was where the highest level of communication with teachers took place, a summary of these 1998 findings are presented in this report (see Table 2).

Table 2 – Library Media Specialist/Teacher Communication (1998)	
Ways LMS Communicate with:	Teachers
Face to face formal meetings daily/weekly	19%
Face to face formal meetings monthly	18%
Face to face formal meetings 3-5 times a year	20%
Teachers meeting at least once a month	45%
Written memo/informational communication weekly	34%
Written memo/informational communication monthly	40%
Written memo/informational communication 3-5x a year	24%
Newsletter at least twice a year	19%
Annual report	13%
Phone conversations as needed	43%
Email as needed	42%

(Miller & Shontz, 1999)

Research conducted in 1997-1998 by Miller and Shontz (1999) continued to report findings related to the communication practices of the LMS. Several staffing concerns were also identified, they found that 10 percent of the LMS surveyed work only part time, and they recognized the inconsistency of student assistants. They found that

56% of the respondents were certified in both school library media and a subject area, and 35% were certified in school library media only, 9% had no media certification.

This finding raises interesting questions about the readiness of nearly one-half of LMSs that are without the combination of library and teacher certification:

Are they adequately prepared to manage a media center and fully collaborate with teachers? (Miller & Shontz, 1999).

Miller and Shontz (1999) reported on several other services provided by LMS at all grade levels. For the purpose of this study, only those services provided by high school LMS (1997-1998) and those services relevant to this research are presented (see Table 3).

Table 3 – Library Media Program Services for Senior High (1997-1998)	
Library Media Specialist Program Service	% of LMS
Conducts workshops for teachers	43%
Assists school curriculum committee w/recommendations	47%
Collaborates with teachers	85%
Helps teachers develop, implement, evaluate learning	58%
Provides teachers with information about new resources.	90%
Helps students and teachers use resources outside of school	79%
School or LMC has WWW home page	61%

(Miller & Shontz, 1999)

A discrepancy with regard to curriculum was found in the 1997-1998 study. A total of 79% of respondents reported collaborating with teachers, one-half reported working on school curriculum committees, and only 58% reported helping teachers to develop and carry out learning activities and evaluate students (Miller & Shontz, 1999).

Further support for the findings of Miller and Shontz comes from Wilson, Blake and Lyders in 1993, they “found that many principals were hampered in their support or school libraries by lack of knowledge about the management and function of school libraries”, this in turn affected their support for school libraries (Oberg, 1995).

### *Recent Research (2000-2004)*

Miller and Shontz again found a discrepancy in the data related to collaboration with teachers. Media specialists reported 80% collaboration with teachers, but only 62% were helping with development, implementation and evaluation of instruction (Miller & Shontz, 2001).

The latest survey by Miller and Shontz on spending, resources, and services was conducted in 2001-2002 (see Table 4). In addition to services provided, the study identified staff statistics. The median number of senior high staff was 1, with 23 years experience in the school, and 15 years experience in the LMC. In terms of support staff, they found an average of 3 student assistants and 1 support staff (Miller & Shontz, October 1, 2003).

Library Media Specialist Program Service	% of LMS
Organizes and/or teaches in-service workshops for staff	62%
Serves on school curriculum and/or planning committees	59%
Communicates informally with principal on a weekly basis	96%
Advocates for goals & objectives of the school LM program	86%
Meets formally with principal on a monthly basis	18%
Creates and distributes a monthly LM program newsletter	26%
Creates and distributes an annual report for the LM program	48%
Maintains ongoing communications with e-mail, phone, fax, etc.	50%
Provides web bookmarks/pathfinders	49%

(Miller & Shontz, 2003)

In other research, a survey of 242 school principals in a 2001 *School Library Journal* survey reported that 8 out of 10 principals agreed that “the media center plays a positive role in the overall value of the school” (Lau, 2002); however, less than half surveyed recognized the connection between student achievement and high test scores and the media center.

According to the 2001 SLJ survey only 37 percent of the principals said their school librarians informed them of current research on the relationship between student achievement and the library media programs and reading development (Lau, 2002). This did not speak well for the school LMS and what they were communicating to their administration. Principals need to know the value of the LMC and its programs. There is now overwhelming evidence that the resources and services of the LMS positively impact student achievement, LMS need to share the results of these studies with the learning community. “The message is clear: librarians must make themselves more visible by better articulating their mission and the impact they have on student learning (Lau, 2002).

Research shows that users of school library programs were in many cases unaware of the positive impact of the library resources and services, or at least they needed to be reminded periodically (Hartzell, 1997). The LMS must work diligently to enhance visibility and to market their services in a way that reminds users of the value of the services offered.

### *Communication Skills of the LMS*

Donna Shannon cited several research studies emphasizing the importance of the interpersonal and communication skills of LMS (Shannon, 2002). A 1985 study of the personality and communication behaviors of exemplary school library media specialists, published by Drexel Library Quarterly “found them to be confident, open to change and effective communicators” (Shannon, 2002, Interpersonal and Communication Skills ¶ 1). This research, cited by Shannon was conducted by Herrin, Pointon, and Russell and suggested that library school training should include interpersonal communication skills.

Communication is a learned skill; the effective LMS can learn to increase their communication effectiveness.

Shannon (2002) cited several other studies, in which confidence; initiative, communication skills, and leadership qualities were important factors for everyone involved in total school curriculum and instructional programs. Recognizing the role of teachers in influencing students to use the LMC resources and services furthers the recommendation that LMS strengthen their communication with teachers.

In a study by Callison and Knuth in 1994, financial support was recognized as often being dependent on the frequency of communication between the school LMS and the school principal (Shannon, 2002).

There is overwhelming evidence of the importance for school library media specialists to possess effective communication and interpersonal skills. These competencies appear basic to all aspects of work of school library media specialists and are judged essential by school administrators, teachers, and school library media specialists themselves (Shannon, 2002, *Interpersonal and Communication Skills* ¶ 5).

### *Educational Success and School Libraries*

Recent research has shown the highest achieving students attend schools with good library media centers (ALA, 2002). Included in these studies is the recognition that communications within the learning community enhances student achievement (see Appendix F).

First Lady Laura Bush, a former teacher and librarian, underscored the importance of school libraries in June 2002 during the first White House

Conference on School Libraries.

Children and teachers need library resources--especially books--and the expertise of a librarian to succeed. Books, information technology, and school librarians, who are a part of the school's professional team, are basic ingredients for student achievement (Whelan, 2003 ¶ 4).

*ALA @ your library™ School Library Campaign*

The challenge remains for library media specialists to clearly articulate their role in preparing students for the information and technology rich workplace of the future.

ALA @ your library™ School Library Campaign focused on school library media programs in 2003-2004 (see Appendix G). The campaign for school libraries was launched at the national conference of the AASL in October 2003. The campaign served to speak out about the value of school library media centers and school library media specialists. This study focused on two of the goals established for the campaign:

1. To increase public awareness of the significant contributions made by school library media specialists through school library media programs to further the academic achievement and lifelong learning of our students.
2. Strengthen a belief in the value of school library programs and school library media specialists (ALA, 2004).

AASL identified the primary audience of the LMS as teachers and administrators, students and parents, and boards of education; secondary audiences included legislators and the community at large. The program was designed to assist school library specialists in reaching out to key audiences by working together with ALA, AASL and other library media programs, nationwide. The program helps LMS by providing



resources and tools for promoting the value of the LMC and sharing “best practices” in marketing and public relations.

The basic messages for the campaign were that school library media programs are critical to the learning experience, school LMS are crucial to the teaching and learning experience, and LMC are places of opportunity. The emphasis is on staying visible and keeping in touch, making an effort to reach out and show that the LMC is a changing and dynamic place and that the library media specialist brings special expertise as an instructional specialist. The ALA offers marketing tools to assist LMS in promoting their programs, using @ your library™ brand logo (ALA, 2004a).

### *Other Public Relations Recommendations*

There was no shortage of ideas when it came to public relations (PR) and marketing strategies for school library programs. Books and articles written by professionals in the field offered a glimpse of many developed PR plans that were in use, some more successful than others. Helen Flowers (1998) explained public relations as what we do to get and keep support for the LMC, and how we promote the use of the LMC services (Flowers, 1998). Her book *Public Relations for School Library Media Programs: 500 Ways to Influence People and Win Friends for your School Library Media Center* (1998) was full of valuable, practical suggestions to market your LMC program.

“Students are our reason for being. They are the key stockholders in our enterprise” (Flowers, 1998, p. 28). She advocated providing books, newspapers and magazines to encourage reading for pleasure; mounting bulletin boards, making

booklists, giving booktalks, and holding reading contests; cooperating with the public library to promote leisure-time reading (Flowers, 1998).

Why do we do all this? Because there is a clear relation between reading for fun and higher scores on reading tests: the more youngsters read, the better readers they become (Flowers, 1998, p. 26).

Helen Flowers also noted that reaching out to students is a good way to obtain support from parents and from the community. "Students who have positive experiences in the media center can become spokespersons for the media center program at budget hearings and at board of education meetings (Flowers, 1998, p. 27).

Flowers emphasized the need to work with teachers to meet the needs of the students. Do LMS provide information for teachers on how to schedule classes in the media center, how to put materials on reserve, provide lists of special collection, interlibrary loan services, reading lists for teachers, new teacher orientation, brochures or newsletters outlining special events and services? Does the LMS involve teachers in weeding process and collection development? Does the LMS survey the teaching staff from time to time to find out what services they do and do not use, what services they would like to see added? (Flowers, 1998).

Once teachers come to understand how valuable a partnership with us can be, we will have won not only a media center user, but a media center supporter as well (Flowers, p 44).

Flowers stressed communicating to all audiences so that there was continued support for and use of the school LMC services.

In many cases it is the school principal who determined how the media center resources and services were funded. The building administration needed to see the positive results of a fully staffed and funded library media program, results that they can use to obtain funds. Flowers identified similarities in the role of principal, who oversees the entire school, and the position of LMS, who administers the library media program (Flowers, 1998).

This similarity of roles places you in a position where you can get to know the principal better and can develop a closer working relationship that can the average classroom teacher. Use your advantage to strengthen the principal's support for the library media program (Flowers, 1998, p. 70).

Flowers stated that the central office administration and board of education members of a school district should not be forgotten; they must also be informed of the positive learning that is fostered by a fully supported library media program. A library newsletter, an annual report, and an invitation to attend special programs and view exhibits are suggested. Not communicating with this part of the school community can very likely prove to be detrimental to the support of the program (Flowers, 1998).

Valeria Childress, author of *Winning Friends for the School Library: A PR Handbook* (1994), reminded the LMS that the community included not only the students and teachers, but included the administrators, support staff, parents, public librarians, and the community at large. She advocated keeping the School LMC constantly visible implementing library events and projects that "keep the library in the eyes and minds of students and faculty" (Childress, 1994, 3.1).

Julieta Dias Fisher and Ann Hill advocated the use of the technology to communicate and disseminate information to the learning community (Fisher & Hill, 2000). A library homepage provided access to LMC information and resources 24 hours a day, and also promoted the school LMC to the community. Fisher and Hill suggested using the homepage to provide professional development as well.

Our homepage is at the heart of the schools learning community. It has enhanced the resources available to students, teachers, and the community and is the best advertisement for our library program (Fisher & Hill, 2000, Special Events ¶ 2).

Promoting your library and programs through publishing a library newsletter was recommended by Geoffrey Oram, author of *The Bookman Buddy*, his school library newsletter. According to Oram, “this has been by far the best promotional, collaborative teacher/administrator, and community directed event that I have done” (Oram, 2004, ¶ 1). Oram prints his newsletter and distributes it to school administrators, fellow district librarians, all faculty members and places copies in a school parent room.

Mike Ford (2004), a superintendent of schools, knows that media centers make a difference. He has suggested four ways to create environments that will have a positive impact on student achievement, “remove barriers to isolation, forge strong teacher and librarian relationships, improve the collection, and create an invitational atmosphere” (Ford, 2004, ¶ 4). His suggestions were simple: prop open the doors, communicate with parents, and if at all possible extend hours. Ford recommends that LMS view themselves as a teacher first and a support resource second; and be a leader among teachers. Ford encourages the LMS to advocate for the necessary budget to meet the learning needs of the students, and finally create an inviting atmosphere (Ford, 2004).

Sarah Knetzer Davis, a middle and upper school librarian suggested starting a *Friends of the Library* group at your school. She stated it was a great way to recruit volunteers interested in serving the library while promoting awareness of the library and its activities (Davis, 2004). This was just another of the suggestions for successful PR.

### *Summary*

Research has shown that there was a strong link between the school library media program and high student academic achievement (Hamilton-Pennell, Lance, Rodney, Hainer, [Getting the Research into the Right Hands], April 1, 2000). Now is the time to get the research into the right hands.

- *Communicate.* Share the results with your community, local news media, parent organizations, teachers, principal, superintendent, and school board at every available opportunity.
- *Build Partnerships.* Ask your state professional association's leaders to solicit the support of state education agencies to develop new policies, practices, and funding to assist library media programs.
- *Act locally.* Take the initiative to create opportunities to be more directly involved with students and teachers, technology, and the curriculum.
- *Collaborate.* Teach information literacy, preferably in conjunction with classroom teachers – and teach them how to utilize you and your program more effectively.
- *Volunteer.* Don't wait to be asked to serve on curriculum and standards committees. Insist that the library be included in all curricular decisions. (Hamilton-Pennell, Lance, Rodney, Hainer, 2000)

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## CHAPTER 3

### METHODOLOGY

#### *Research Design*

A survey was sent to all public high schools in the eight counties of the southern region of New Jersey; the counties included in the study were Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean and Salem counties. A total of 88 schools were included, providing a representative group of high school media specialists.

The survey is a group of research methodologies commonly used to determine the present status of a given phenomenon. The basic assumption of most survey research is that, by carefully following certain scientific procedures, one can make inferences about a large group of elements by studying a relatively small number selected from the larger group (Powell, 2003, p. 57).

It was the goal of the researcher to collect the data, tabulate and analyze the results, and make recommendations for the benefit of the larger population of high school library media specialists.

The surveys were sent directly to the certified LMS wherever names and title were known, otherwise they were addressed to the attention of the LMS in the school LMC. The library media specialists were asked to voluntarily fill out a questionnaire, which described quantitatively and qualitatively the current communication practices they employ with their learning community.

Four main elements were investigated:

1. HOW did the library media specialists promote the importance of the media center and its resources and services?
2. WHAT did library media specialists communicate to the learning community?
3. WHO did library media specialists communicate with in their learning community?
4. Were the library media specialists taking advantage of the American Library Association advocacy tools to help them communicate their resources?

### *Questionnaire Design*

The survey was designed to meet specific research questions. Part one of the survey instrument included questions regarding actual communication strategies, through structured, fixed-responses. WHAT services and resources did they promote and HOW did they promote them? WHO did the LMS promote the services and resources to?

The second section of the questionnaire included open-ended questions and scaled responses, regarding the support received if any as a result of communication, marketing and public relations efforts.

The final section of the questionnaire focused on factual information regarding the staffing of the LMC and professional background of the LMS.

### *Variables*

School library media specialists from public high schools in the eight southern counties of New Jersey were included in the survey research. These counties included Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, and Salem.

Variables included in this research include the library staff variations and characteristics in each LMC, and the level of support they received from their learning community, the quantity and quality of their communication efforts, and the interpretation of the survey questions.

### *Data Collection*

The instrument used to collect the data was a questionnaire (see Appendix I). A cover letter (see Appendix J) and the questionnaire were sent to the high school media specialists in the eight counties of southern New Jersey. The questionnaire was mailed in February, 2005, to all identified public high schools in the southern region of New Jersey. A second letter (see Appendix K) and questionnaire were sent in March to those schools who had not yet responded. The population selected was high school media specialists in public high schools in the eight counties. Respondents were asked to return the completed survey in a self-addressed stamped envelope that was provided.

### *Validity and Reliability*

The survey was evaluated by colleagues and the thesis advisor, and pre-tested by school library media specialists from secondary schools not included in the sample. The data gathered from the completed surveys was then coded into numerical values for tabulation before analysis.

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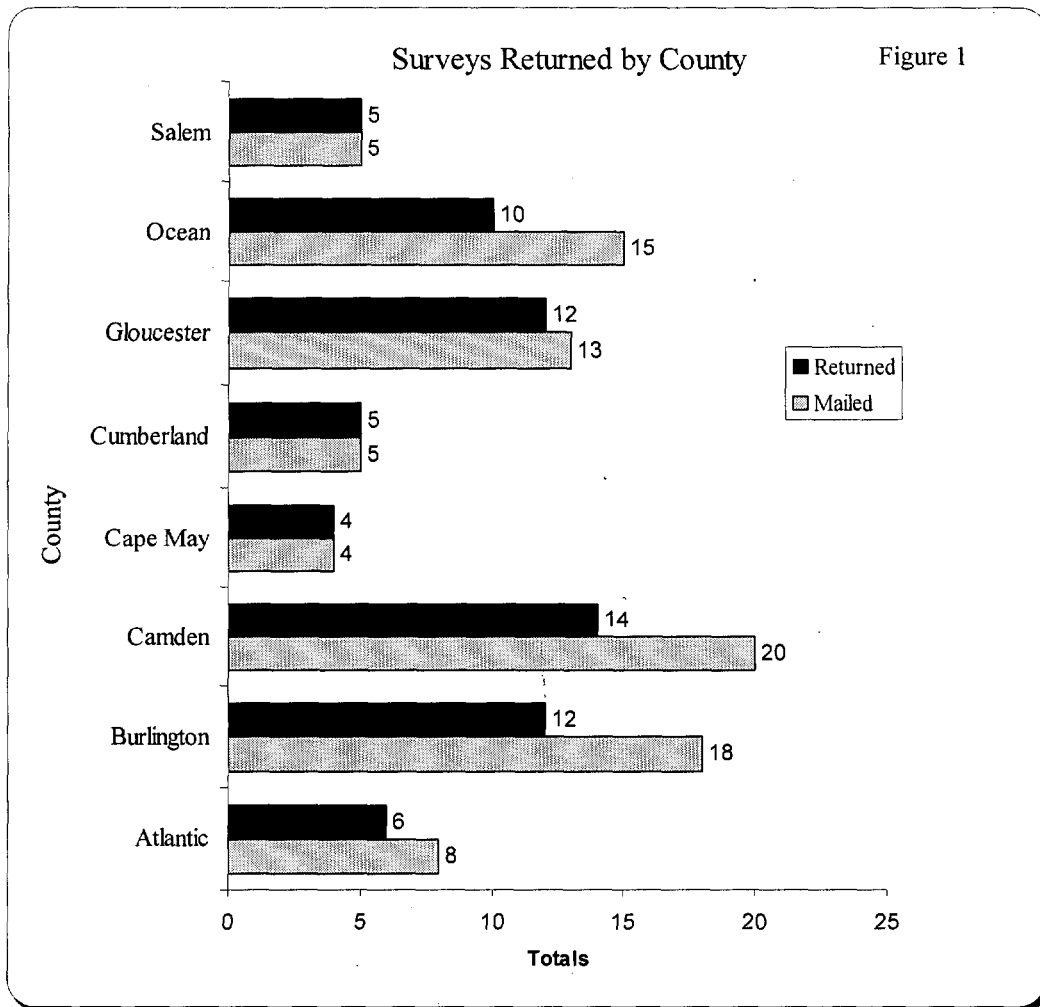
## CHAPTER 4

### ANALYSIS OF DATA

#### *Procedures/Methods*

High school library media centers in the southern region of New Jersey were included in the study. A cover letter, introducing the research project, and a questionnaire was sent to each of the high school media centers in the eight southern counties of New Jersey. The questionnaire was mailed in February 2005, to all identified public high schools in the southern region of New Jersey. A second letter was sent in March to those schools who had not yet responded. There were 88 questionnaires mailed, 68 usable questionnaires were returned, for an overall response rate of 77% (see Table 5 & Figure 1). An additional survey was received, but was not usable, as it was received after the data were tabulated.

COUNTY	Mailed	Returned	Percent
Atlantic	8	6	75%
Burlington	18	12	66%
Camden	20	14	70%
Cape May	4	4	100%
Cumberland	5	5	100%
Gloucester	13	12	85%
Ocean	15	10	60%
Salem	5	5	100%
	88	68	77.00%



There was a 100% response rate in Cape May, Cumberland and Salem counties; 12 out of 13 surveys or 85 percent of Gloucester county were returned; 6 out of 8 or 75% in Atlantic county; 10 out of 15 or 60% in Ocean county; 14 out of 20 or 70% in Camden county; and 12 of 18 or 66% in Burlington county. There was one additional survey received from Burlington county, but it was not received in time, and consequently was not included in the data analysis.

### *Variables Studied*

Four main elements were investigated. HOW did the library media specialists promote the importance of the media center and its resources and services? WHAT did library media specialists communicate to the learning community? WHO did library media specialists communicate with in their learning community? And, were library media specialists taking advantage of the American Library Association advocacy tools to help them communicate their resources?

The questionnaire consisted of 42 questions pertinent to the communication strategies in use by the LMS in each high school. The responses were coded and tabulated using the Microsoft Excel database program.

### *Presentation of Results*

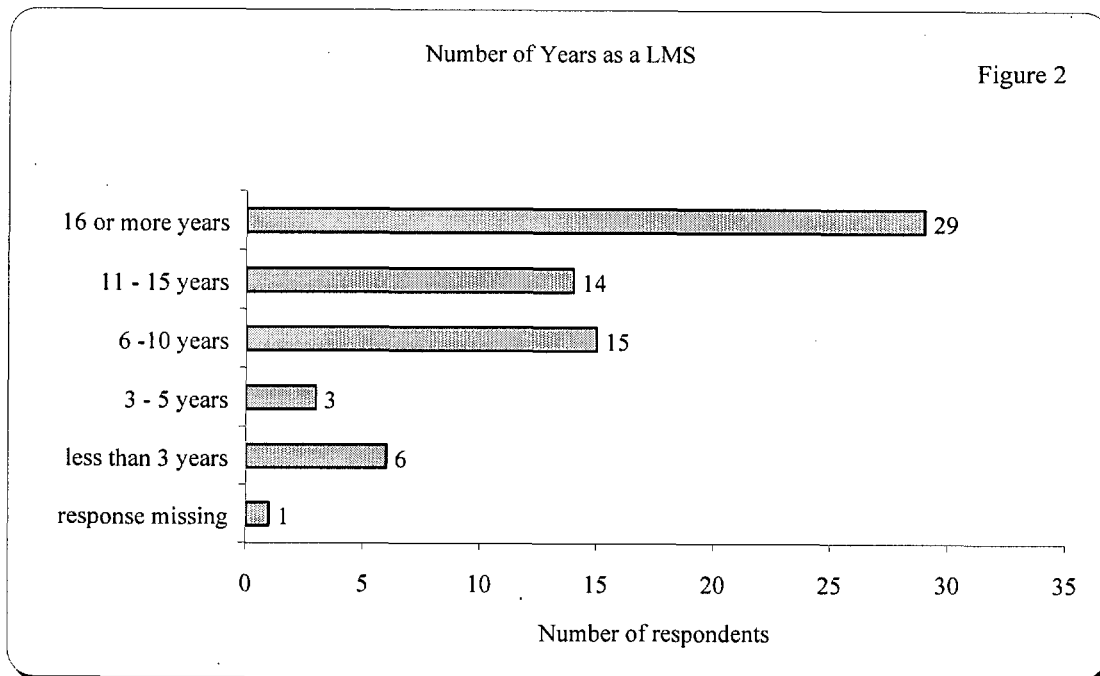
The survey was divided into three parts for clarity of results. Part one, the communication practices of the LMS; part two, support received as a result of communications to the learning community; part three, the LMS and staff.

The presentation of results begins with questions thirty-seven through forty-two, providing background on the staffing of the LMC. The library media specialist years of experience in the library media center, former educational experience in the classroom, training in public relations and communication, and participation in professional associations. Additional staff was tabulated, including all full and part-time paid employees, as well as adult and student volunteers.

The next section presents the strategies used by the library media specialists to communicate with their learning community.

## *Staffing the Library Media Center*

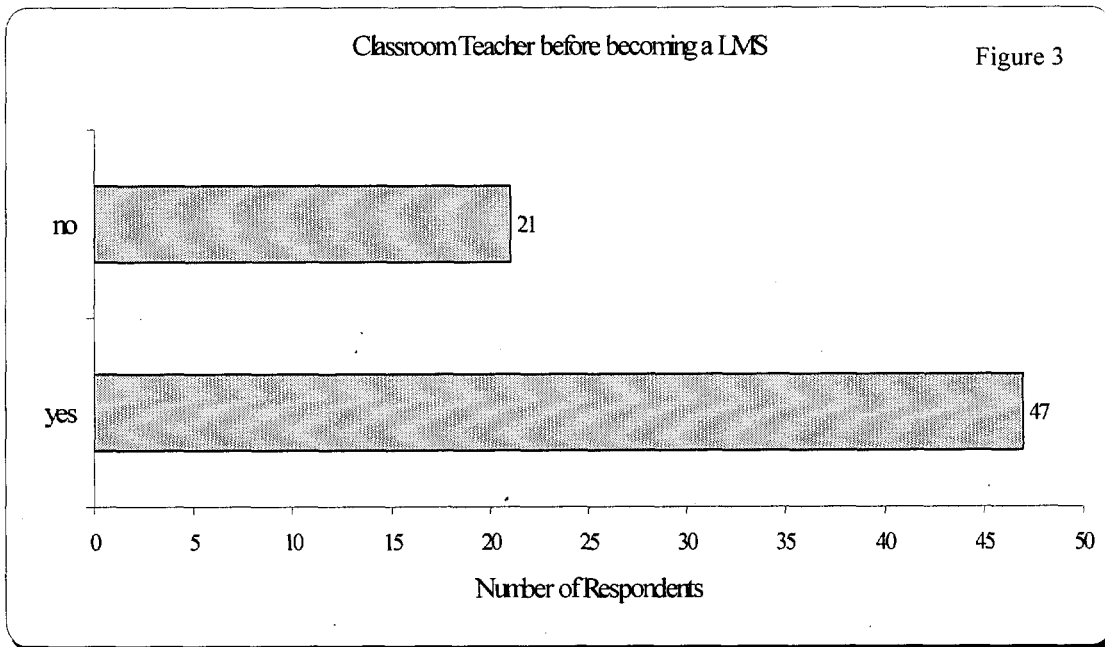
The first set of figures includes questions 40 through 42, and provides background information on the LMS, and the staff of the LMC. Respondents were first asked to identify the total years they had served as a library media specialist. Each respondent was asked to select from a range of years, of the 68 who responded 29 had sixteen or more years of service; 14 had eleven to fifteen years of service; 15 had six to ten years of service; 3 had three to five years of service; 6 had less than three years of service; 1 respondent failed to indicate the number of years as a LMS (see Figure 2).



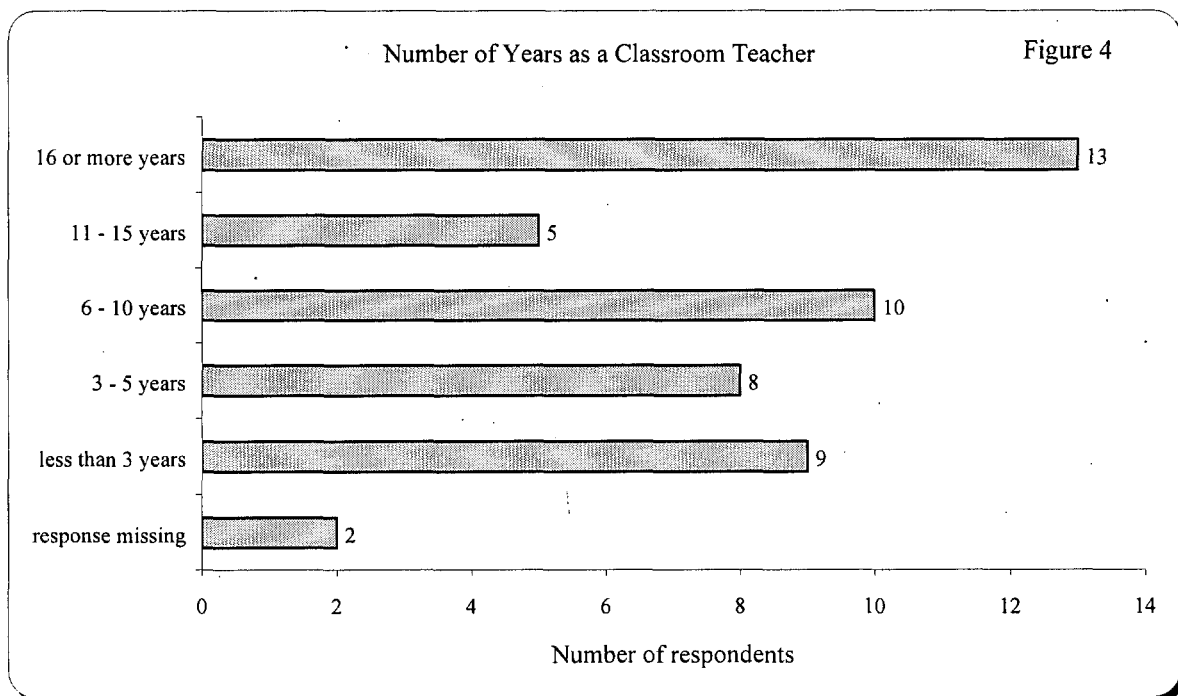
According to the responses received 42% had been LMS for sixteen or more years; 21% for eleven to fifteen years; 22% for six to ten years; 4% for three to six years; 9% for less than three years; and approximately 2% failed to answer the question.



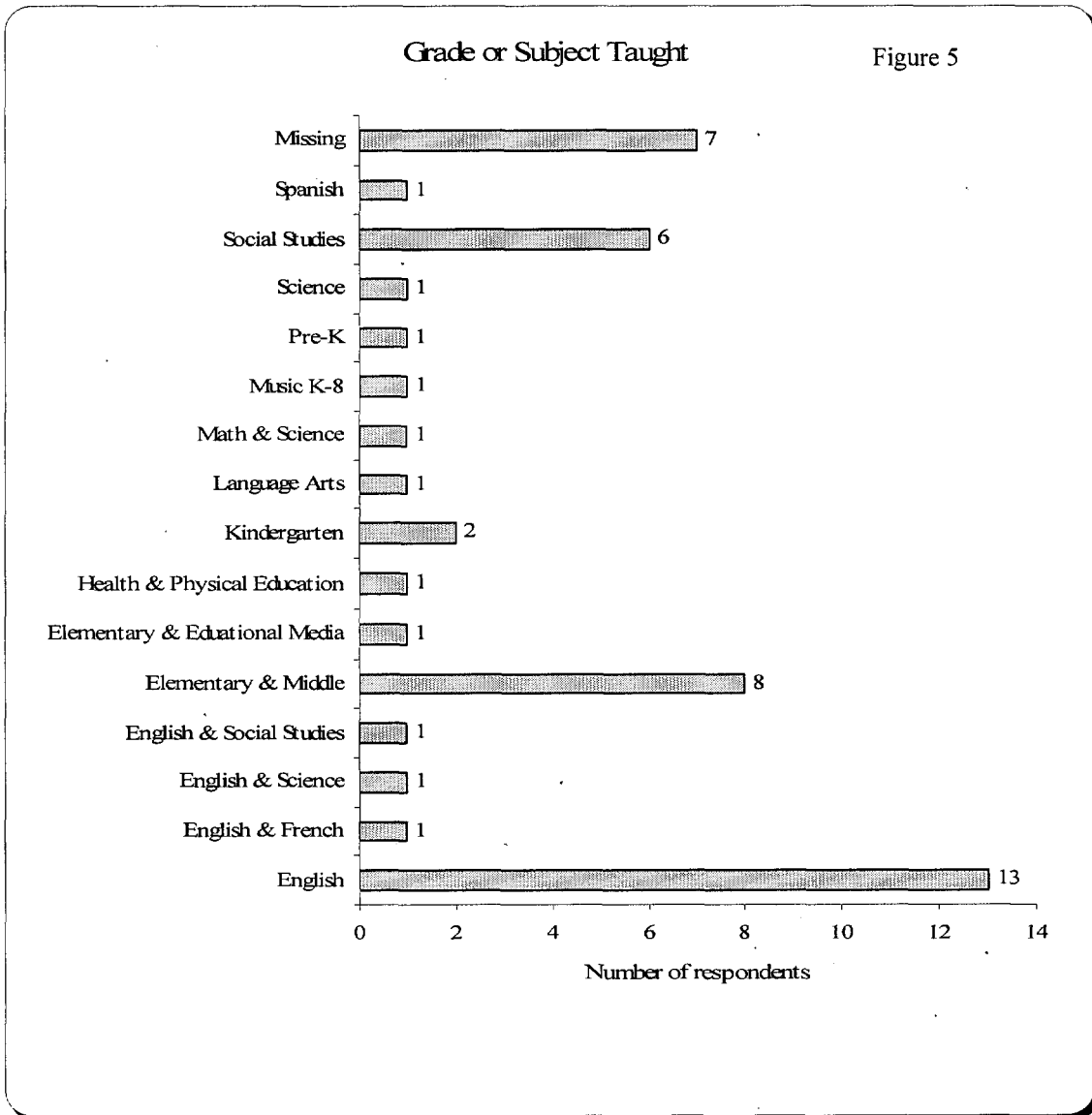
Respondents were asked if they had been a classroom teacher before becoming a library media specialist (see Figure 3). For question 41, of the 68 responses, 47 responded that they were formerly classroom teachers (69%); 21 were not classroom teachers before becoming a library media specialist (31%).



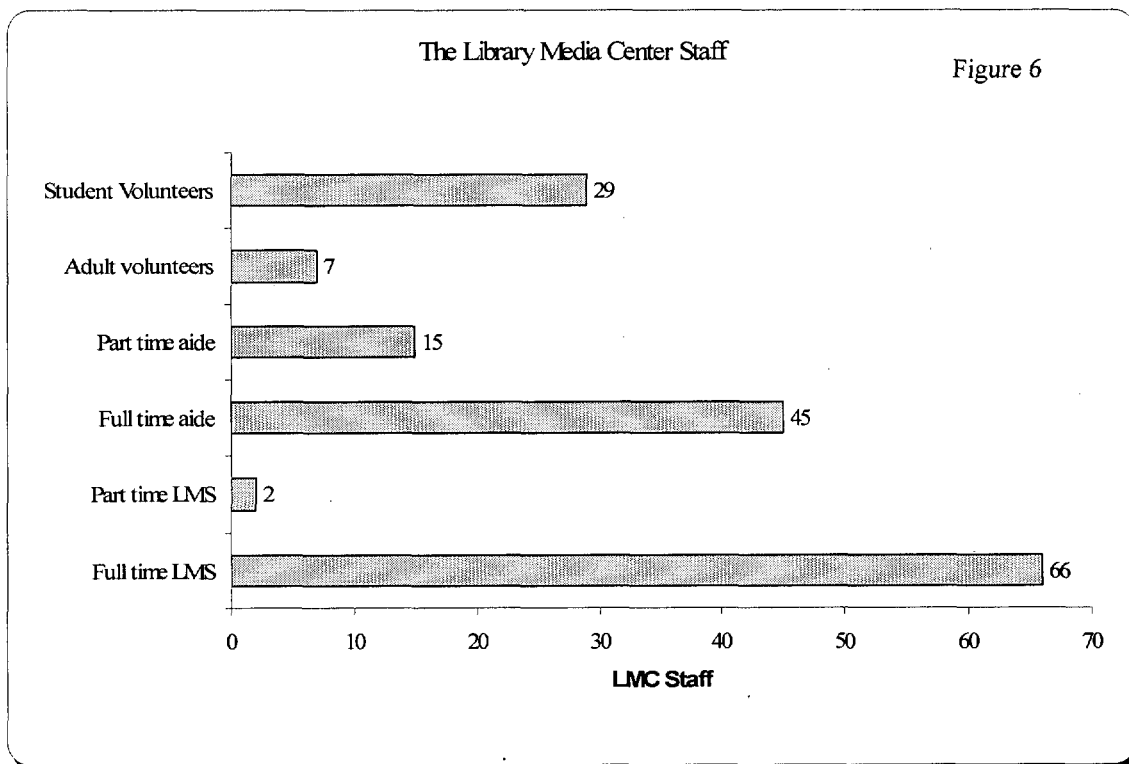
Of those who responded “yes” to question 41, that they had been a classroom teacher before becoming a library media specialist, the respondents were asked how many years they were a classroom teacher (see Figure 4). The 47 LMS provided their responses though the ranges of years provided. Of the respondents 37 had been classroom teachers for 16 or more years (28%); 5 taught in the classroom from eleven to fifteen years (11%); 10 of the respondents were classroom teachers for six to ten years (21%); 8 taught from three to five years (17%); and 9 of those surveyed taught for less than three years (19%). Two of the respondents failed to indicate the number of years they were a classroom teacher (4%).



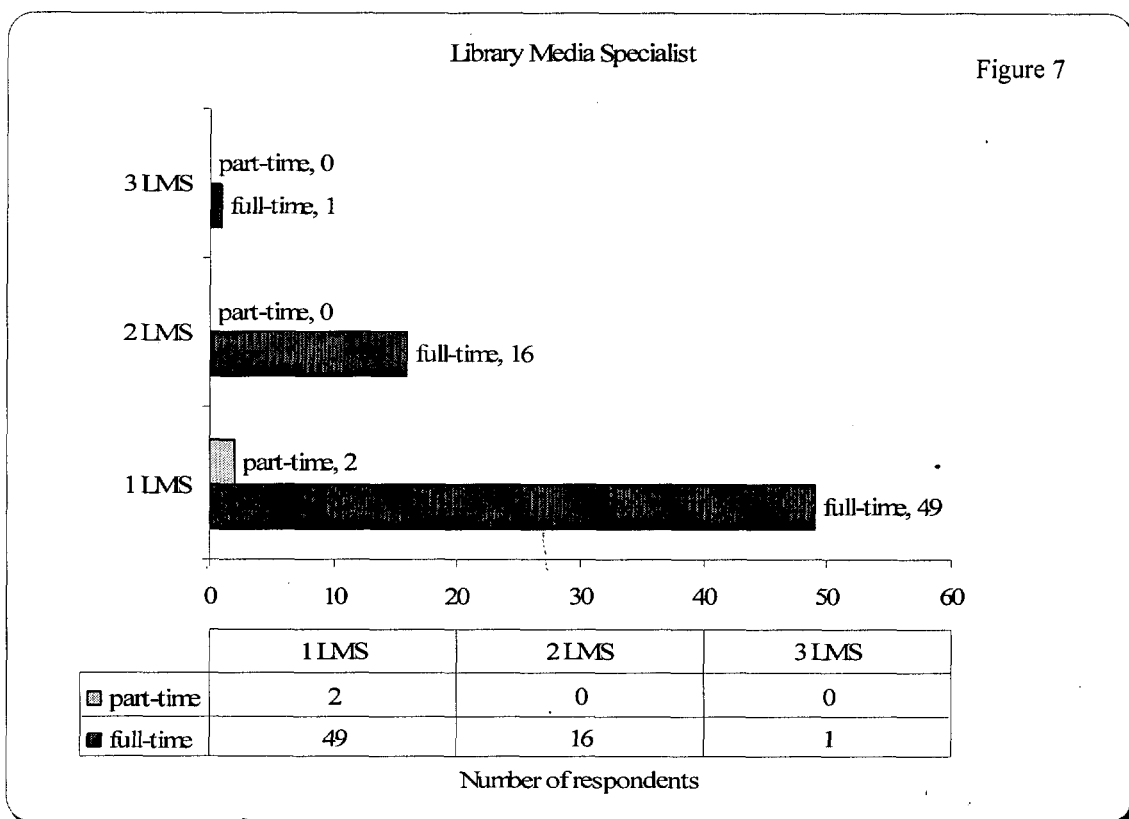
Respondents were asked to list the grade or subject area in which they taught (see Figure 5). Of the 47 respondents, 13 (28%) taught English; 8 (18%) taught elementary or middle school; 6 (13%) taught social studies; 2 taught kindergarten (4%); one each of the 11 other subject areas (2% each). There were 7 who failed to indicate their subject or grade level taught (15%); and 2 additional respondents obtained a social studies certificate, but did not teach before becoming a library media specialist.



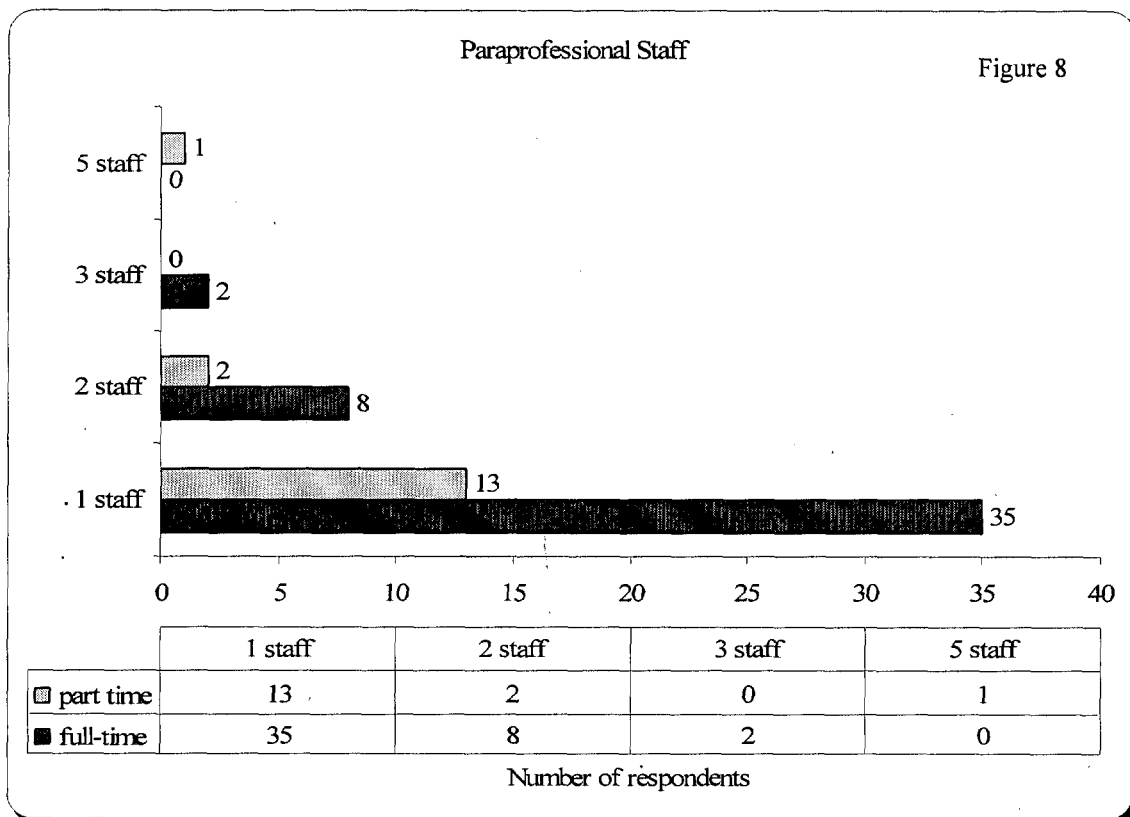
Question 42 asked “who staffs the library media center?” The following choices were given: certified LMS (full & part time), paid library aides/clerks/assistants (full & part time), adult volunteers, student volunteers. Figure 6 shows the types of staff represented by the survey group (see Figure 6). A total of 66 of the LMC had at least one full-time LMS; 2 of the schools did not have a full-time LMS, part-time only; 45 of the LMC have at least 1 full-time paraprofessional; and 15 had part-time paraprofessional support staff. Of the 68 responses, 7 LMC had adult volunteers, and 29 had student volunteers.



The library media specialists were also asked how many of each type of staff work in their media center. The following table represents the number of certified LMS at each school; both full-time and part-time (see Figure 7). There were 49 high school LMC with 1 full-time library media specialist; 16 LMC with 2 library media specialists; and 1 LMC with 3 full-time library media specialists. There were 2 LMC with a part-time library media specialist. The LMC with a part-time LMS did have at least 1 part-time assistant.

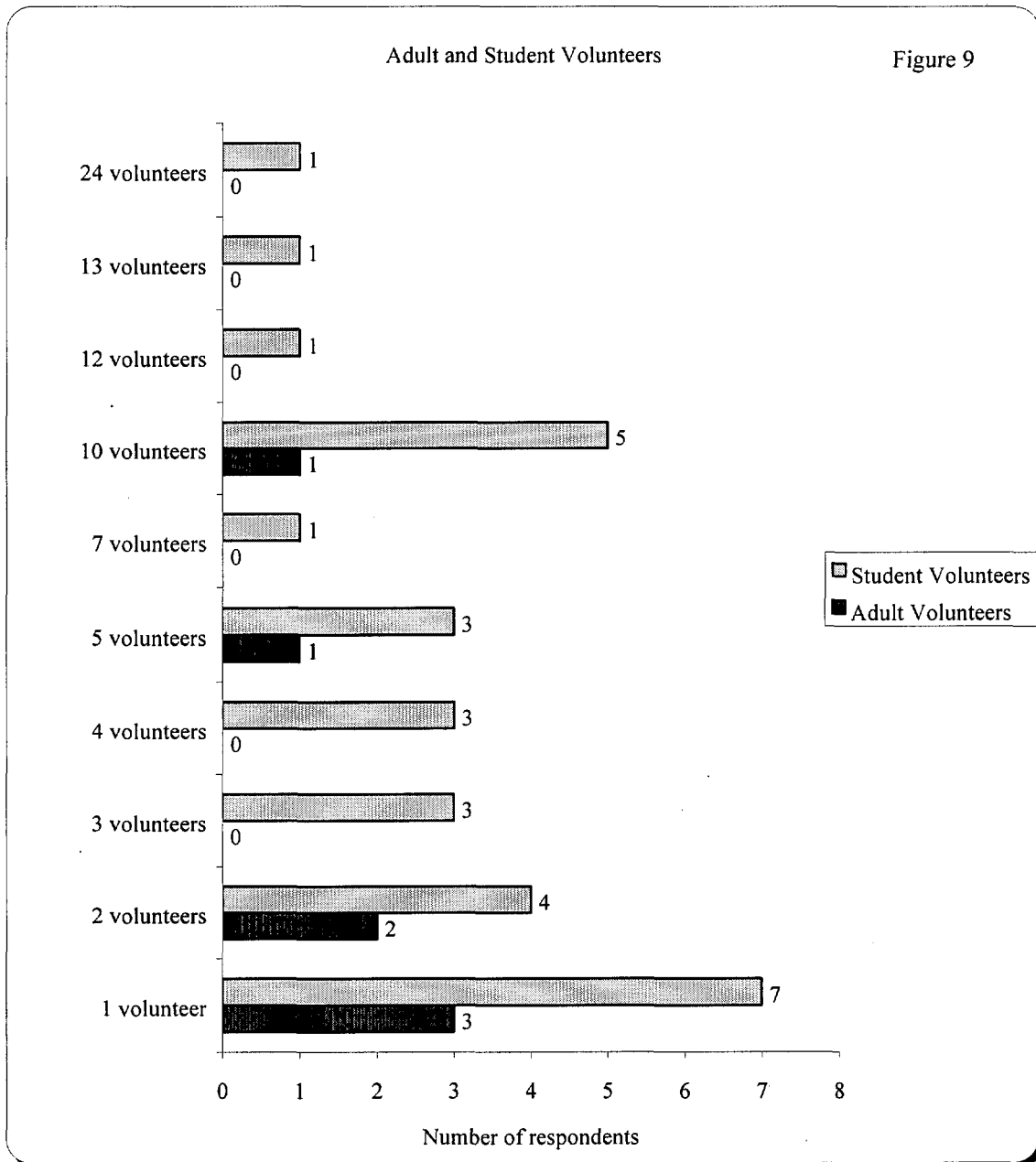


The following figure represents the number of paraprofessionals, including assistants, aides and clerical staff at each school; both full-time and part-time (see Figure 8). There were 35 LMC with 1 full-time paraprofessional, 8 LMC with 2 full-time paraprofessionals, and 2 LMC with 3 full-time paraprofessionals. According to the survey, there were 13 LMC with 1 part-time paraprofessional, 2 LMC with 2 part-time paraprofessional staff, and 1 LMC with 5 part-time paraprofessionals.



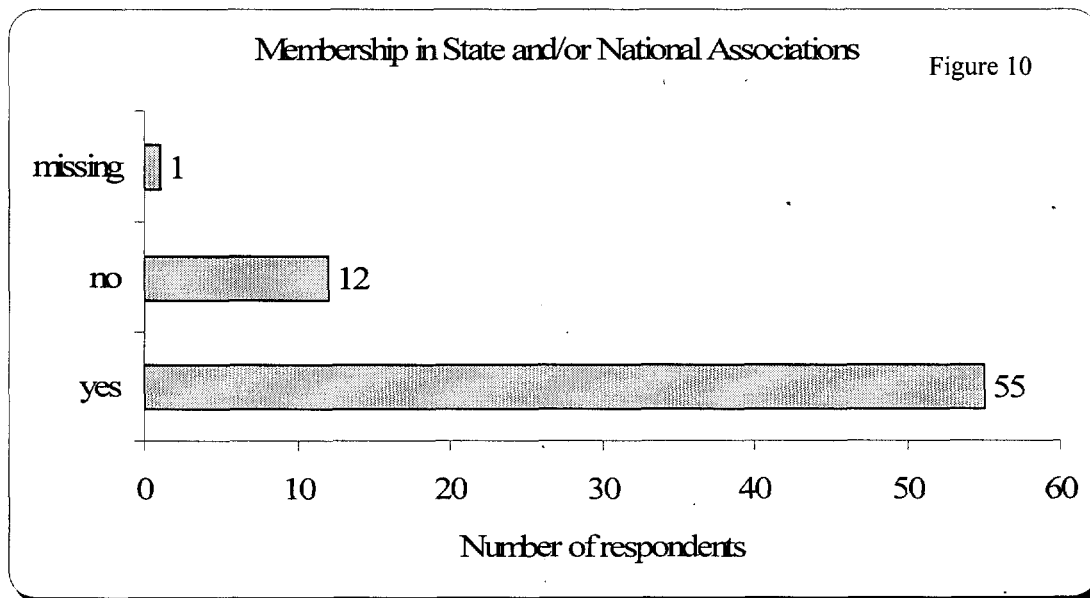
Of the 68 respondents, 35 (51%) had 1 full-time paraprofessional; 8 (12%) had 2 full-time support staff; and 2 (3%) had 3 full time support staff. Of the 68 respondents, 13 (19%) had 1 part-time support staff; 2 (3%) had 2 part-time staff; and 1 (1%) had 5 part-time staff.

The next figure represents the number of volunteers at each school; both adult and student (see Figure 9). Adult volunteers at the LMC ranged from 1 to 3 volunteers at each school; student volunteers ranged from 1 to 24 at each school.



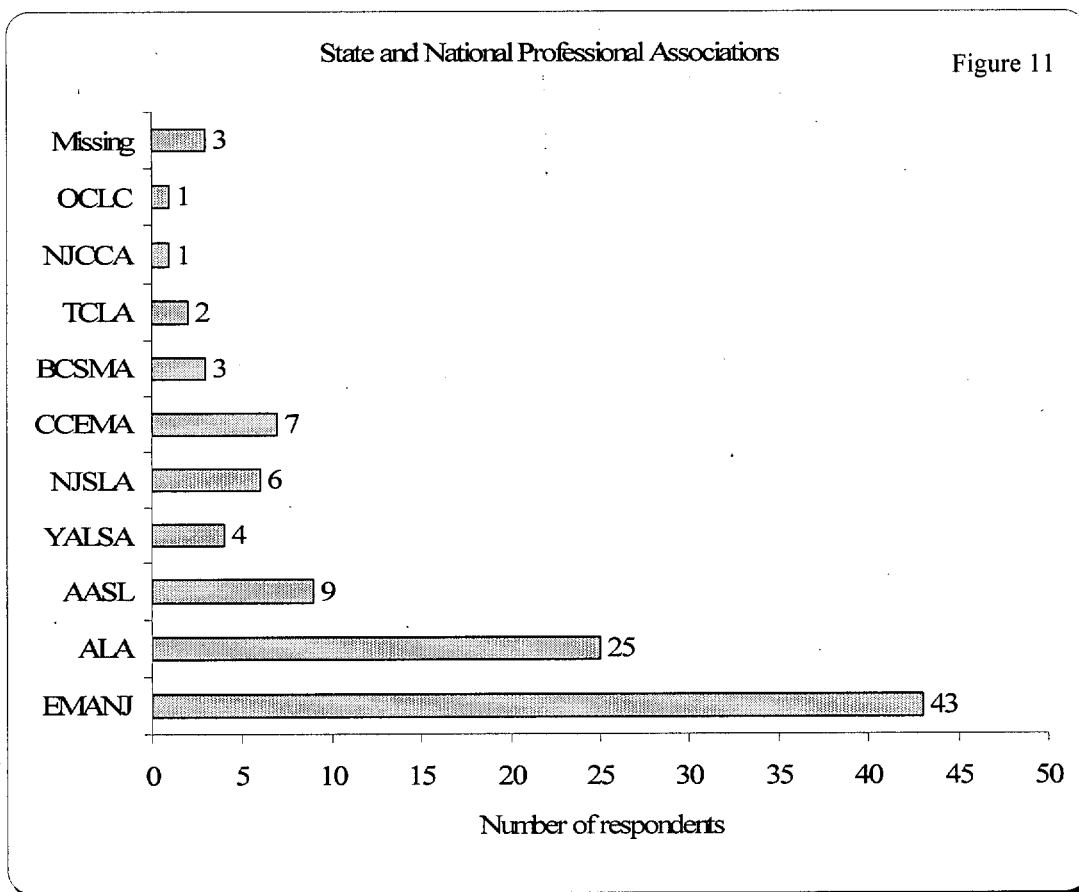
The figure shows that of the 68 respondents, there were 7 LMC with adult volunteers, and 29 LMC with student volunteers.

The library media specialists were asked if they belonged to state and/or national professional associations (see Figure 10). Of the 68 responses received, 55 indicated that they belonged to professional associations, this represented 80% of the respondents; 12 responded that they did not, representing 18%; and 1 respondent, 2 percent, neglected to answer the question.



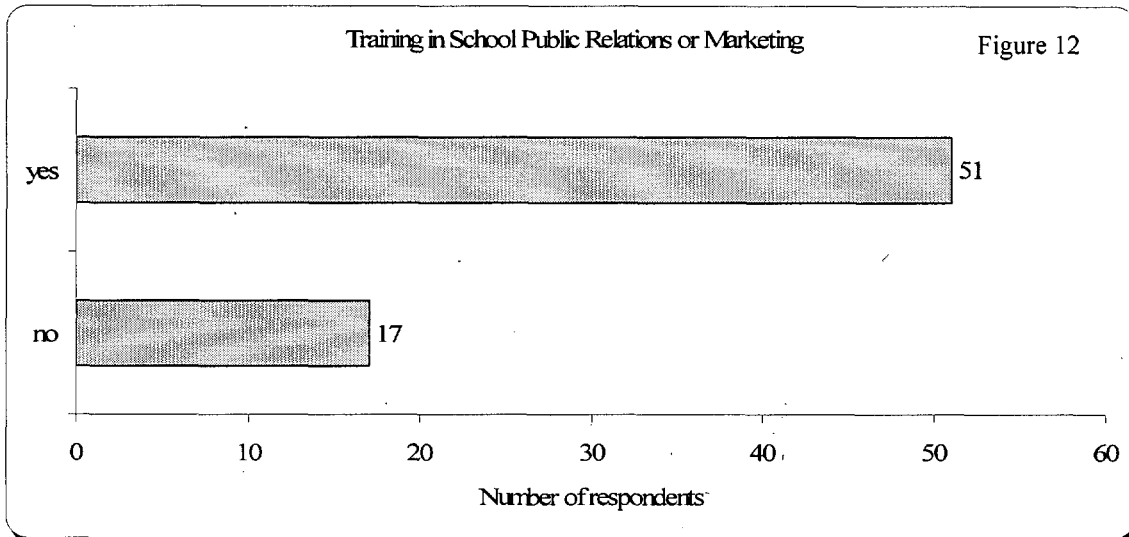


Those 55 respondents who answered “yes” to belonging to professional associations were asked to list the professional associations which they belonged; both state and national (see Figure 11). Several respondents listed associations in state and national education associations, not specific to library media; these associations were not listed in the figure. There were 3 respondents who indicated that they belonged to professional associations, but neglected to name the associations, these are the missing responses.



There were 68% of the respondents who belonged to the Educational Media Association of New Jersey (EMANJ); 45% belonged to the American Library Association (ALA); 16% belonged to the American Association of School Librarians; other associations represented less than 20% of the LMS surveyed.

For question 38 the respondents were asked if they had ever received any specific training in school public relations or marketing (see Figure 12). Results showed 75% with PR or marketing training; and 25% did not have PR or marketing training.

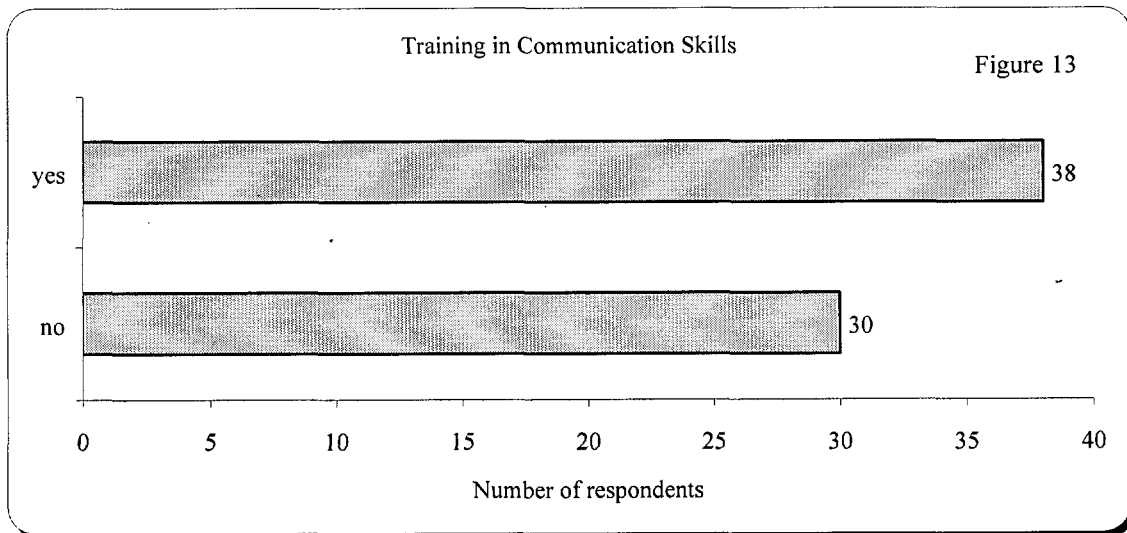


The library media specialists were then asked to describe the training that they had in school public relations or marketing, their responses are presented in Table 6. The 51 respondents who had training in school public relations and/or marketing listed or described their training as shown in the table below.

TABLE 6 – TRAINING IN SCHOOL PUBLIC RELATIONS OR MARKETING

<ul style="list-style-type: none"> <li>▪ Classes in Library Management</li> <li>▪ MLS Program</li> <li>▪ SJRLC Workshops</li> <li>▪ CJRLC Workshops</li> <li>▪ Public Relations Experience</li> <li>▪ Library Marketing Course</li> <li>▪ Graduate School</li> <li>▪ Workshops</li> <li>▪ NJEA Field Representative</li> <li>▪ Library Administration</li> <li>▪ Lots of experience</li> </ul>
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Question 39 asked the LMS if they had ever received any formal training in communication skills (see Figure 13). A total of 38 (56%) indicated that they had training in communication skills; 30 (44%) did not.

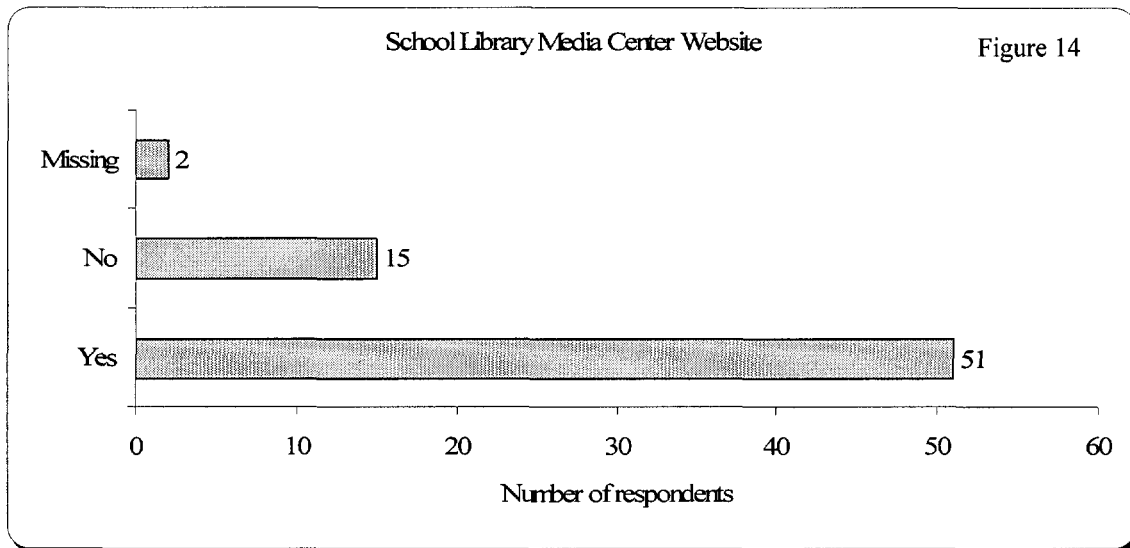


The library media specialists were asked to describe the training that they received, their responses are presented in Table 7.

Table 7 – TRAINING IN COMMUNICATION SKILLS	
▪	Public Speaking, Theatre
▪	Graduate School
▪	College Courses
▪	Workshops
▪	Public Relations/Customer Service Experience
▪	MLS Program
▪	NJEA Training
▪	Teacher Training
▪	English Journalism Classes
▪	Reference Interview Workshops
▪	Public Speaking Courses
▪	Composition & Writing Courses
▪	Conferences
▪	Oral Communication Courses
▪	BA Humanities
▪	BA Reading
▪	BA English

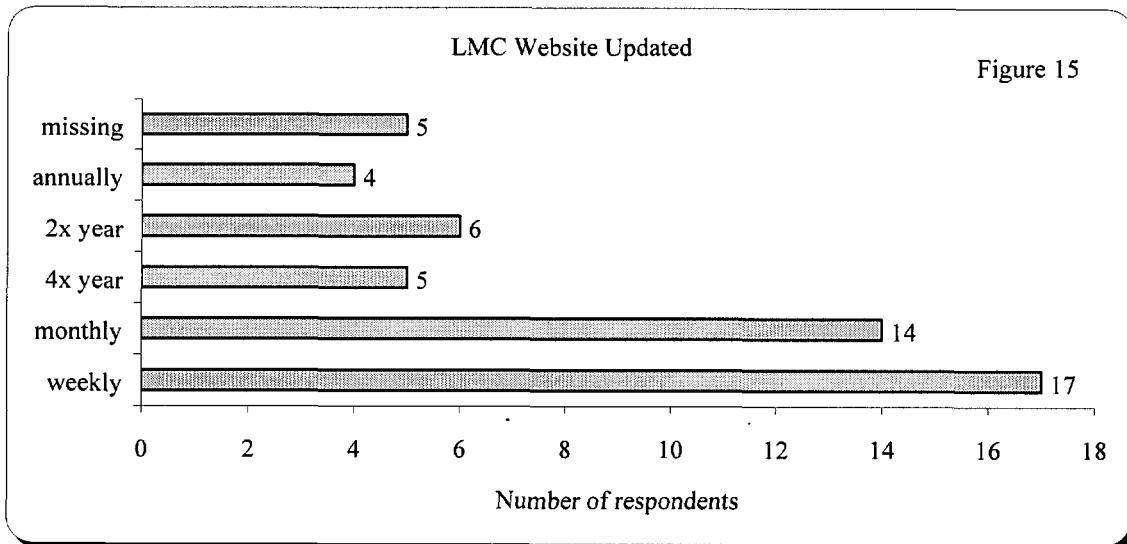
### *Visibility to the Entire School Community*

In part one of the questionnaire, respondents were asked if they had a library media center website (see Figure 14). They were asked how often the site was updated, who could view it, and where it could be viewed from. Two respondents did not answer.



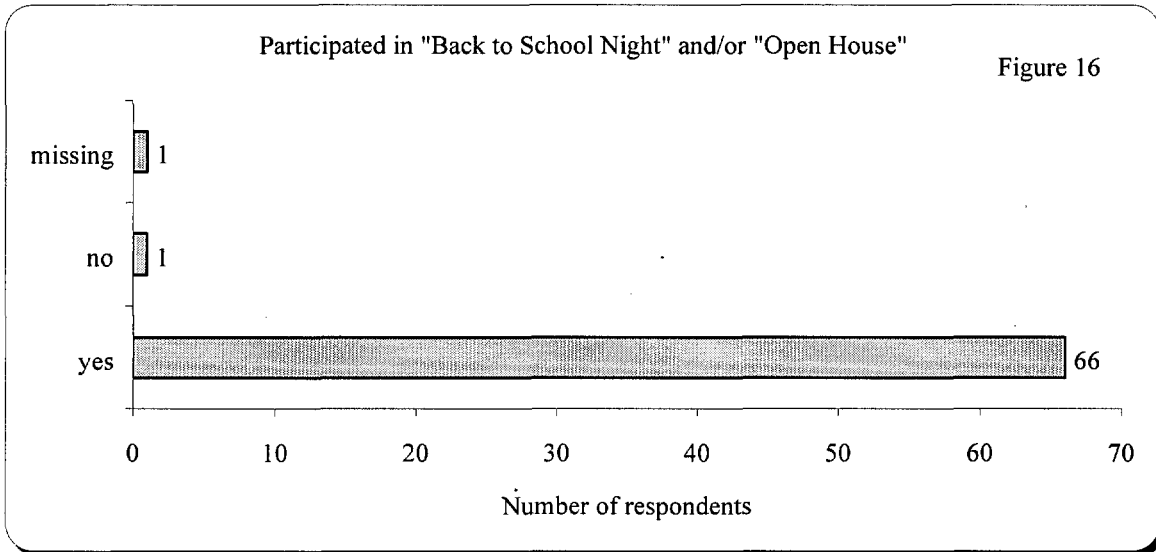
A total of 51 (75%) of the 68 respondents had a school LMC website; 15 (22%) did not; and 2 (3%) did not answer the question.

The following figure illustrates how often the 51 LMC websites were updated (see Figure 15).

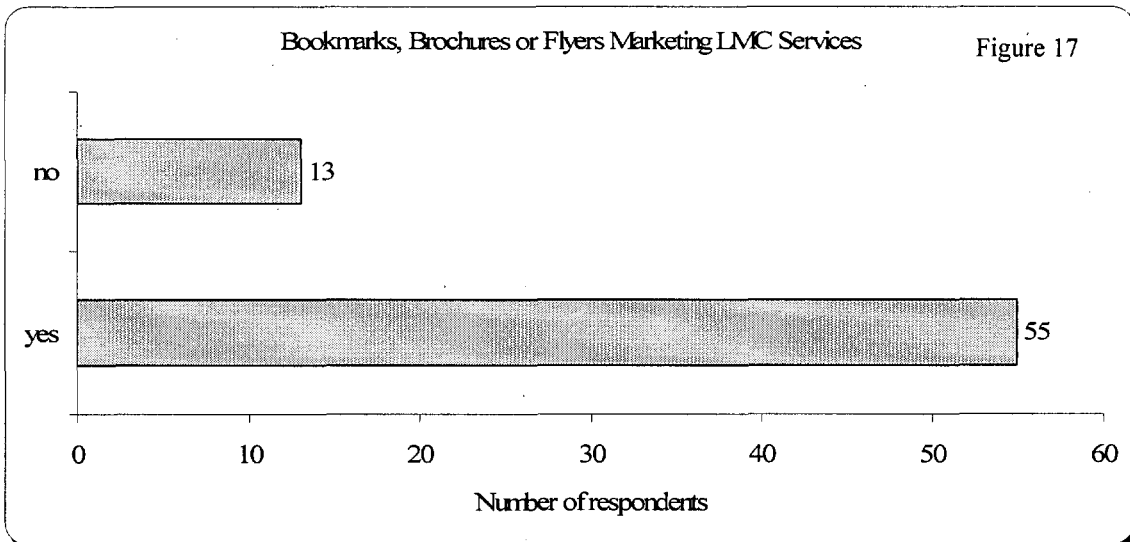


A total of 17 (33%) of the 51 respondents updated their website weekly; 14 (27%) updated monthly; 5 (10%) updated their website each marking period or four times per year; 6 (12%) updated each semester or twice per school year; 4 (8%) updated annually; and 5 (10%) failed to answer the question.

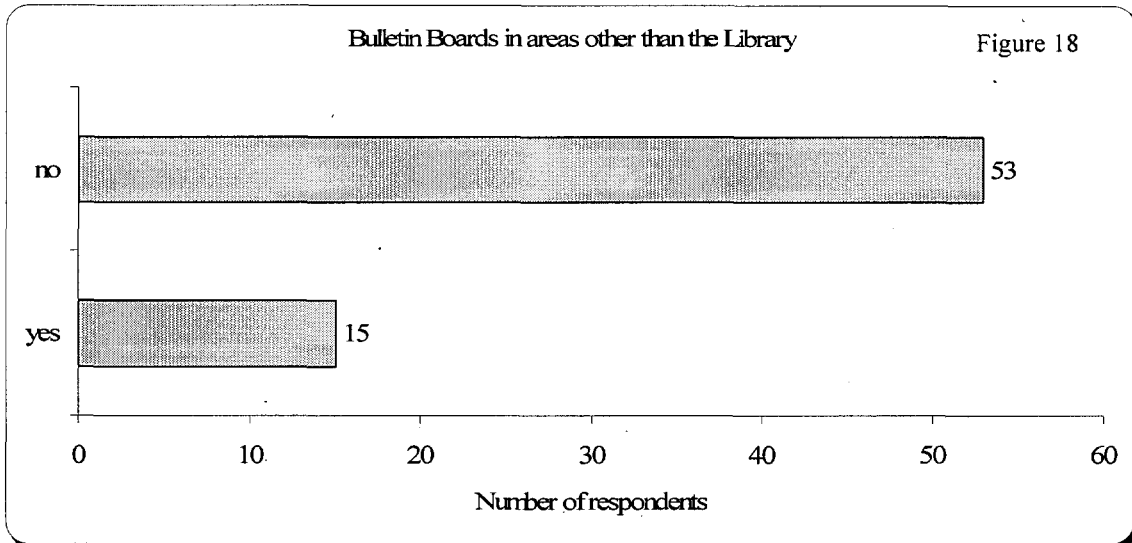
The following figure illustrates the LMS who participated in “back to school night” and or “open house” events in their school (see Figure 16). A total of 66 (97%) of the respondents participated in “back to school night” and or “open house” events. There was 1 LMS who did not, and 1 of the respondents failed to answer this question.



Question 3 asked if the LMS provided bookmarks, brochures or flyers to market LMC services (see Figure 17). A total of 55 (81%) of the LMS indicated that they provided some of the ephemera, 13 (19%) did not.

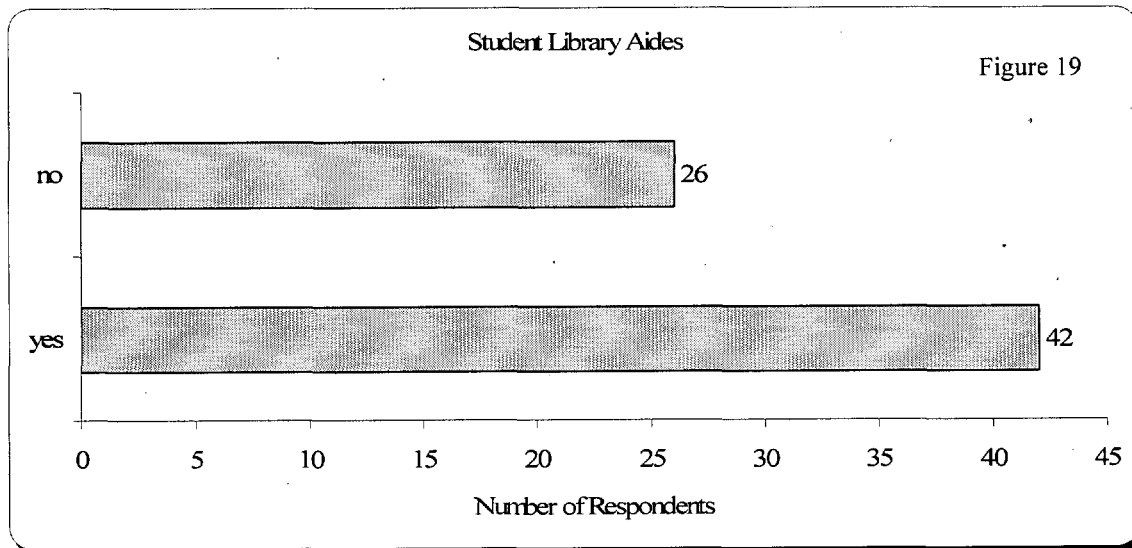


Respondents were asked if they had bulletin boards in areas other than the library (see Figure 18). A total of 15 (22%) of the 68 respondents used bulletin boards in areas other than the library, 53 (78%) did not use bulletin board outside of the library.

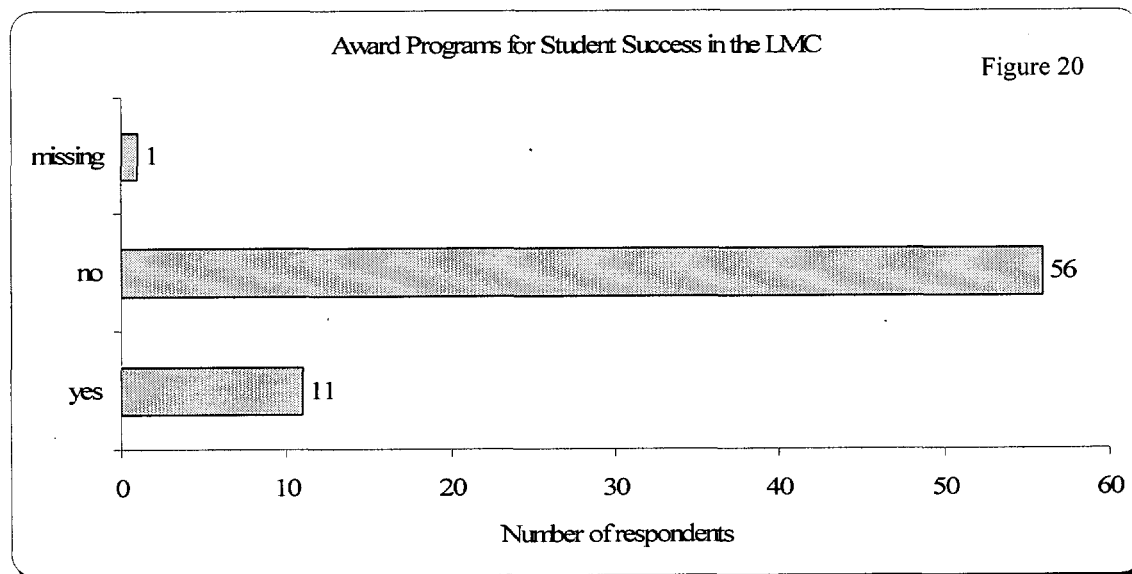


### *Student Participation in the LMC*

In question 5 the LMS were asked if they had student library aides in their LMC (see Figure 19). A total of 42 (62%) of the respondents did have student library aides, and 26 (38%) did not use student aides in the LMC.

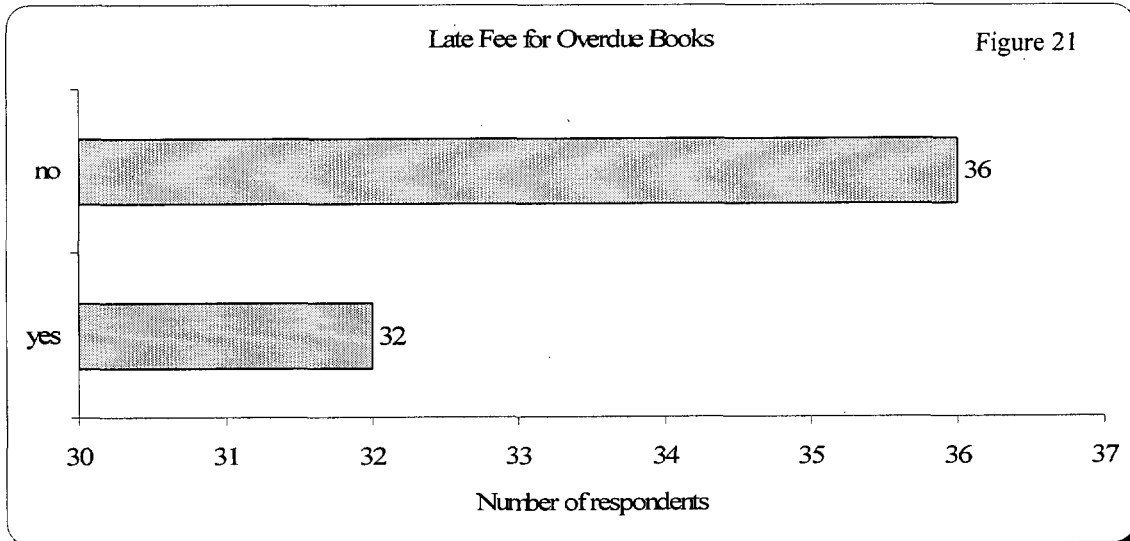


Respondents were asked if they offered award programs for student success in using the LMC (see Figure 5). There were 11 (16%) who offered incentives for student success, 56 (82%) did not, and 1 (2%) failed to answer the question.

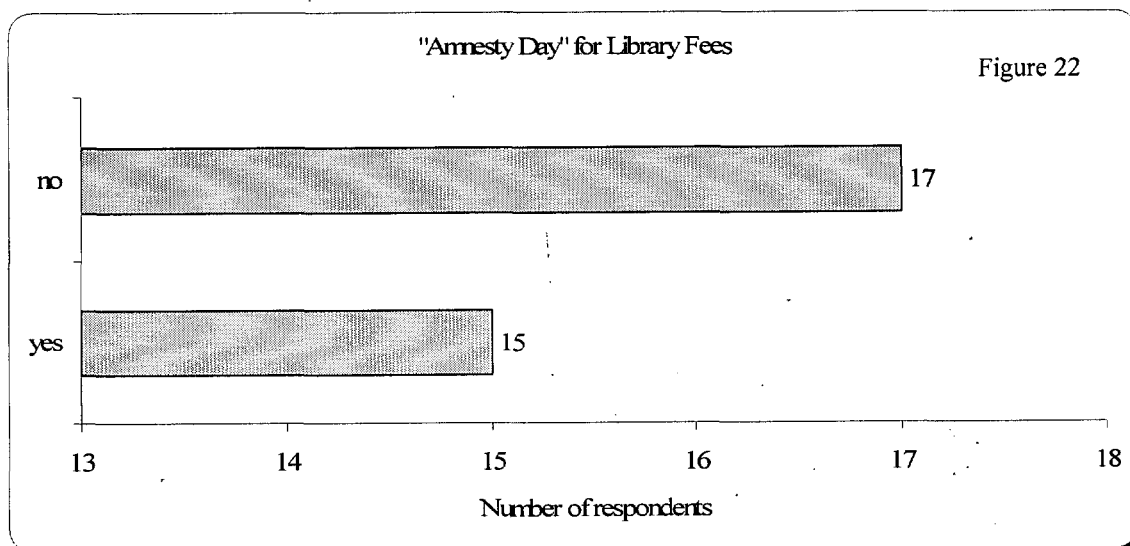




The LMS surveyed were asked if they charged a late fee for overdue books (see Figure 21). A total of 36 (53%) did not charge a late fee; 32 (47%) of the high school LMC charged a late fee for overdue books.

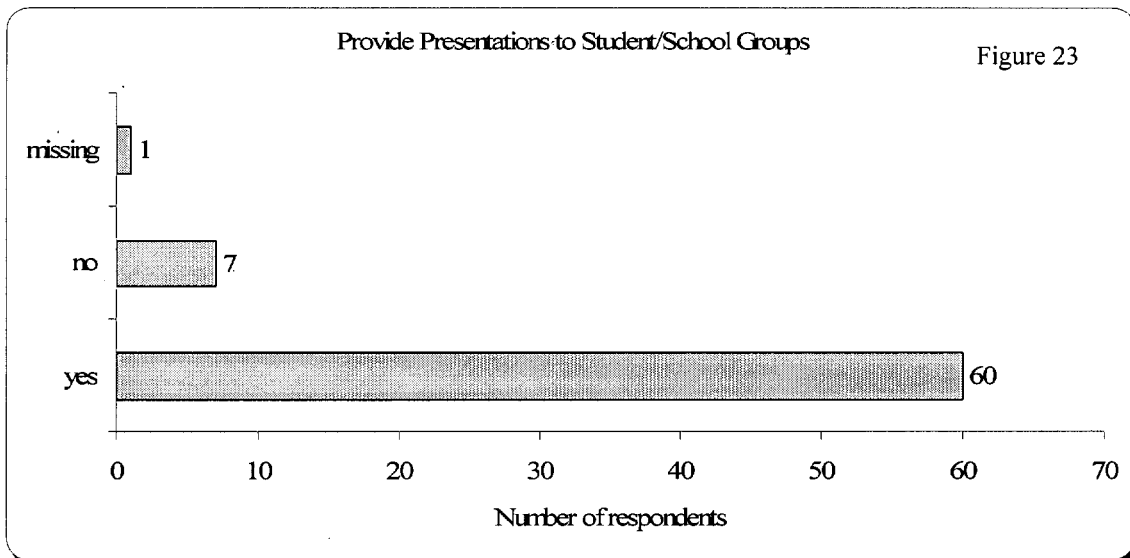


The respondents were asked if they had an "Amnesty Day" provided for late library fees (see Figure 22). The survey found 15 (47%) of the 32 LMC who charged a late fee had an "Amnesty Day" program, while 17 (53%) did not.

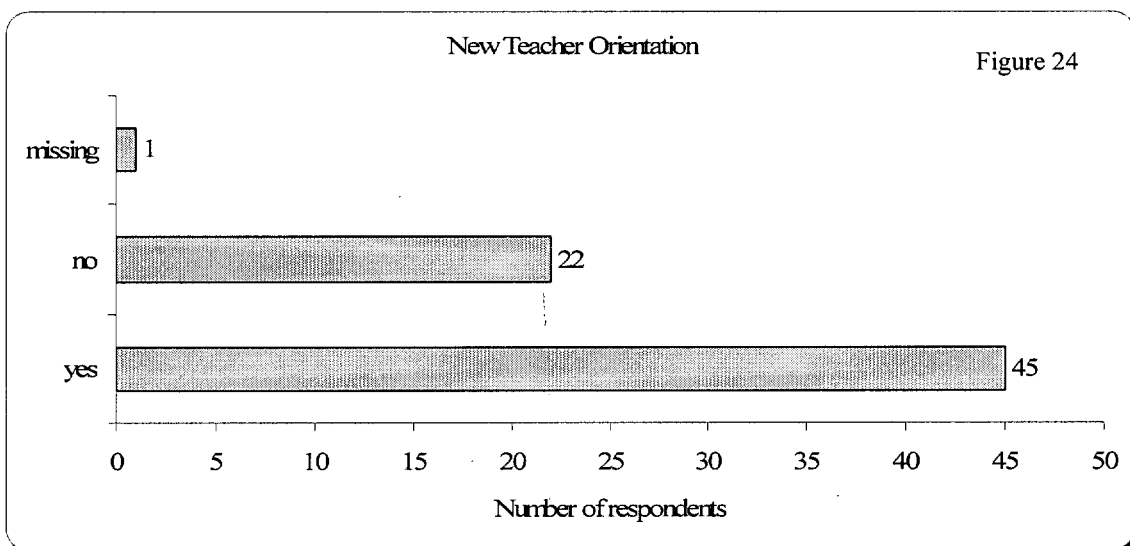


## Program Presentations

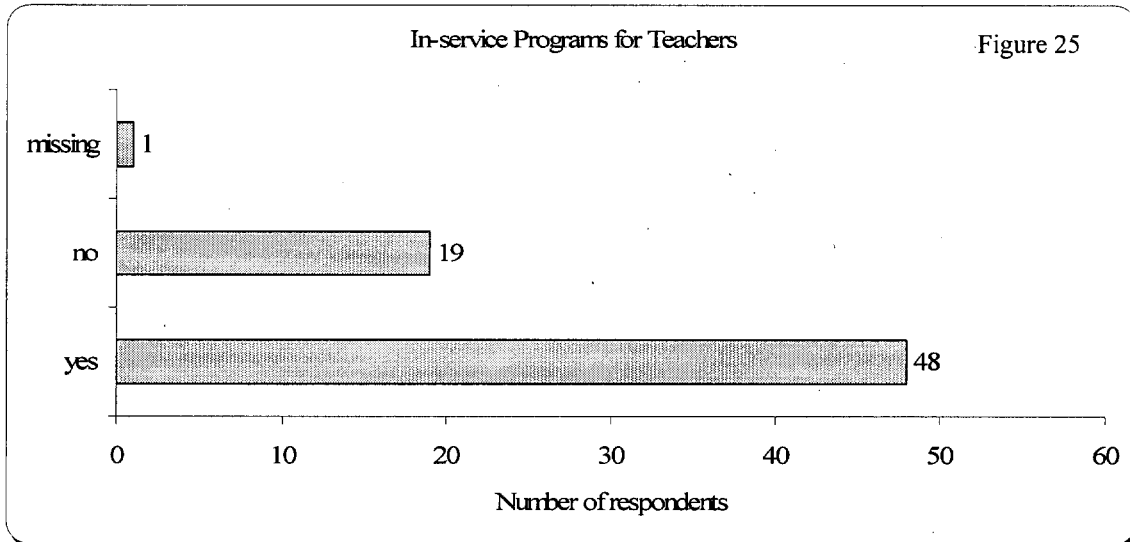
Question eight asked the LMS if they provided presentations to student/school groups (see Figure 23). There were 60 (88%) respondents who did provide presentations, 7 (10%) did not, and 1 respondent failed to answer this question.



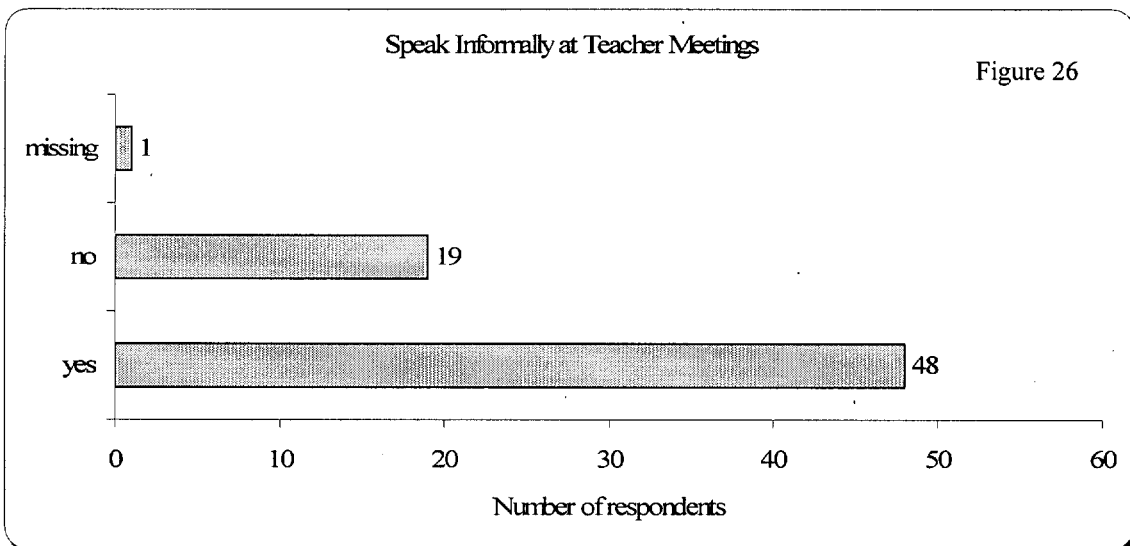
Question 9 of the survey asked if the LMS provided orientation programs for new teachers (see Figure 24). There were 45 (66%) who provided new teacher orientation; 22 (32%) who did not, and 1 of the respondents failed to answer this question.



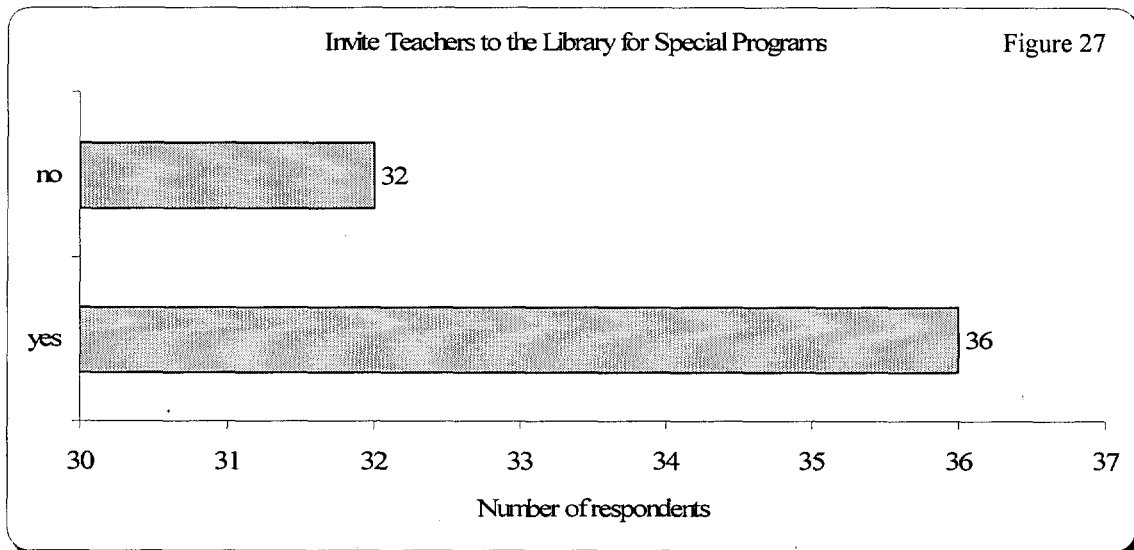
Question 10 asked if the LMS provided in-service programs for teachers (see Figure 25). Of the responses, 48 (71%) provided in-service for teachers, 19 (27%) did not, and 1 of the respondents failed to answer this question.



The LMS were asked if they spoke *informally* at teacher meetings (see Figure 26). There were 48 (71%) respondents who spoke *informally* at teacher meetings; 19 (27%) did not, and 1 failed to answer the question.

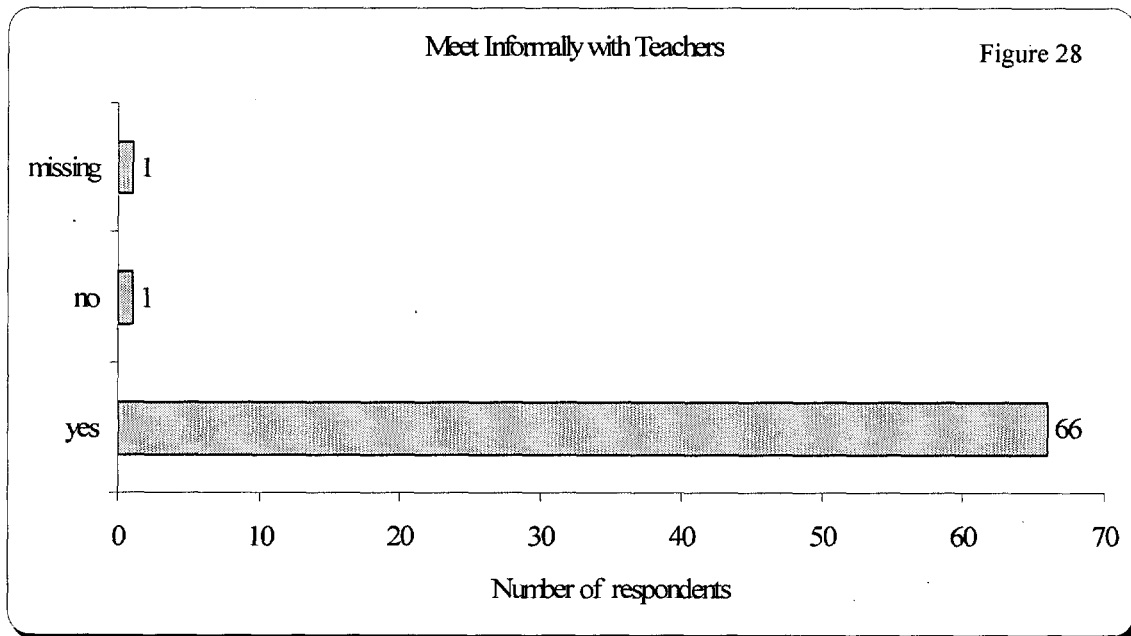


The respondents were asked if they invited teachers to the library for special teacher programs (see Figure 27). Of the responses, 36 (53%) of the LMS did invite teachers to the library for special programs, and 32 (47%) did not invite teachers to the LMC for special teacher programs.

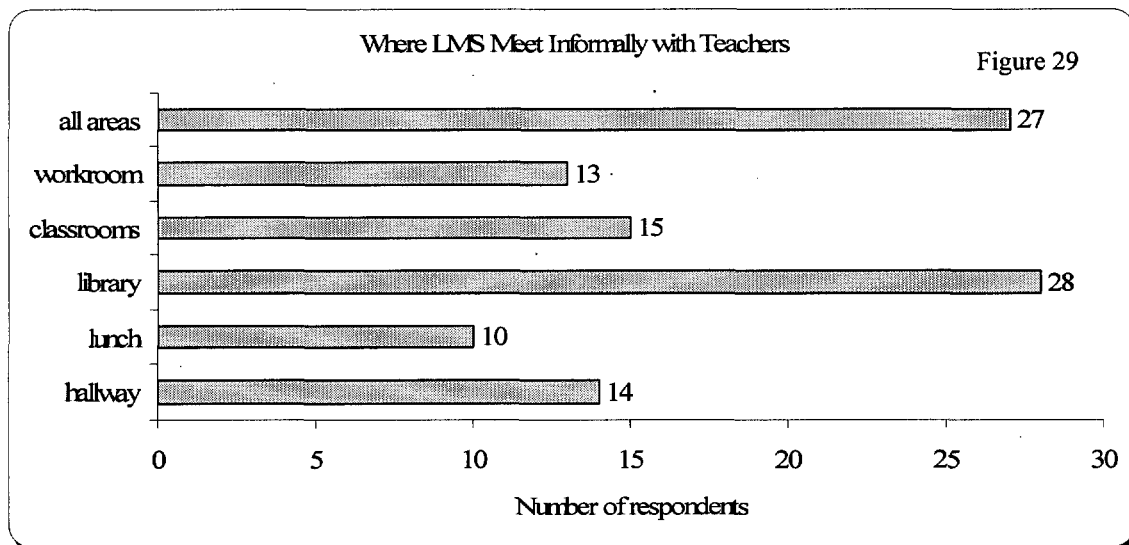


### *Informal Communication*

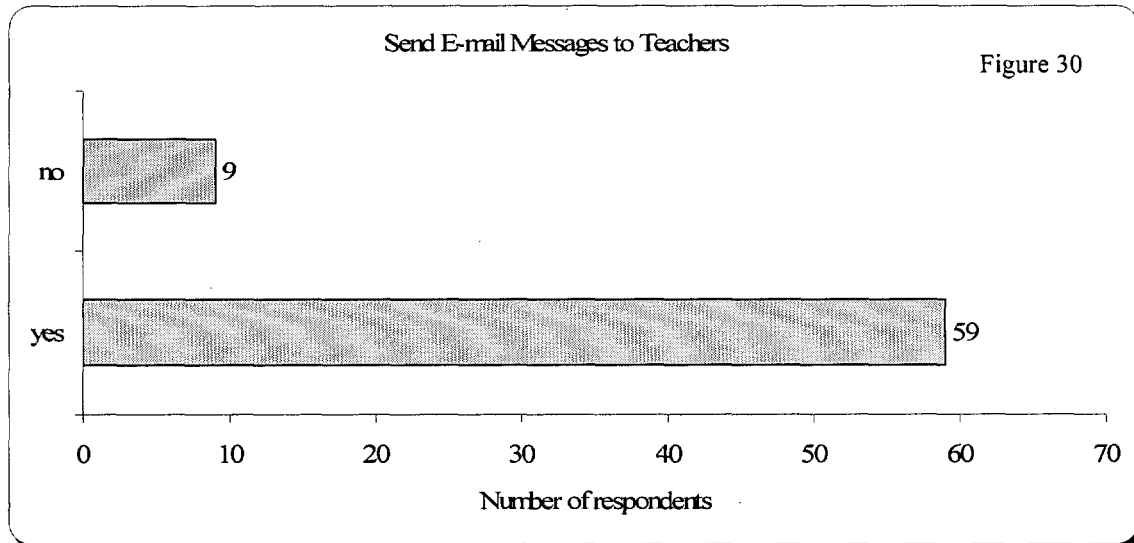
Question 13 asked the LMS if they met *informally* with teachers (see Figure 28). Of the respondents, 66 (97%) indicated that they did meet *informally* with teachers, 1 indicated that they did not meet *informally* with teachers, and 1 of the respondents failed to answer this question.



The respondents were then asked where they met *informally* with classroom teachers, the following choices were provided on the questionnaire: hallway, lunch, library, classrooms, and the teacher workroom (see Figure 29). There were 27 (41%) of the respondents who indicated that they met *informally* with teachers in all areas listed on the survey; 28 (42%) met *informally* in the library; 15 (23%) met *informally* in classrooms; 14 (21%) met in the hallways; 13 (20%) met in the teacher workroom; and 10 (15%) met *informally* at lunch. Additional areas indicated by the respondents included the bathroom and the library office, 5 of the LMS neglected to select areas.

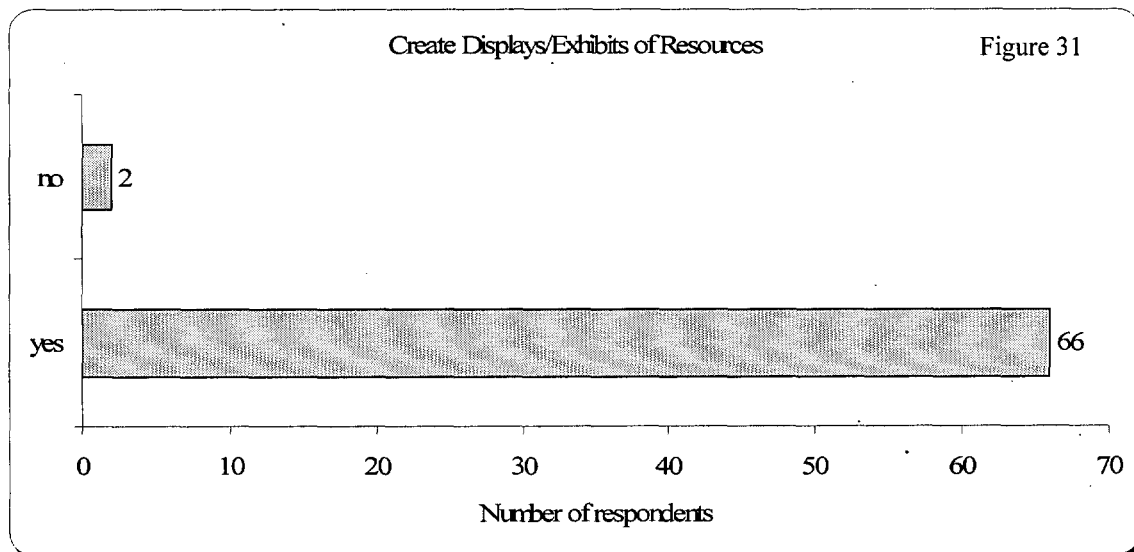


The respondents were asked if they communicated by sending e-mail messages to teachers (see Figure 30). There were 59 (87%) who responded “yes”, and 9 (13%) who did not sent e-mail to teachers.

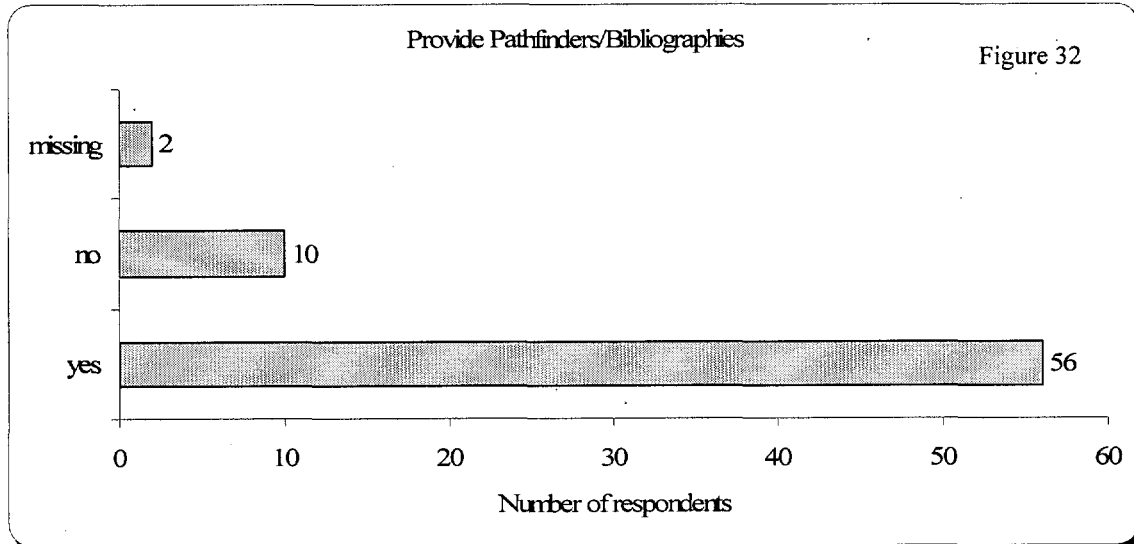


### *Encouraging the use of Library Resources*

The LMS were asked if they created display and/or exhibits of resources from the LMC (see Figure 31). Of the LMS, 66 (97%) did create displays and/or exhibits of the resources in the LMC, and 2 (3%) did not.

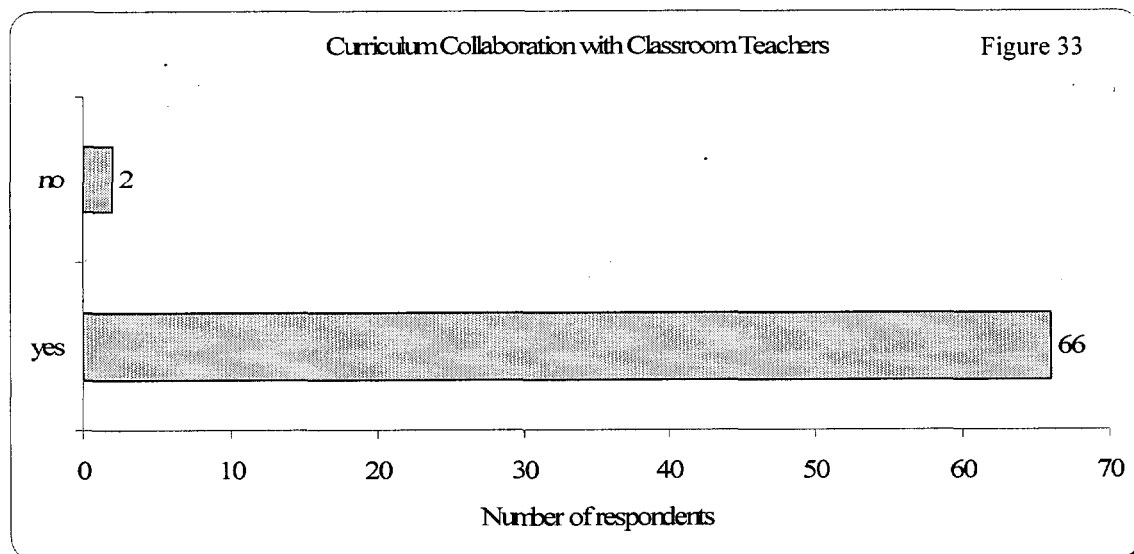


The LMS were asked if they provided pathfinders/bibliographies for curriculum projects (see Figure 32). Of the respondents, 56 (82%) provided pathfinders and/or bibliographies; 10 (15%) did not, and 2 respondents failed to answer the question.



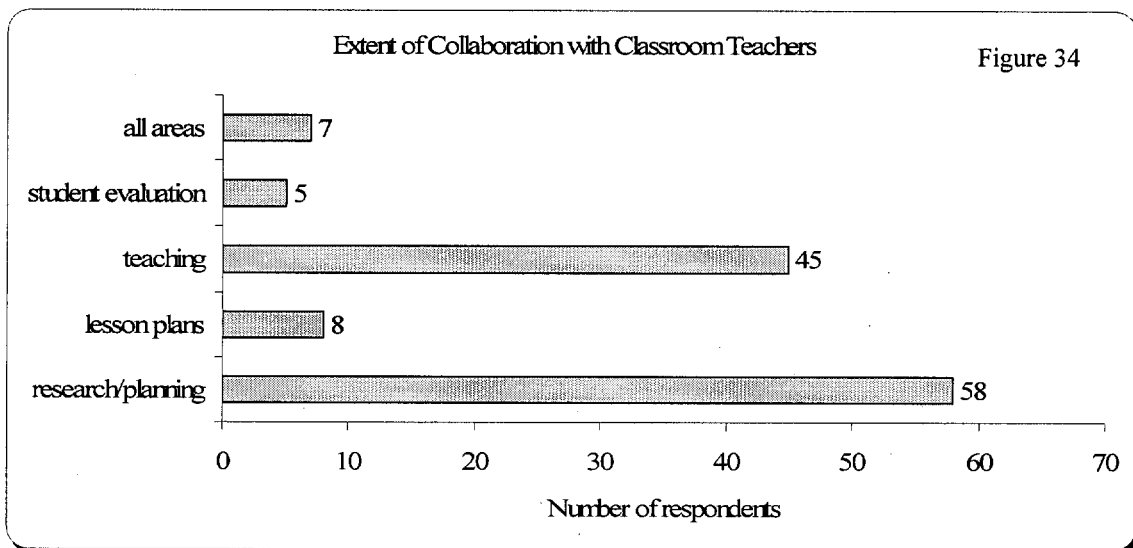
### *Collaboration with Classroom Teachers*

The respondents were asked if they engaged in curriculum collaboration with classroom teachers (see Figure 33). The LMS responded that 66 (97%) participated in some form of curriculum collaboration, and 2 (3%) did not.



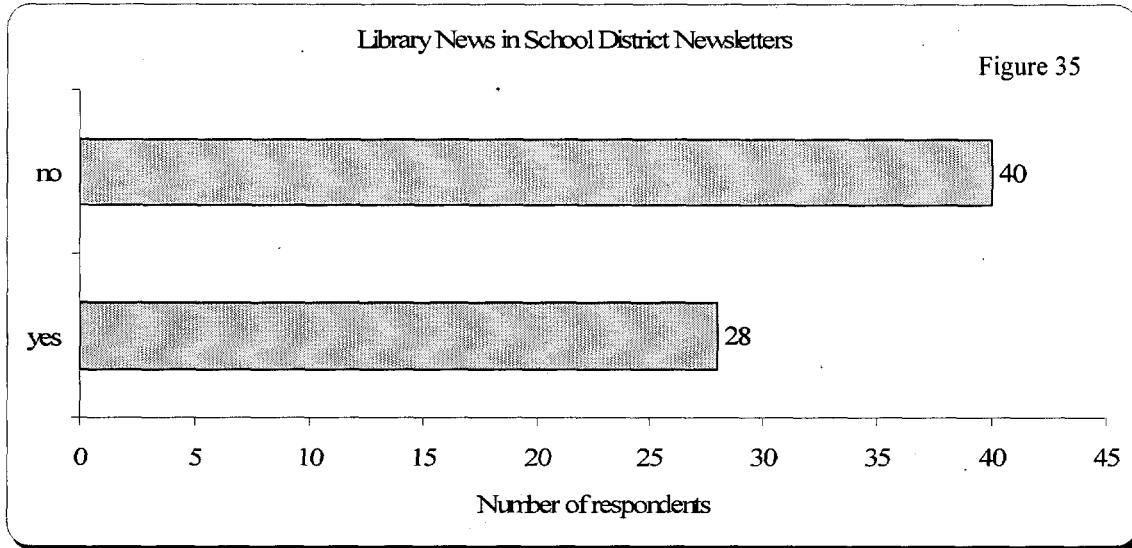


The LMS were then asked to what extent they engaged in curriculum collaboration. They were asked to choose from the following: research/planning; writing lesson plans, teaching, and student evaluation (see Figure 34). Of the respondents 58 (85%) of the LMS collaborated through research and planning with classroom teachers, 8 (12%) of the respondents participated in lesson planning, 45 (66%) of those surveyed taught lessons in collaboration with classroom teachers, 5 (7%) of the LMS participated in student evaluation; and 7 (10%) of the 68 surveyed indicated that they were involved in all areas of collaboration with the classroom teachers in their school.

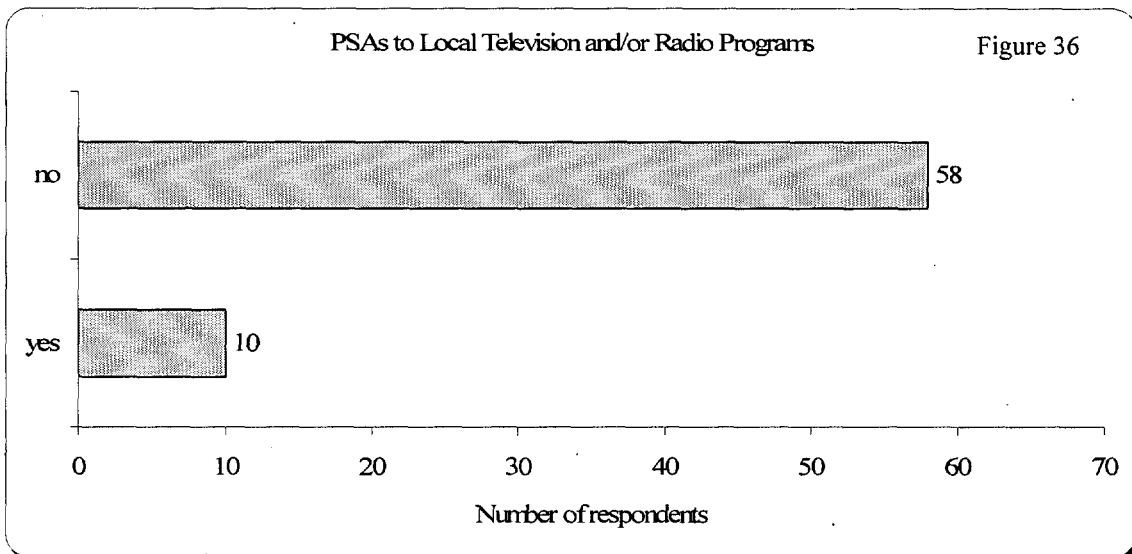


*Marketing to the Community at Large*

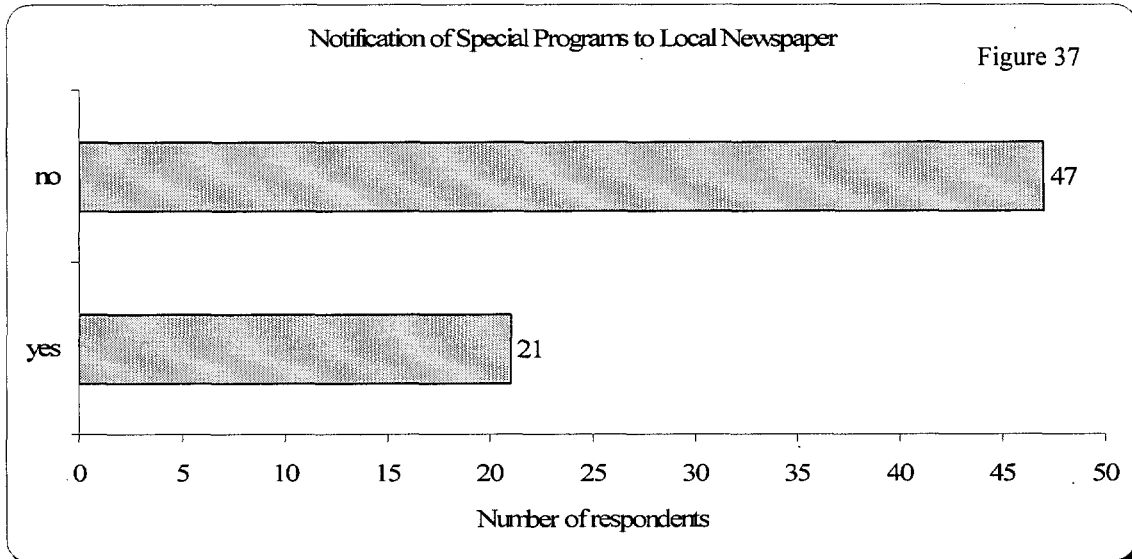
The LMS were asked if they included library news in the school district newsletters (see Figure 35). There were 28 (41%) who did submit library news to school district newsletters, and 40 (59%) did not.



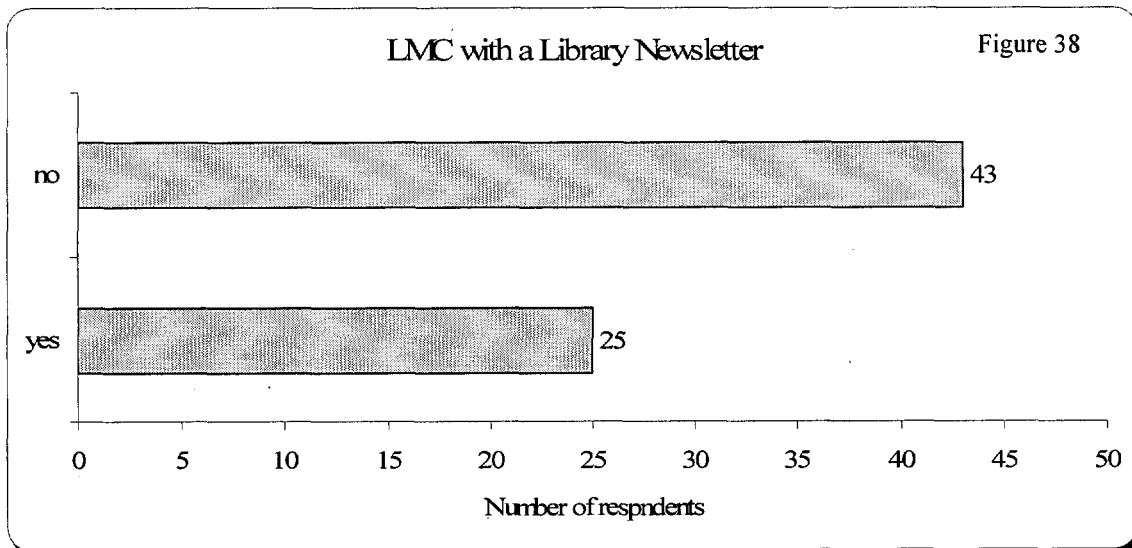
The respondents were then asked if they submitted public service announcements to local television and/or radio programs (see Figure 36). Of the respondents, 10 (15%) submitted PSAs, and 58 (85%) did not.



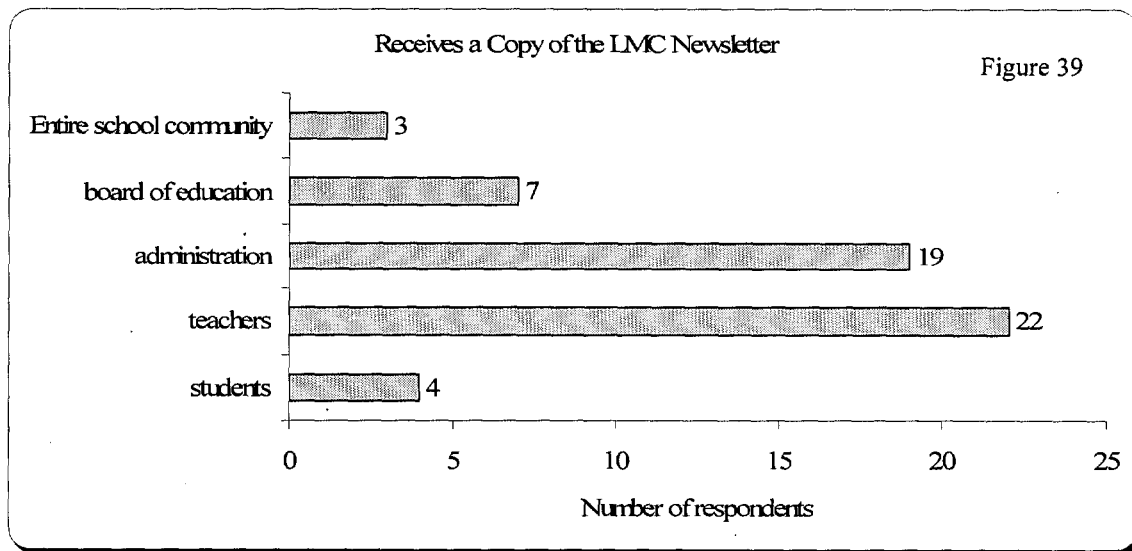
Question 20 asked if the LMS submitted notification of special programs to the local newspaper (see Figure 37). There were 21 (31%) of the LMS who submitted special program news to local newspapers, and 47 (69%) who did not.



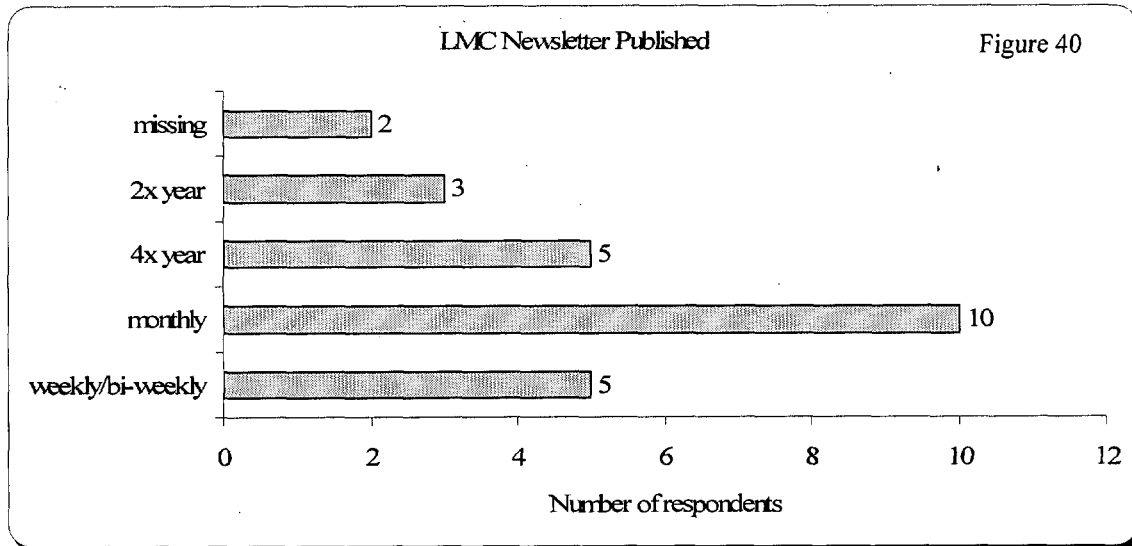
The LMS were asked if they had a library newsletter (see Figure 38). There were 25 (37%) of the respondents who had a library newsletter, and 43 (63%) who did not have a library newsletter.



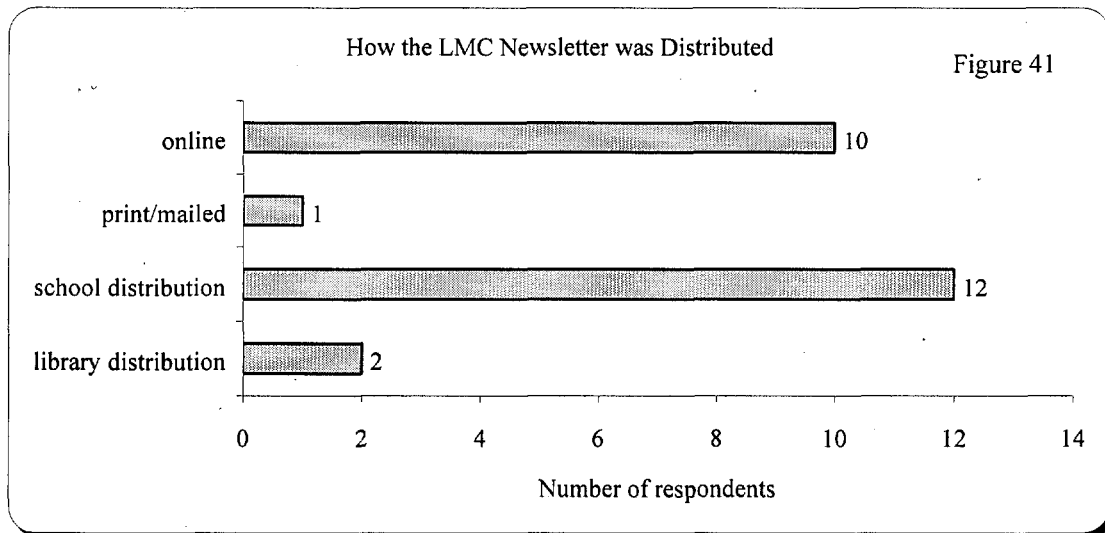
The 25 LMS with a library newsletter were asked who received a copy, the following choices were provided: students, teachers, administration, board of education, parents (see Figure 39). Those responding indicated that 3 (12%) distributed their newsletter to the entire school community, 7 (28%) distributed their newsletter to the board of education, 19 (76%) sent a copy to the administration, 22 (88%) distributed to teachers, and 4 (16%) distributed the newsletter to students.



Respondents were asked how often their library newsletter was published (see Figure 40). Of the 25 with a library newsletter, 5 (20%) published a weekly or bi-weekly newsletter, 10 (40%) publish monthly newsletters, 5 (20%) published their newsletter once each marking period (4 times a year), 3 (12%) published the newsletter once a semester (twice a year), and 2 of the respondents failed to answer this question.

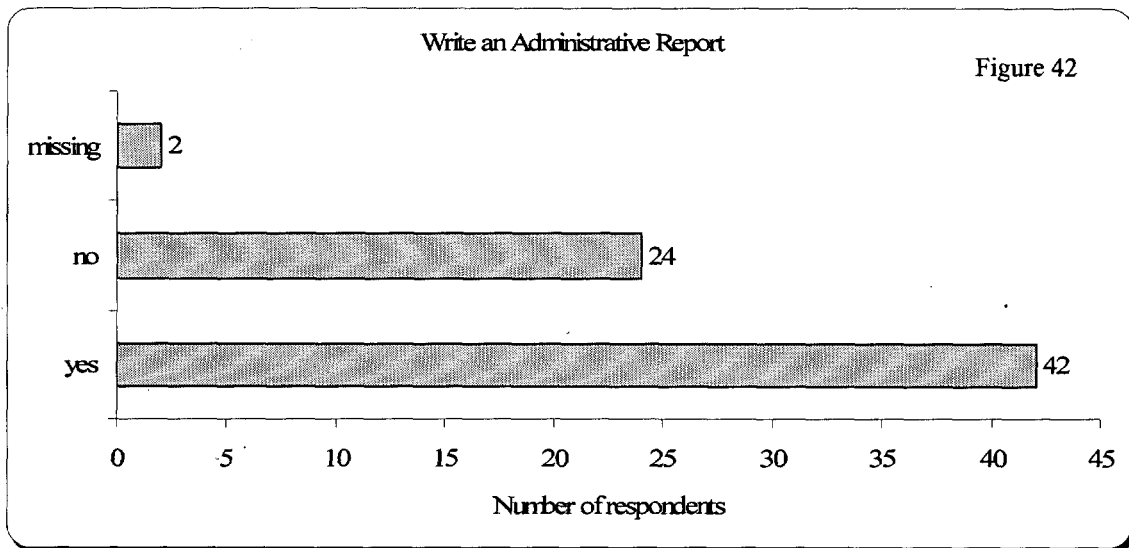


The LMS were asked how the library newsletter was distributed to the school learning community (see Figure 41). The respondents indicated that 2 (8%) distributed through the library, 12 (48%) distributed to the entire school, 1 (4%) mailed the newsletter, and 10 (40%) had the newsletter available online.

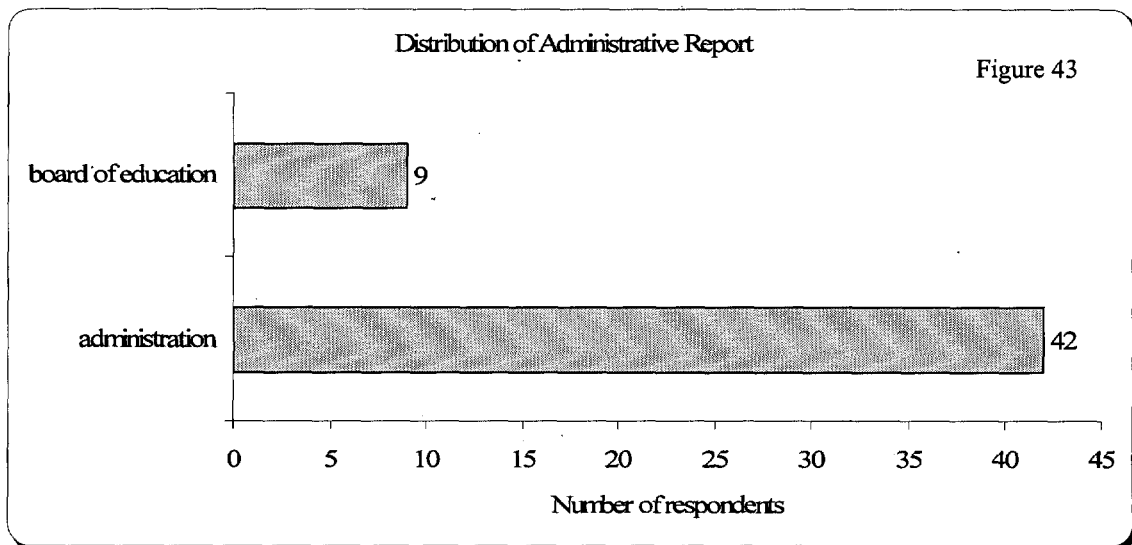


### *Communication with the Administration*

The LMS were asked if they wrote an administrative report (see Figure 42). The LMS surveyed replied that 42 (62%) wrote an administrative report, 23 (35%) did not, and 2 respondents failed to answer this question.

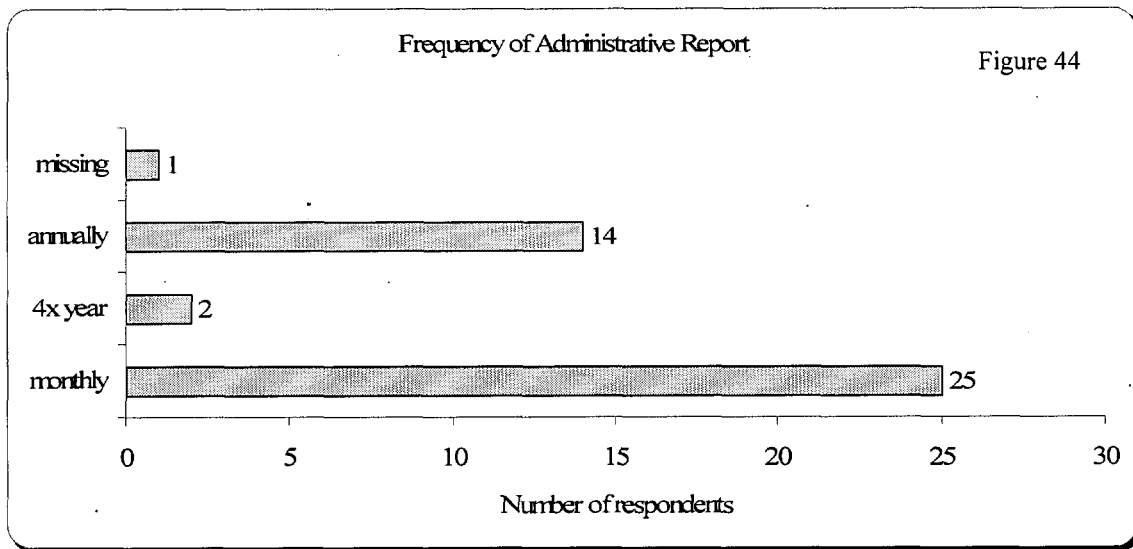


The respondents were asked who received a copy of the administrative report (see Figure 43). All 42 (100%) provided a copy of their report to the administration; and 9 (21%) provided a copy for the board of education.



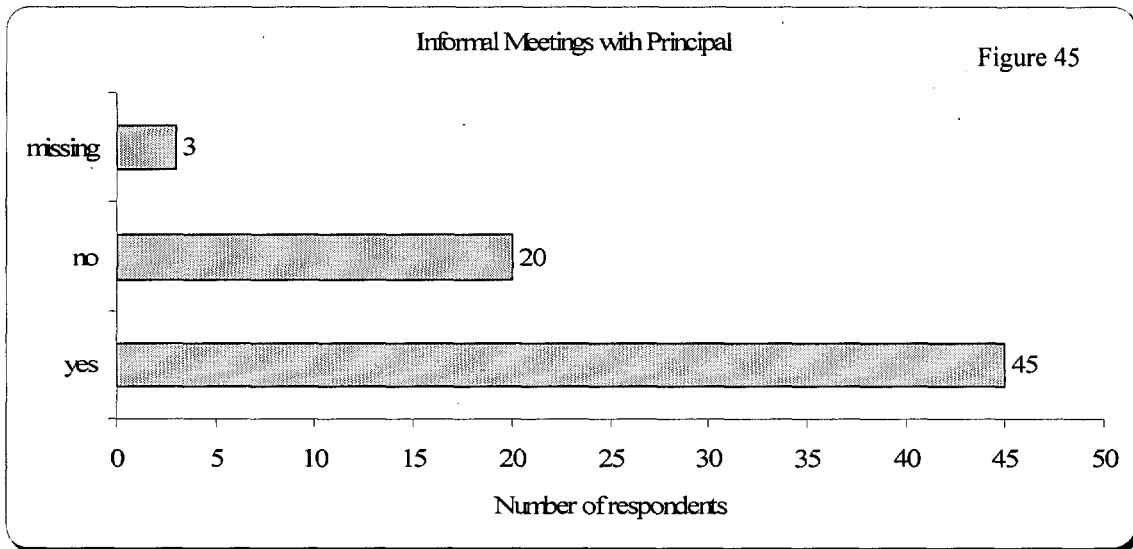
The respondents were then asked how often the administrative report was written (see Figure 44). The survey offered three choices: monthly, quarterly, annually.

Administrative reports were written monthly by 25 (60%) of the respondents; 2 (5%) of the LMS wrote an administrative report once each marking period or 4 times a year; 14 (33%) wrote their administrative report annually; and 1 respondent (2%) who wrote an administrative report failed to indicate how often.

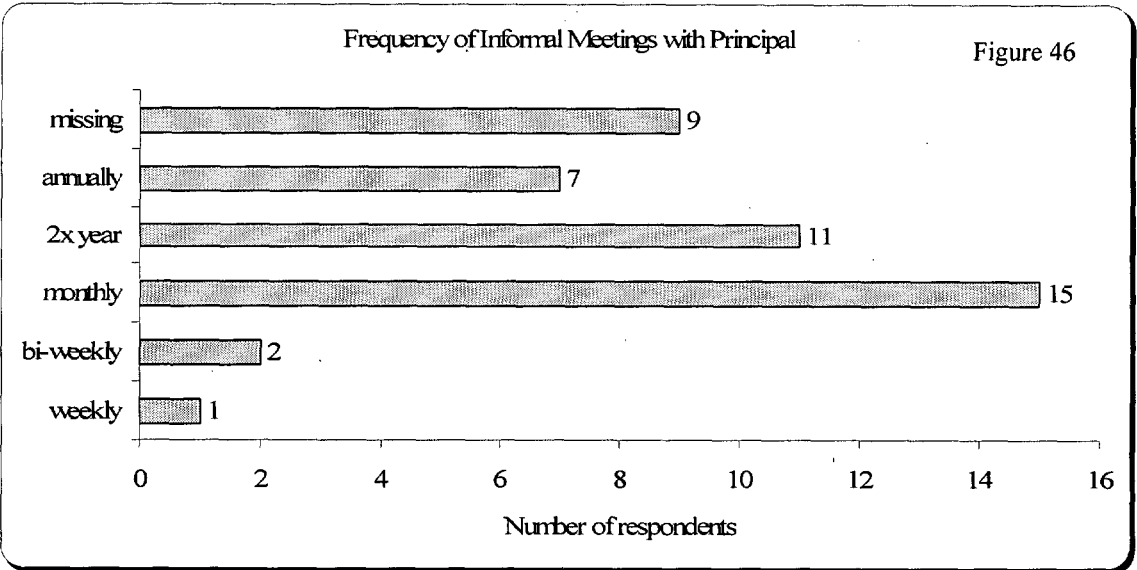




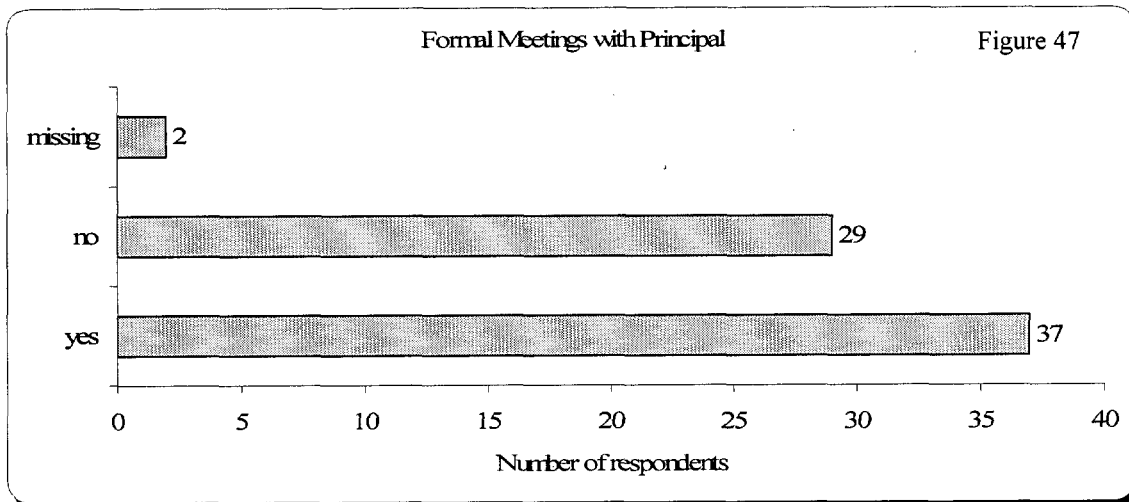
The LMS were asked if they met *informally* with the principal to discuss the LMC program (see Figure 45). Of the 68 respondents, 45 (66%) of the respondents indicated that they met *informally* with their principal, 20 (29%) did not, and 3 (4%) of the respondents failed to answer this question. Of the 20 who did not, 4 indicated that they did communicate with an area supervisor, who then met with the principal.



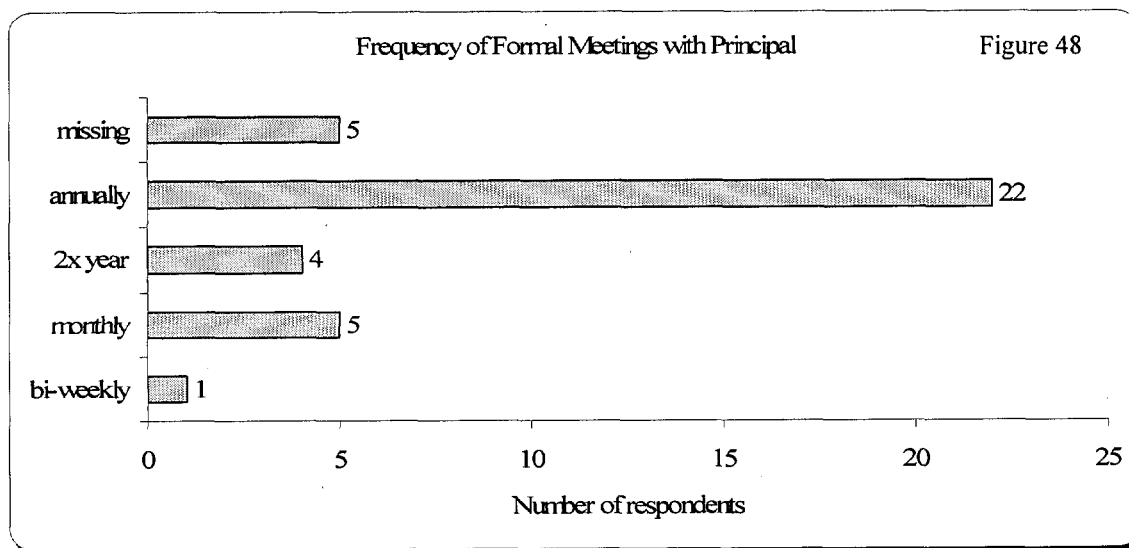
The respondents who met *informally* with the principal were asked how often they met with the principal, *informally* (see Figure 46). The survey offered the following choices: weekly, bi-weekly, monthly, twice a year, and annually. Of the 45 respondents, 1 (2%) met weekly, 2 (4%) met bi-weekly, 15 (33%) met monthly, 11 (24%) met once each semester or twice a year, 7 (16%) met annually, 9 (20%) of the respondents failed to answer how often they meet *informally* with their principal.



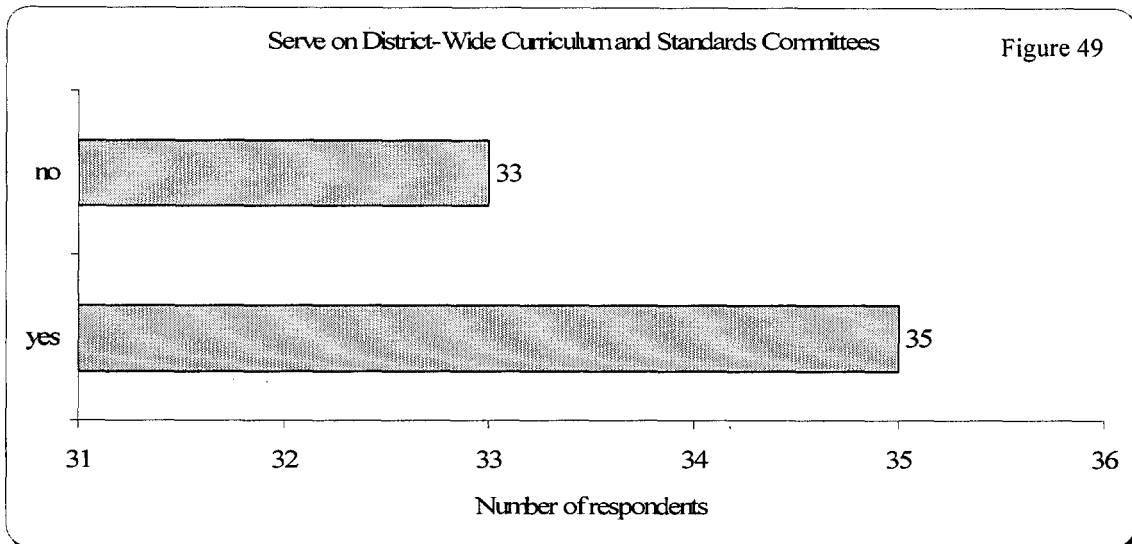
The LMS were asked if they met *formally* with the principal to discuss the LMC program (see Figure 47). Of the 68 respondents, 37 (54%) did have *formal* meetings with the principal, 29 (42%) did not, and 2 respondents failed to answer the question.



The respondents were asked how often they met *formally* with the principal (see Figure 48). Of the 37 who indicated that they did have *formal* meetings with the principal, 22 (60%) met annually, 4 (11%) met twice a year, 5 (14%) met monthly, 1 met bi-weekly, 5 failed to answer the question.

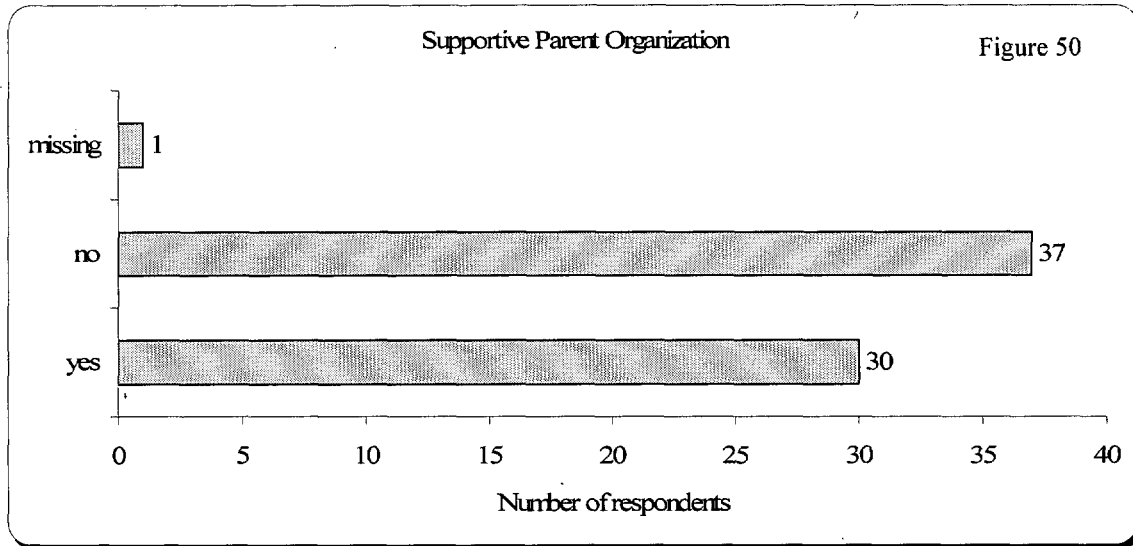


In question 25 the respondents were asked if they served on district-wide curriculum and standards committees (see Figure 49). Of the 68 respondents, 35 (51%) respondents served on district curriculum and standards committees, and 33 (49%) did not. One respondent, who answered “no”, indicated that they “used to”; another indicated that they “hope to soon”.

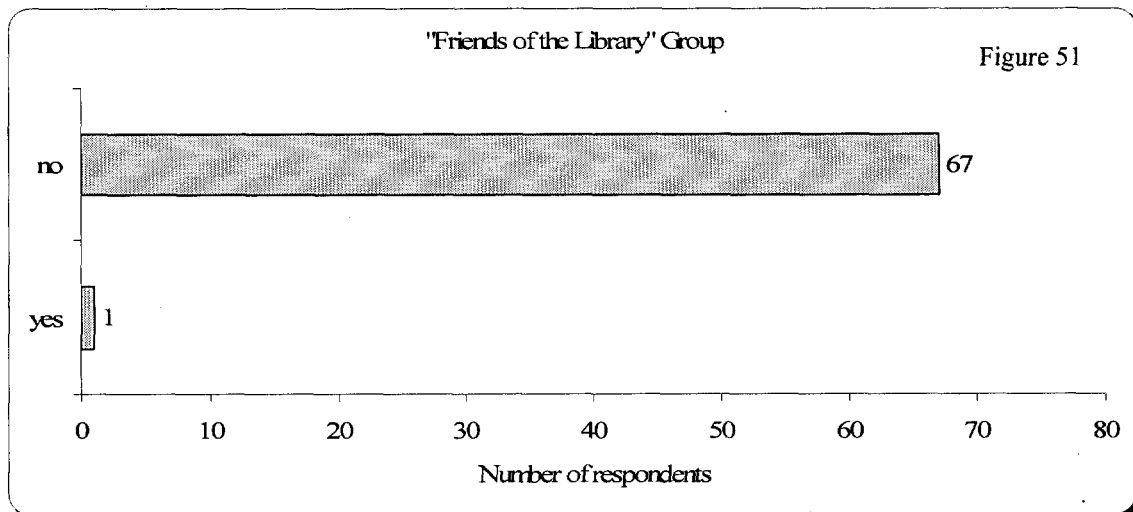


## Community Marketing Practices

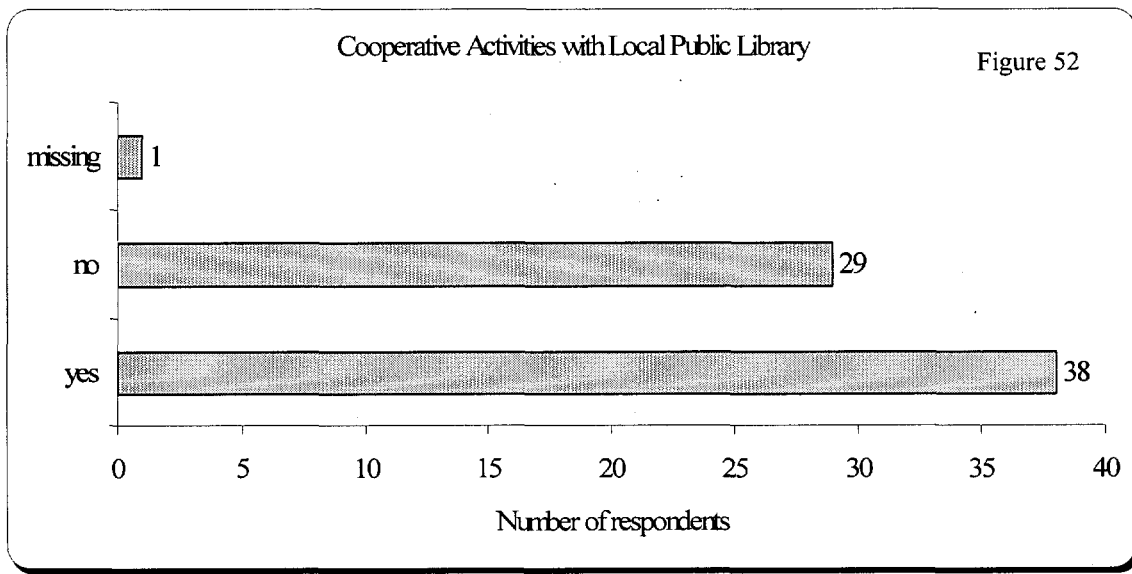
The respondents were asked if they had a supportive parent organization (see Figure 50). There were 30 (44%) who indicated they did not have a supportive parent organization, 37 (54%) who answered “no”, and 1 respondent failed to answer.



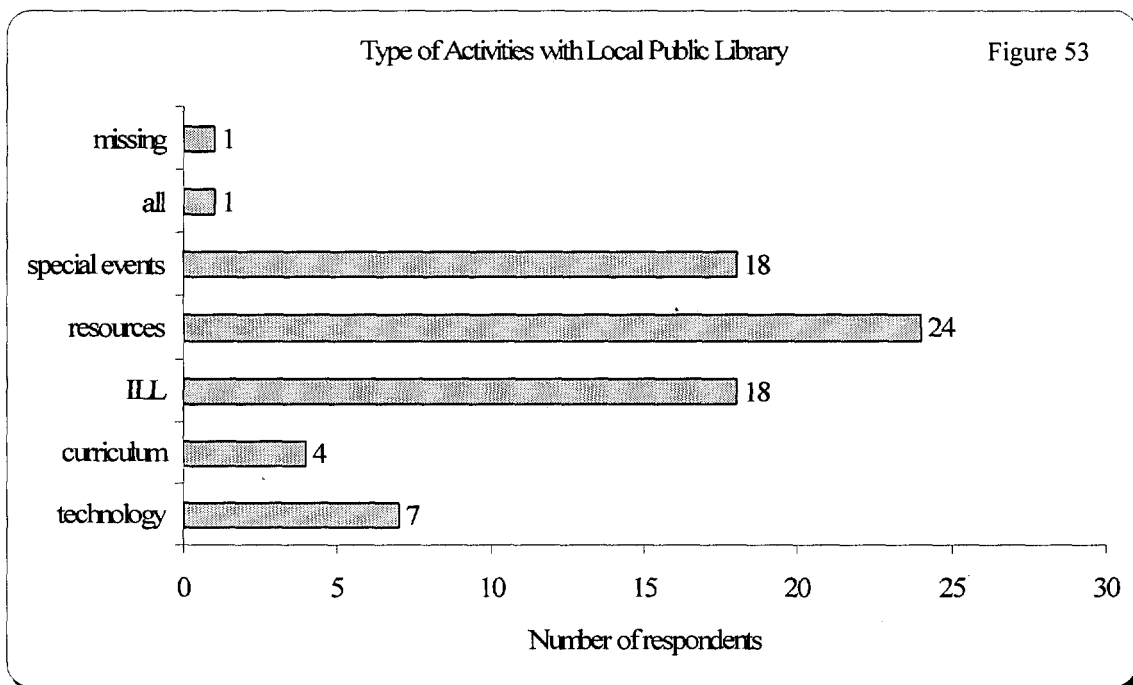
The LMS were asked if they had a “friends of the library” group in the school (see Figure 51). Only 1 answered “yes”, and 67 (99%) answered “no”.



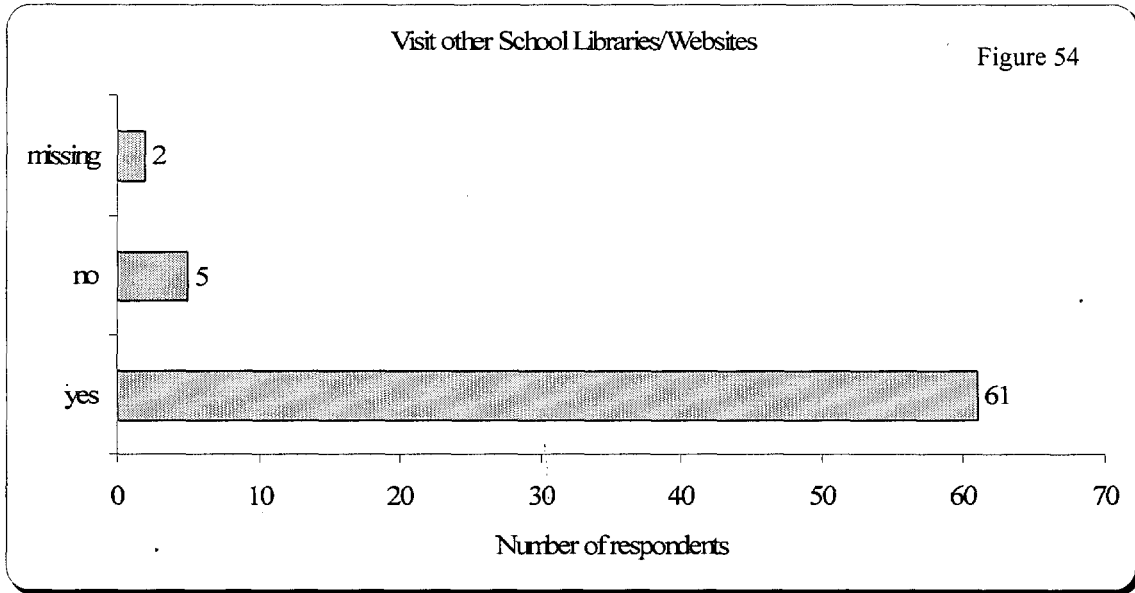
The LMS were asked if they engaged in cooperative activities with the local public library (see Figure 52). Of those surveyed, 38 (56%) indicated they did engage in activities with the local public library, 29 (43%) did not engage in cooperative activities with the local public library, and 1 of the respondents failed to answer.



Of the 38 LMS who indicated that they engaged in cooperative activities with the public library, they were asked which types of activities they engaged in. The following choices were provided: technology integration, curriculum, interlibrary loan, resources, special events (see Figure 53). They responded that 24 (35%) shared resources in some way with the local public library; 18 (26%) of the respondents participated in special events; 18 (26%) participated in interlibrary loan services; 7 (10%) engaged in technology together; 4 (6%) participated in curriculum research; 1 indicated that they participated in all areas, and 1 respondent failed to answer this question.



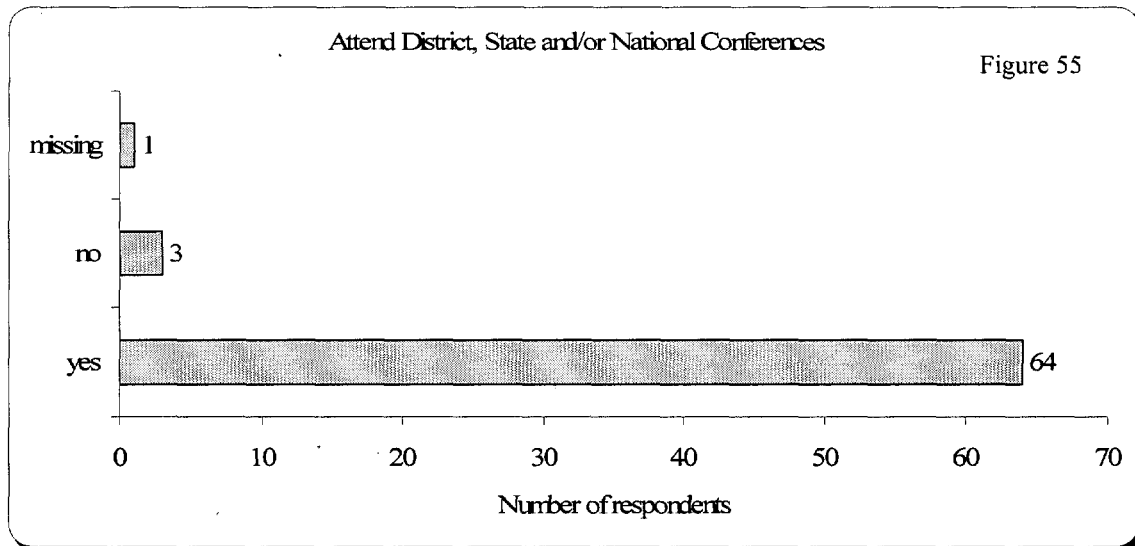
Respondents were asked if they visited other school libraries or school library websites (see Figure 54). Of the 68 respondents, 61 (90%) answered “yes”, 5 (7%) indicated they did not, and 2 (3%) did not answer the question.



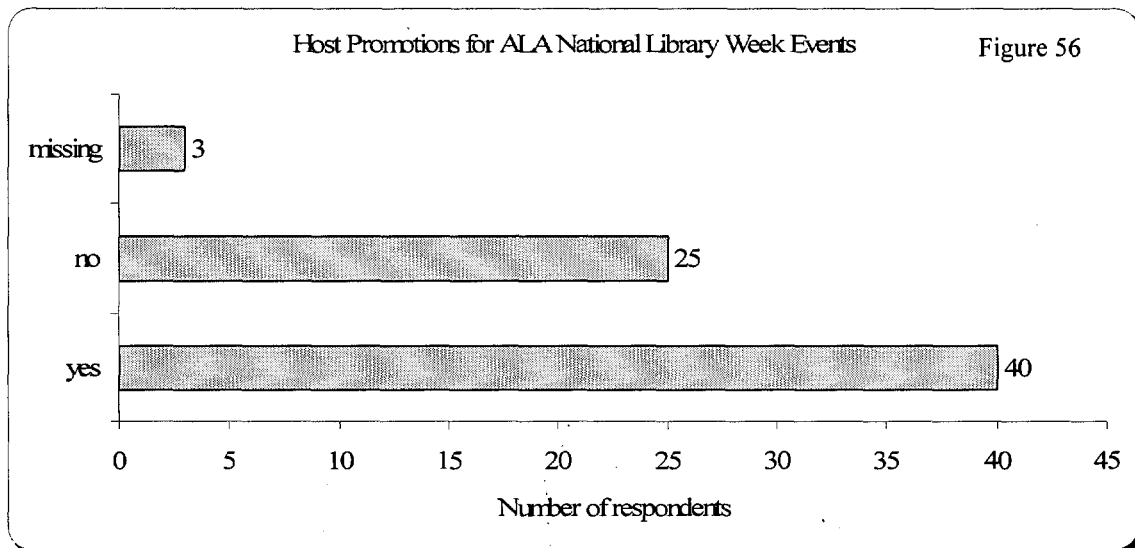


## Professional Advocacy

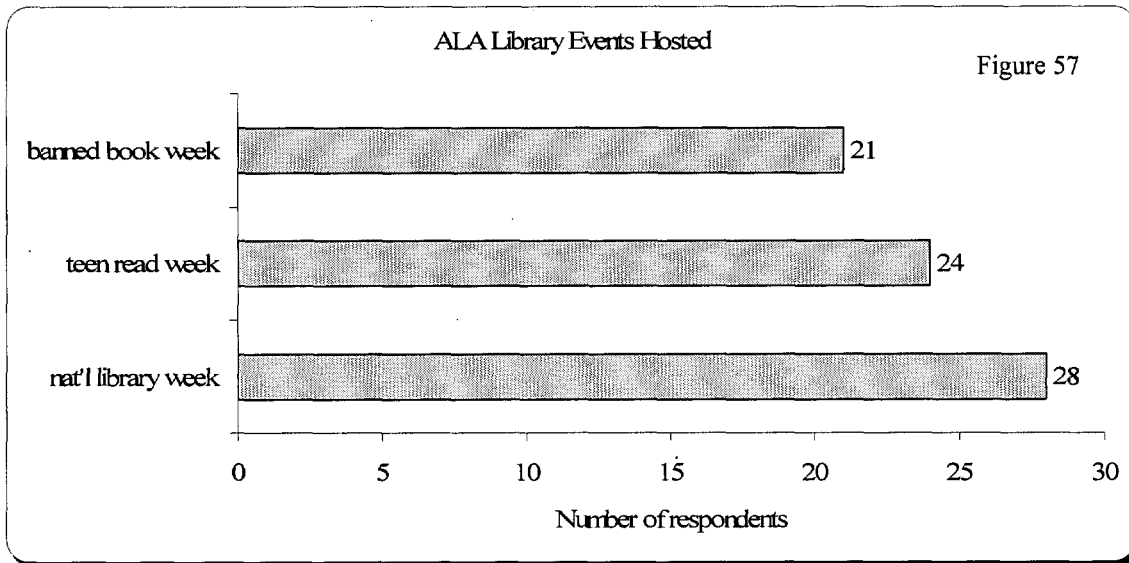
The LMS were asked if they attended district, state and/or national conferences (see Figure 55). They responded that 64 (94%) attended professional conferences, 3 did not, and 1 respondent failed to answer this question.



The LMS were asked if they hosted special promotions during ALA national library week events (see Figure 56). They responded that 40 (59%) did host ALA events, 25 (37%) did not, and 3 failed to answer the question.



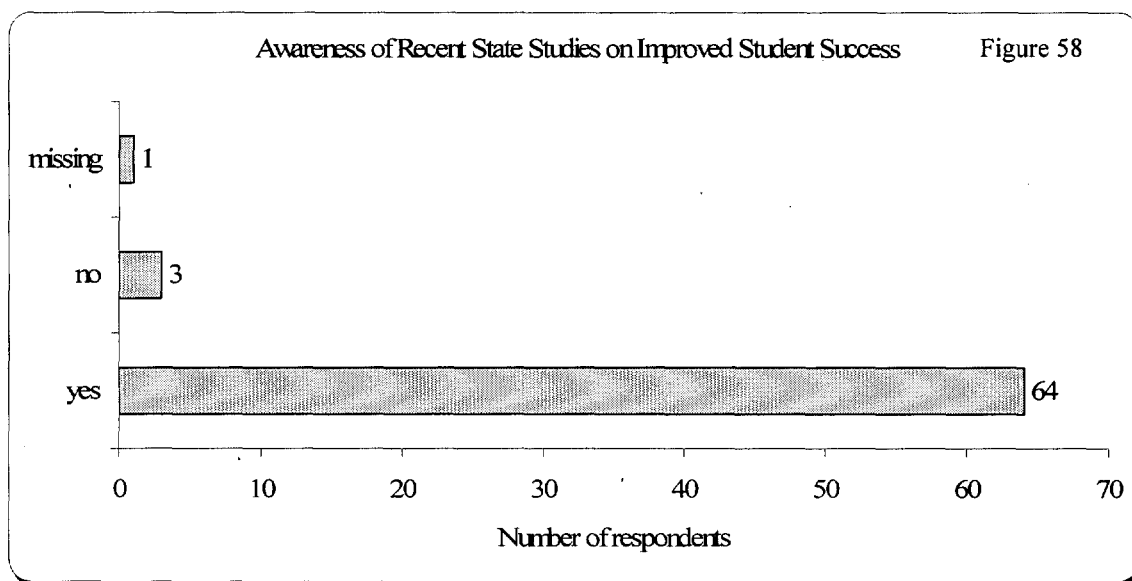
The 40 respondents, who indicated that they did host ALA events, were then asked which events they hosted (see Figure 57). Of the 40, 28 (70%) participated in *National Library Week*, 24 (60%) in *Teen Read Week*, and 21 (53%) in *Banned Books Week*. A summary explaining the ALA weekly events is provided (see Appendix H).



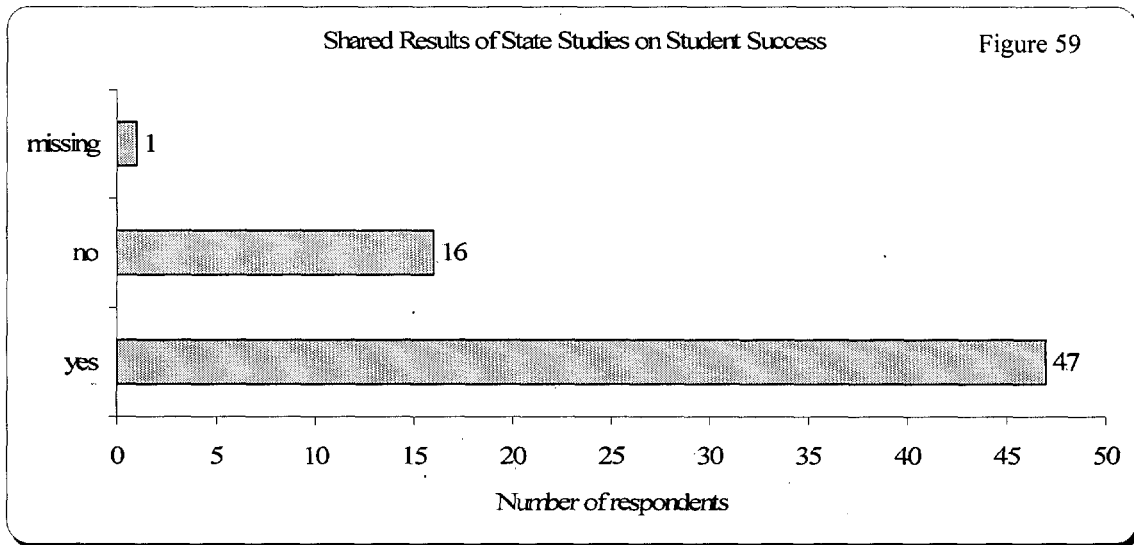
Respondents were asked to list additional library events they participated in. These are listed in Table 8.

Table 8 – ADDITIONAL LIBRARY EVENTS	
▪	Poetry Month - 3
▪	Read Across America - 8
▪	School Library Media Month - 2

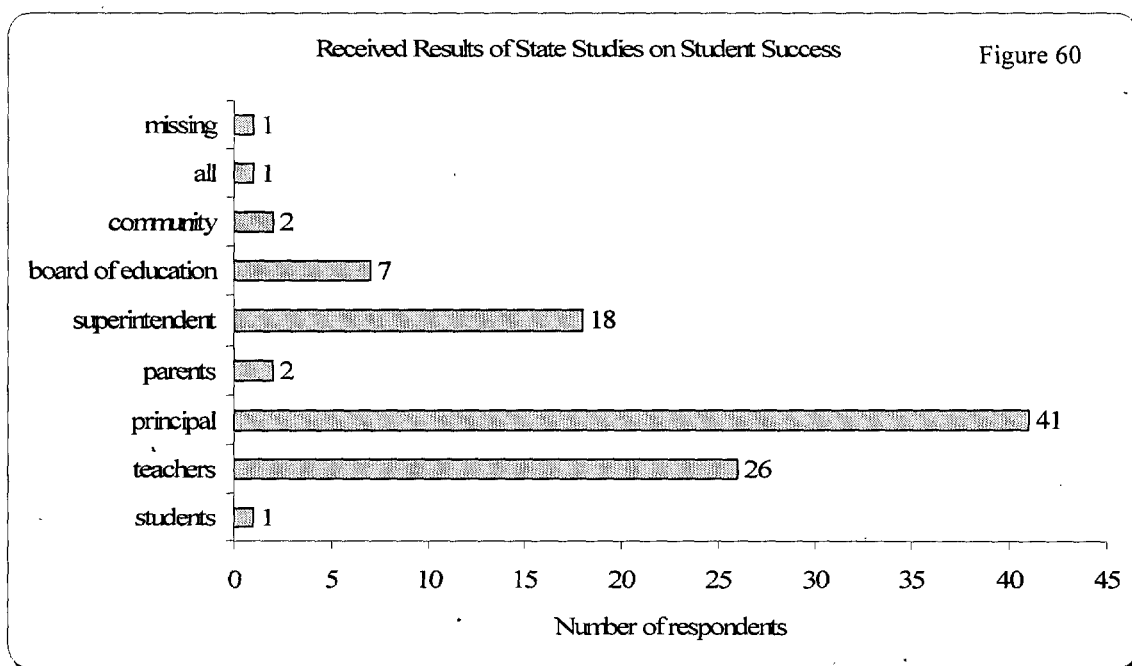
Respondents were asked if they were aware of the recent state studies that recognize improved student success at schools with strong library media programs (see Figure 58). Of the 68 respondents, 64 (94%) were already aware of the recent state studies on improved student success at schools with strong library media programs, 3 (4%) were not aware of the studies, and 1 of the respondents failed to answer the question.



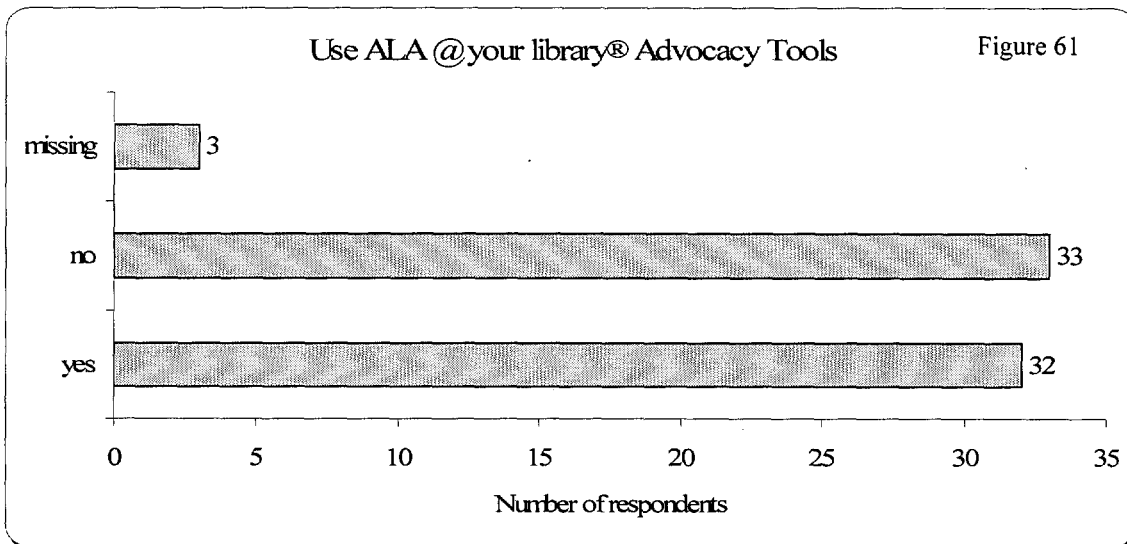
Respondents were asked if they shared the results of the recent state studies that recognized improved student success at schools with strong library media programs (see Figure 59). Of the 64 respondents, 47 (73%) shared the results of the state studies with their learning community, 16 (25%) did not, and 1 respondent failed to answer this question.



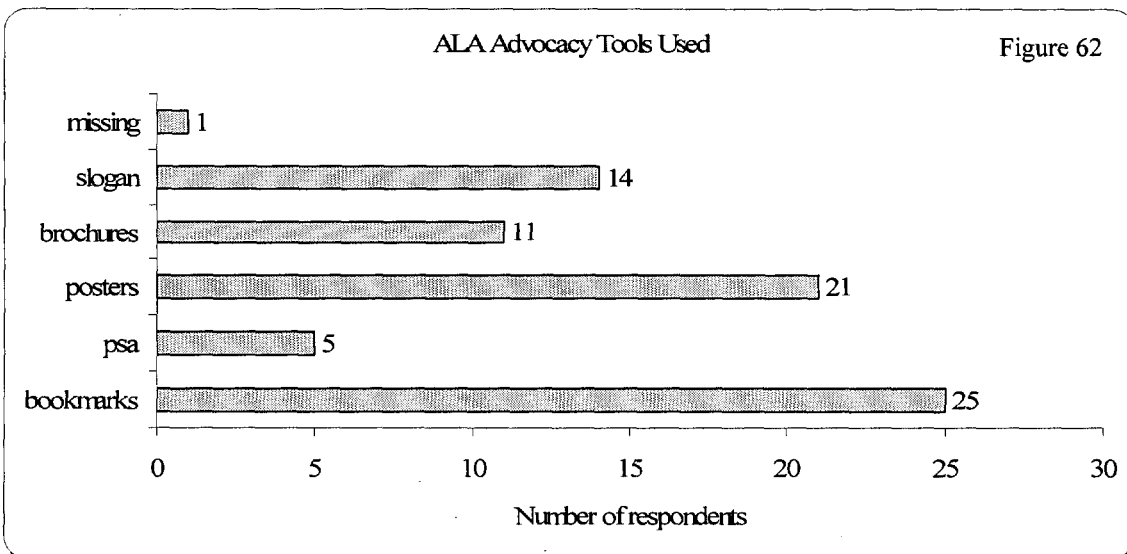
Respondents were asked with whom they shared the results of the state studies on student success (see Figure 60). The survey provided choices; and respondents were instructed to circle all that applied: students, teachers, principal, parents, superintendent, board of education, community, or all. The responses were: 1 (2%) of the respondents had shared the information with students, 26 (55%) had shared the results with classroom teachers, 41 (87%) had shared the information with their principal, 2 (4%) had given the results to parents, 18 (38%) had shared the results with the superintendent of schools, 7 (15%) shared results with the board of education, 2 (4%) had presented the information to the community, 1 (2 percent) of the respondents has shared with all of the learning community, and 1 respondent failed to answer this question.



Respondents were asked if they used the ALA @your library™ advocacy tools (see Figure 61). Of the 68 surveyed, 32 (47%) indicated “yes”, 33 (49%) did not, and 3 of the respondents failed to answer this question.

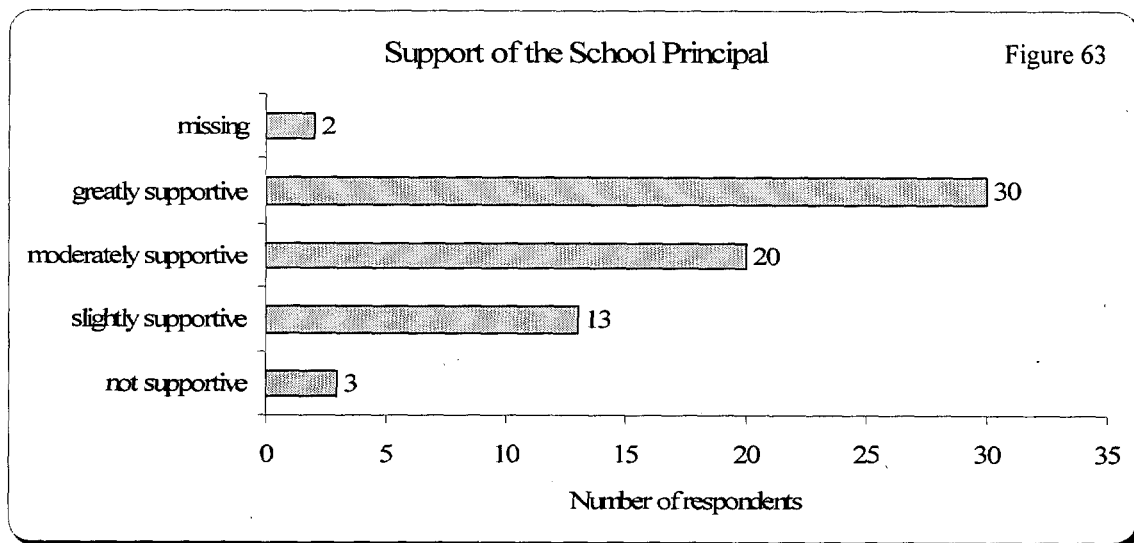


Respondents were asked which of the ALA @your library™ advocacy tools they had used (see Figure 62). The 32 respondents replied that 25 (78%) had used the bookmark, 5 (16%) had used the PSAs, 21 (66%) had used the posters, 11 (34%) had used the brochures, 14 (44%) used the slogan, and 1 respondent failed to answer.



## Program Support

Respondents were asked how supportive their school principal had been of the library program (see Figure 63). Of the 68 respondents 3 (4%) indicated that their principal was not supportive, 15 (22%) chose slightly supportive, 20 (29%) indicated moderately supportive, 30 (44%) said that their principal was greatly supportive, and 2 respondents failed to answer.



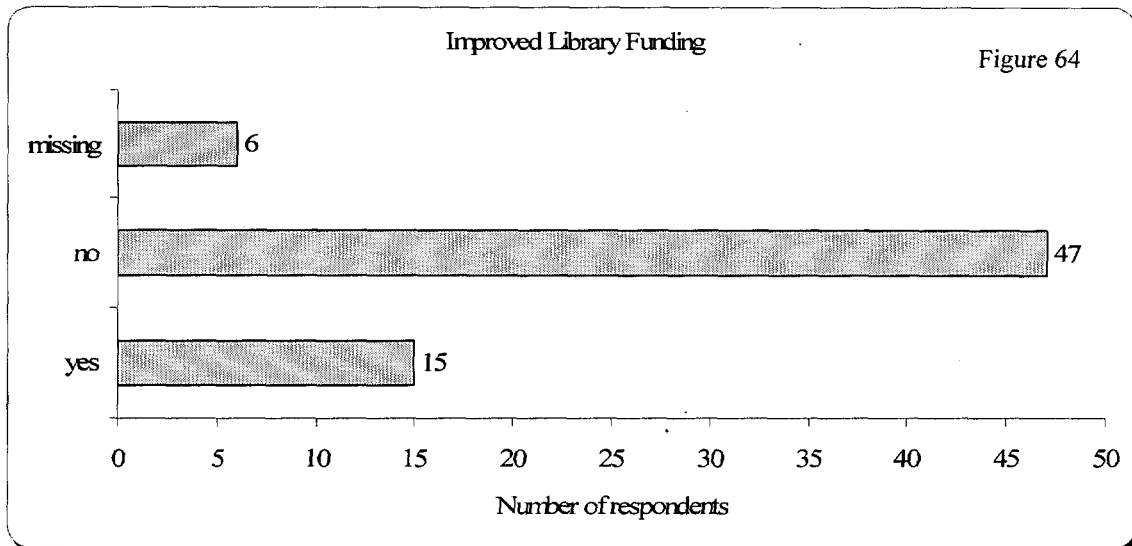
The LMS were asked what additional support they would like to see the principal provide (see Table 9). These are their comments:

Table 9 – ADDITIONAL SUPPORT DESIRED

- Less micromanaging
- New shelves/support with uncooperative technology department
- More media staff – more LMS – more study hall proctors & larger budget
- More funding, come to LMC more; understand importance of LMC for stu. achievement
- I would like to have him more “visible” in the media center
- \$\$\$
- A deeper understanding & recognition of the role we play, and the responsibilities we fulfill in our school
- Budget, hire and assistant
- I would like the principal to initiate his interest/support without me having to make him aware of what is going on in the LMC
- Need a technology budget
- Acknowledge & prioritize media center use
- More visits to center & more money to work with
- Remind teachers of library availability
- Finances for materials, support staff; and time to go into classrooms
- He’s doing a great job!
- Our principal is unaware of programs – supervisor is contact
- See the need for additional staff so that the library program can improve
- Just more money
- To look at the LMC as a resource and not just another room
- Encourage the integration of information literacy
- More maintenance concerns being met
- Be visible, verbal support, monetary support
- More funds for technology and print materials
- Visit the library; familiarize himself with the resources and what I do
- Support has been continuous
- More funding
- Additional paraprofessionals and/or teachers assigned regularly to the media center
- More computers
- Recognize that we are an integral part of the school, instead of being taken for granted
- Fight for a librarian in each school – no “sharing” between middle school & high school



Respondents were asked if their library funding had improved as a result of their public relations efforts (see Figure 64). Their responses were 15 (21%) “yes”, 47 (69%) “no”, and 6 (9 percent) failed to answer the question.

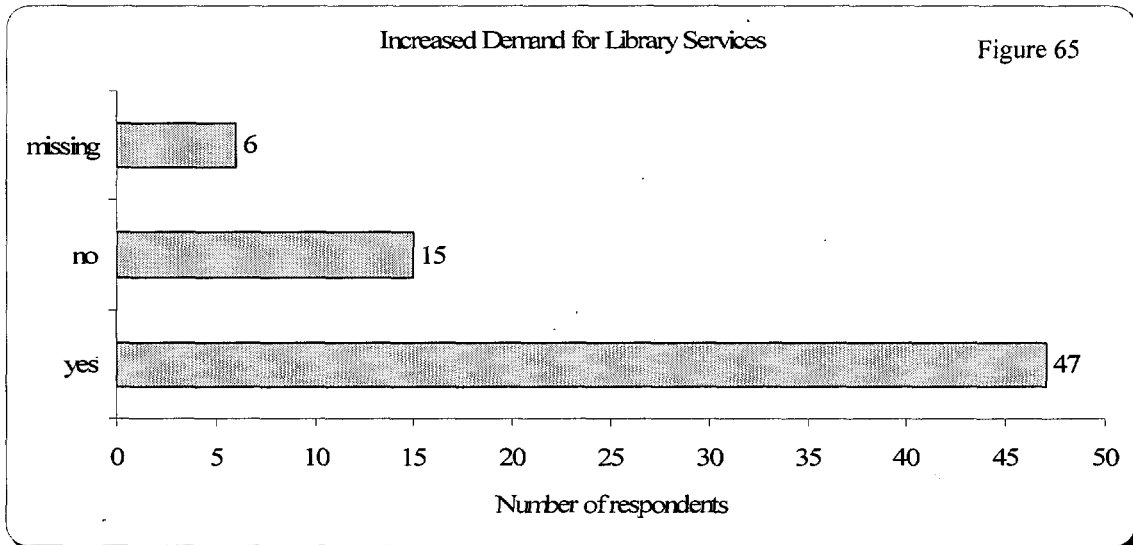


The LMS (n=47) were then asked to what extent their funding had improved as a result of their communication efforts (see Table 10). Their comments follow:

Table 10 – EXTENT OF IMPROVED LIBRARY FUNDING

- Funding improved
- Our budget is constantly decreasing
- If I need extra funds, and can justify them – I generally get them
- In terms of money – my budget has improved each year by 10%
- No additional funds because the budget is defeated
- Remained the same
- Additional funding for electronic resources
- Non-existent
- Budget has remained constantly the same
- Expanded for technology
- It has remained stable, in today's fiscal environment I think that is outstanding. Also, grants.
- Budget increased several thousand dollars about 5 years ago, have not sustained any budget cuts since
- Funding has always been good
- I submit a realistic budget, and it is usually fully supported
- District making major cuts all around
- PTA bought furniture
- We have received an extra \$3,500
- 2 ½ times larger than 3 years ago
- The principal sees that we need the money
- Funding has been stable
- We are provided with a very supportive budget
- Money for databases has doubled, no reduction in book/periodical/supply budget

The LMS were asked if demand for library services had increased as a result of public relations efforts (see Figure 65). Their responses were: 47 (69%) indicated that there had been an increased demand for library services through their public relations efforts, 15 (22%) had not seen an increase, and 6 (8%) did not answer the question.



The LMS were then asked to explain the increase in demand for library services

(see Table 11). Their comments follow:

Table 11 – INCREASED DEMAND FOR SERVICES

- More teachers use the media center to do projects such as Power Point, more teachers use the projects in their classes
- Circulation and additional hours of operation
- More usage/larger circulation
- More teachers are signing up classes to use the media center
- Increased use of books and AV materials. Increased class use
- More teachers using the LMC, special events/exhibits
- We encourage teacher to let us help in preparation and fulfillment of assignments
- Increased circulation/increased library traffic
- Increased awareness and use of library funded databases; increased awareness use of the library and staff as a research and instructive resource
- Somewhat. Good luck!
- Once the teachers realize what resources we have & that I will work with them – they seek me out, and their students use the library more
- More teachers bringing classes to the library; circulation of outside reading books has increased
- Graphic Novel Society – students looking for more titles and programs
- Our circulation/visits to media page & teachers scheduling research projects have steadily increased over the last 5 years – work with over 30 classes most weeks.
- Teachers request pathfinders online, on our webpage (class projects)
- More books
- We have a new library that the students feel is too far (except for freshmen)
- More teachers are asking for library time – however it is frequently only to use laptop computers
- Provide services that staff & students find valuable, also provide congenial atmosphere
- Increase in circulation & attendance
- Teachers see the library & librarians as user-friendly and supportive
- More teachers are bringing classes to do research
- Use of professional collection, use of online library calendar, increased use of online databases
- Teachers are more aware of help we offer, to them & the students. More comfortable with visits and projects
- More teachers bringing classes down to do research
- YA books have been flying off the shelf as a result of new book club

Table 11 – INCREASED DEMAND FOR SERVICES (Continued)

- By developing a relationship with individual teachers & suggesting projects and research assignments, I have increased demand for services
  - More carts of materials in classrooms, more after school hours
  - Networking with teachers & attending department meetings, provides a forum to acquaint teachers with our new resources and, at times, entice them with classes, to try them out.
  - More people using the online service I supply
  - Students and staff are in here all the time
  - Demand increases following newsletters and special events
  - Lots of apathy
  - More teachers use the library as a resource
  - Teachers use services/materials I promote in memo
  - Laptops are hot, we push orientation class; have increased leisure reading, teen fiction collection
  - Extended hours after school are very popular with students, but not with the public library
  - Teachers are always appreciative of a helping hand
-

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### *Summary*

The school library media specialist provides resources and services to the school community. Communicating the importance of the resources and services of the school LMC to the learning community is an essential part of the process. Recent research has shown the highest achieving students attend schools with good library media centers (ALA, 2002). Included in these studies is the recognition that communication within the learning community enhances student achievement. The challenge facing the LMS is to clearly articulate to the learning community their specific responsibilities in preparing students for the information and technology rich workplace. The learning community needs to be made aware of the importance of the resources and services provided by the LMC in the task of enhancing student achievement. Student achievement can only be enhanced if the learning community knows what the LMC and the LMS have to offer and takes full advantage of those resources and services.

This research study focused on the role of the LMS in program administration for the school library media program. The purpose was to identify the communication practices currently used by secondary school library media specialists in the southern region of New Jersey. Four elements were investigated. HOW did they promote the media center to the learning community? WHAT services and resources did they promote? WHO was their learning community? Had they used the American Library Association advocacy tools to promote school library media centers?

The survey included questions regarding actual communication strategies, through structured, fixed responses. Open-ended questions and scaled responses were included; the survey determined the LMS professional background, as well as the staffing of the LMC.

There was an overall response rate of 77%, a representative sample of the high school library media specialists in the 8 southern counties of New Jersey. Results by county were commendable for the counties of Cape May, Cumberland and Salem, with a 100% response rate, Gloucester followed with 85%. The remaining county response rates ranged from 60% to 75%. The researcher believes that the closer geographic proximity of the counties with the high percentages to the testing location may have had an impact on the response rate.

### *Conclusions*

The conclusions and recommendations presented here are a result of analyzing the data in Chapter 4 and relating the results to the literature review in Chapter 2. The results presented in the previous chapter indicated that the high school library media specialists surveyed were communicating with their learning community. The conclusions are grouped in the order of the research questions:

*Question 1: HOW did the library media specialists promote the importance of the media center and its resources and services?* In the study 87% of the LMS communicated through e-mail in their schools, and 97% created displays and exhibits to showcase the resources of the LMC. Many of the LMS provided finding aides for their users in the form of pathfinders and bibliographies. The LMS surveyed are reaching out to their learning community in the area of resources.

Interestingly though, only 37% of the respondents provided a newsletter to their learning community, an even smaller number submitted library news to local media. Of those that did provide a LMC newsletter, 88% distributed to teachers only, citing cost as the reason for the limited distribution. There were 40% who distributed their newsletter online. These numbers indicate that the LMS in the study were not communicating directly to the students, or to parents or community.

In the southern counties of New Jersey, 75% of those surveyed had a LMC website, accessible to most everyone who had access to the Internet. This was higher than the Miller and Shontz 1999 national report of 61%, however five years of technology has passed since that research was conducted. The LMC website has been shown to be a valuable tool in providing and promoting services of the LMS. Reasons were not given as to why all LMC did not use this method of communicating with their community; one can speculate that lack of funding or time may have something to do with it. This is unfortunate, as once established the library website allows the LMS to communicate both during school hours and after, without having to put in more hours.

A majority of those surveyed did take advantage of opportunities to communicate through “back to school” and “open house” events, as well as distributing of promotional bookmarks, brochures and flyers. However, of those surveyed only 22% used areas other than the library to promote their services. These efforts only reach those that enter into the library, students and teachers who are unaware of the resources and services offered, may never find out about them.

Eighty-eight percent of the respondents provided programs for student and school groups. New teacher orientation was presented by 66% and in-service for teachers by



71%. These statistics fared well when compared to the Miller and Shontz 2001-2002 national survey of LMS, where 62% reported providing in-service workshops for staff. What better way to make the classroom teachers aware of the expertise of the LMS?

*Question 2: WHAT did library media specialists communicate to the learning community?* Of the 68 LMS surveyed, 66 created displays and/or exhibits of resources from the LMC, which is a commendable 97%. When asked if they provided pathfinders and or bibliographies for curriculum projects, 82% responded that they did. These figures show a concerned effort to make the resources of the LMC visible to the learning community.

The LMS indicated that they did engage in curriculum collaboration (97%) with classroom teachers. Most of the collaboration was in research/planning (85%); many indicated that they engaged in collaborative teaching (66%). A small number collaborated in actual lesson planning (12%), and an even smaller number participated in student evaluation (7%). The term collaboration is interpreted in different levels; full collaboration would involve all areas.

Of those surveyed 94% were aware of the recent state studies that recognized improved student success at school with strong library media programs, however, not all of those who were aware had shared the results with their learning community. Those who control the budget of the LMC, those who use the services, and those who benefit from the services need to be informed of the value of the resources and services of the school LMC.

*Question 3: WHO did library media specialists communicate with in their learning community?* Of those surveyed who were aware of the state studies on student

success, there were 73% who indicated that they had shared the results with their learning community. When asked who they shared the results with, 87% responded principals, 55% classroom teachers, 38% with the superintendent of schools, 15% with the board of education; and only 4% with parents and the community; and even more disappointing was 2% with students. Again, those who control the budget of the LMC, those who use the services, and those who benefit from the services need to be informed and reminded of the value of the resources and services of the school LMC.

A majority of the respondents prepared an administrative report (62%), but 35% did not. All of the respondents provided a copy for their administration; a small number provided a copy for the board of education. The last national statistics by Miller and Shontz (2003) reported 48% of LMS prepared an annual report. Although the LMS in this study are doing better than the national average, this number could be higher. Research has shown that administrative support is a strong factor in funding the library media program.

Informal meetings with the principal were held by 68% of the respondents, compared to 96% in the national survey by Miller and Shontz for 2001-2002. Formal meetings with the principal were held by 54% of the respondents, again not speaking well for the efforts to gain the support of the administration. The respondents reported a majority serving on curriculum committees, which is comparable to the national results. This is another opportunity for the LMS to take a leadership role in the school, as well as an opportunity to be involved in school wide curriculum.

The research demonstrated a positive 71% who speak informally at teacher meetings, compared to the 1998 Miller and Shontz statistics of only 45% that speak at

teachers meetings. The respondents reported that 97% communicated with teachers informally, about half of these communications took place in all areas of the school, showing that many of the LMS were circulating through their school buildings to communicate with classroom teachers.

Volunteers were limited in the survey group, 29 of the 68 schools reported having student volunteers, 7 reported having adult volunteers. Of the 29, more than half had less than 5 student volunteers at any time. Adult volunteer statistics were even less. Although not research based, there is documentation to prove that adult and student volunteers are a great asset in the daily operations of the LMC and in promoting the program.

Supportive parent organizations were indicated at 44% of the LMC, and only 1% of the respondents had a “Friends of the Library” group supporting their LMC. Participation with local public libraries was indicated by 56% of the respondents, a disappointing 43% did not engage in cooperative activities with the local public library. Of the 56% who engaged in activities, 26% participated in special events, most indicated resources as the extent of their cooperative activities.

Of those surveyed 90% did visit other secondary school libraries and/or LMC websites. This is commendable, as it does show a willingness to learn from and share with other secondary school media centers.

*Question 4: Were the library media specialists taking advantage of the American Library Association advocacy tools to help them communicate their resources?* There were 59% of the respondents who participated in ALA national library week events; these included National Library Week, Teen Read Week, Banned Book Week, Read Across America, and few others.

Not as many, only 47%, had used the ALA @ your library™ advocacy tools to promote their LMC. Of those that used the advocacy tools, most used the bookmarks and posters. The ALA @ your library™ school library campaign offers to LMS tools to help them communicate effectively with their learning community, completely free of charge.

LMS reported 80% membership in professional organizations. The respondents indicated only a 16% membership in the American Association of School Librarians, the national organization which offers the most support to school LMS and their programs. Membership in the ALA was 45%. Sixty-eight percent of the respondents were members of the New Jersey Educational Media Association, the association most likely to present local workshops and programs for professional improvement.

#### *The Staff of the Library Media Center*

Over 42% of the LMS in the southern counties were employed in their positions as a LMS for 16 or more years. This is comparable to the 2001-2002 survey by Miller and Shontz where they found the average number of years as a LMS to be 15. Of the LMS surveyed 69% had been classroom teachers before becoming LMS, this speaks well for the capabilities of the LMS as collaborative partners for instructional strategies. This compared to Miller and Shontz (1999) in their national study; they found 56% of the respondents had subject area certification, as well as LMS certification. The southern counties of New Jersey are fairing well in their role as teacher and instructional partner.

Overall most LMS (97%) included in the study were employed full-time, only 3% were part-time LMS. Also, 25% of the LMC had more than one certified LMS. There were 23% of the LMC who employed support staff, however many of the LMS expressed the need for additional funding to secure more support staff. The national average

identified by Miller and Shontz in 2003 was 1 support staff per LMC, the southern counties of New Jersey are well below this average. This raises concern, as identified in the ALA Advocacy Resolution in 2003, that “library support staff is being eliminated as a cost saving measure to school districts facing diminishing funding” (see appendix F).

When asked about training in school public relations, marketing and communication skills, the LMS described their experiences in graduate school and library workshops as most valuable, however none indicated specific school public relations, or interpersonal communication skill training.

### *Implications of the Study*

The role of the LMS can be daunting; however, evidence is clear that better communication brings better results. Those LMS that have a good rapport with their administration report few budget obstacles, staffing shortages, or lack of time to meet with teachers. Advances in technology are continually changing specific responsibilities of the LMS, but not the role of the LMS. The roles and responsibilities of the LMS as specified in *Information Power: Building Partnerships for Learning* (1998) are that of teacher, instructional partner, information specialist, and program administrator. For the past 100 years, professionals in the field have made recommendations about the successful school library; communicating with the learning community has been an important and continuing part of these recommendations for success.

The secondary school LMS surveyed had many concerns regarding additional support desired for their LMC, the researcher recognizes that increased communication with all members of the learning community would be beneficial to achieving some of the desired support.

### *Recommendations for Future Research*

To continue this research, the researcher would suggest more specific inquiry as to what the specific job responsibilities were at each of the secondary LMC. There seem to be significant differences in the roles played in different districts. The most important thing is to know your learning community and their needs, without this knowledge the responsibilities will be overwhelming. There are no cookie cutter solutions to the concerns of the LMS, the differences in schools are apparent.

As a result of the historical study and recent research what is apparent is that the LMS needs to articulate their role to their learning community, with the goal of gaining the support of the entire learning community. Communicating with the learning community translates into better administrative support, increased teacher support and ultimately greater student success.

It is also recommended that professional LMS take advantage of the expertise offered to them from the professional associations. The professional associations have been and continue to offer valuable resources to LMS, unfortunately, like a good book, if you don't open it, you don't benefit from it.

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APPENDIX A

*ROLES AND RESPONSIBILITIES OF THE SCHOOL LMS*

## INFORMATION POWER: BUILDING PARTNERSHIPS FOR LEARNING

### ROLES AND RESPONSIBILITIES OF THE SCHOOL LIBRARY MEDIA SPECIALIST

- As *teacher*, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide. An effective instructor of students, the library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situation--particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn, to think, and to create and apply new knowledge. A curricular leader and a full participant on the instructional team, the library media specialist constantly updates personal skills and knowledge in order to work effectively with teachers, administrators, and other staff--both to expand their general understanding of information issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology.
- As *instructional partner*, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, nonprint, and electronic information resources. Working with the entire school community, the library media specialist takes a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, the library media specialist works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards.
- As *information specialist*, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical use of information available in these and in more traditional tools.
- As *program administrator*, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all activities related to it. Confident of the importance of the effective use of information and information technology to students' personal and economic success in their future lives, the library media specialist is an advocate for the library media program and provides the knowledge, vision, and leadership to steer it creatively and energetically in the twenty-first century. Proficient in the management of staff, budgets, equipment, and facilities, the library media specialist plans, executes, and evaluates the program to ensure its quality both at a general level and on a day-to-day basis.

Excerpted from Chapter 1, "The Vision," of *Information Power: Building Partnerships for Learning*. Copyright © 1998 American Library Association and Association for Educational Communications and Technology.

APPENDIX B

*NJ CORE CURRICULUM CONTENT STANDARDS*

# New Jersey Core Curriculum Content Standards

## NEW JERSEY CORE CURRICULUM CONTENT STANDARDS INTRODUCTION

*The people of the United States need to know that individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life. A high level of shared education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom.*

--A Nation at Risk, 1983

More than two decades have passed since the National Commission on Excellence in Education issued *A Nation at Risk: The Imperative for Education Reform*. Many educators see the publication of that report as the initiating event of the modern standards-based reform movement. First developed by national subject-matter organizations, content standards varied widely in character, scope, and level of detail. However, the standards were intended to clarify and raise expectations by providing a common set of expectations for all students.

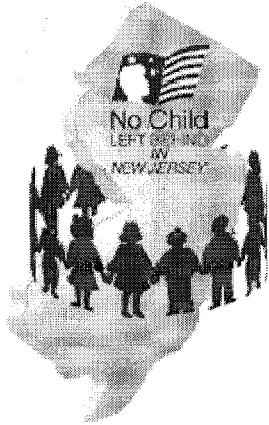
In 1996, the New Jersey State Board of Education adopted the New Jersey Core Curriculum Content Standards, an ambitious framework for educational reform in the State's public schools. New Jersey's standards were created to improve student achievement by clearly defining what all students should know and be able to do at the end of thirteen years of public education. Since the adoption of those standards, the New Jersey Department of Education has continuously engaged in discussion with educators, business representatives, and national experts about the impact of the standards on classroom practices. To assist teachers and curriculum specialists in aligning curriculum with the standards, the department provided local school districts with a curriculum framework for each content area. The frameworks provided classroom teachers and curriculum specialists with sample teaching strategies, adaptations, and background information relevant to each of the content areas. In addition, the statewide assessments were aligned to the Core Curriculum Content Standards. This alignment of standards, instruction, and assessment was unprecedented.

The State Board wisely required that the standards be reviewed and revised every five years. The review process, begun in May 2001, involved teachers, school administrators, students, parents, and representatives from business, higher education, and the community. In addition, several content areas were reviewed by Achieve, Inc. and the Council of Chief State School Officers (CCSSO). In response to this unprecedented review, the 2004 New Jersey Core Curriculum Content Standards provide the level of specificity and depth of content that will better prepare students for post secondary education and employment. The standards are based on the latest research in each of the content areas and identify the essential core of learning for all students. They are clear, concise, and appropriate for the benchmarked grade levels and enhance a student's capacity to access new information, problem solve, employ research methods, and ask questions across disciplines.

New Jersey continues to wrestle with a paradox regarding the governance of public education. It is a state with a 120-year-old constitutional guarantee that regardless of residency, its children will receive a "thorough and efficient" education. Throughout this same time period, the State has evolved into approximately 600 independent school districts and charter schools that exercise considerable local control to develop and implement curriculum. Thus, the New Jersey Core Curriculum Content Standards are an attempt to define the meaning of "thorough" in the context of the 1875 State constitutional guarantee that students would be educated within a thorough and efficient system of free public schools. The New Jersey Core Curriculum Content Standards are not meant to serve as a statewide curriculum guide. Local school districts must use the standards to develop and/or align curriculum to ensure that students achieve the expectations.

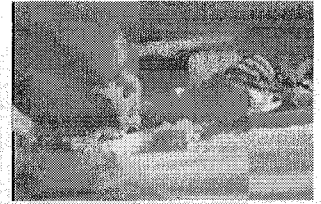
APPENDIX C

*NJDOE – NO CHILD LEFT BEHIND*



The No Child Left behind Act (NCLB) of 2001 was signed into law on January 8, 2002 by President Bush. The Act represents the President's education reform plan and contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. NCLB Changes the federal government's role in K-12 education by focusing on school success as measured by student achievement. The Act also contains the President's four basic education reform principles:

- >stronger accountability for results,
- >increased flexibility and local control,
- >expanded options for parents, and
- >an emphasis on teaching methods that have been proven to work.





APPENDIX D

*PROGRAM ADMINISTRATION PRINCIPLES*

## INFORMATION POWER: BUILDING PARTNERSHIPS FOR LEARNING

### PROGRAM ADMINISTRATION PRINCIPLES OF SCHOOL LIBRARY MEDIA PROGRAMS

*These principles were identified and developed by the Information Power Vision Committee, reviewed and commented upon by the profession, and approved by the AASL and AECT Boards as the cardinal premises on which program administration within the effective school library media program is based.*

*Principle 1:* The library media program supports the mission, goals, objectives, and continuous improvement of the school.

*Principle 2:* In every school, a minimum of one full-time, certified/licensed library media specialist supported by qualified staff is fundamental to the implementation of an effective library media program at the building level.

*Principle 3:* An effective library media program requires a level of professional and support staffing that is based upon a school's instructional programs, services, facilities, size, and numbers of students and teachers.

*Principle 4:* An effective library media program requires ongoing administrative support.

*Principle 5:* Comprehensive and collaborative long-range, strategic planning is essential to the effectiveness of the library media program.

*Principle 6:* Ongoing assessment for improvement is essential to the vitality of an effective library media program.

*Principle 7:* Sufficient funding is fundamental to the success of the library media program.

*Principle 8:* Ongoing staff development--both to maintain professional knowledge and skills and to provide instruction in information literacy for teachers, administrators, and other members of the learning community--is an essential component of the library media program.

*Principle 9:* Clear communication of the mission, goals, functions and impact of the library media program is necessary to the effectiveness of the program.

*Principle 10:* Effective management of human, financial, and physical resources undergirds a strong library media program.

Excerpted from Chapter 6, "Program Administration," of *Information Power: Building Partnerships for Learning*. Copyright © 1998 American Library Association and Association for Educational Communications and Technology.

APPENDIX E

*LIBRARY PROMOTIONS* .

## Library Promotions

ALA's offices and divisions sponsor a variety of library promotions throughout the year that libraries of all types all across the country can get involved with to promote libraries and create awareness of library issues.

### Teen Read Week

A national literacy initiative of the Young Adult Library Services Association that is aimed at teens, their parents, librarians, educators, booksellers and other concerned adults. The continuing message of the Teen Read Week initiative is to encourage 12-18 year olds to "Read For The Fun Of It". Each year an annual theme allows YALSA to focus on timely topics and teen interests. Teen Read Week is celebrated the third full week in October every year.

### National Library Week

First sponsored in 1958, National Library Week is a national observance sponsored by the American Library Association (ALA) and libraries across the country each April. It is a time to celebrate the contributions of our nation's libraries and librarians and to promote library use and support. All types of libraries – school, public, academic and special – participate.

### School Library Media Month

First celebrated in 1985, many school library media programs celebrate the month of April as School Library Media Month in conjunction with, and sharing the same theme as, National Library Week.

### Library Card Sign-up Month

September is Library Card Sign-Up Month - a time when the American Library Association and libraries across the country remind parents that the most important school supply of all is @ your library®--it's your library card.

### Banned Books Week

Banned Books Week, an annual celebration of the freedom to read, is observed the last week of September. Each year, librarians, booksellers, teachers and countless others take this opportunity to highlight the importance of intellectual freedom and remind us not to take this precious democratic freedom for granted.

### Join the Major Leagues @ your library

Join the Major Leagues @ your library®, developed by Major League Baseball® and the American Library Association, is a program designed to help people of all ages build their 21st century information literacy skills.

### Campaign to Save America's Libraries

A public awareness and advocacy effort focused on the impact of library funding cuts nationwide.

<http://www.ala.org/ala/events/librarypromotion/librarypromotions.htm>

APPENDIX F

*ADVOCACY: ALA RESOLUTION*

## Advocacy

At its June 2003 meeting the Council of the American Library Association unanimously passed a resolution in support of school libraries and librarians. The resolution was initiated by ALA Councilor Cyndi Phillip, Library Media Specialist/Instructional Media Services Department Head, Grand Haven (Michigan) Public Schools, and the Immediate Past Chair of the American Association of School Librarians (AASL) Affiliate Assembly. The full text of the resolution is included below.

### ALA Resolution

#### School Libraries and Librarians are Critical to Educational Success

WHEREAS, Throughout the United States school librarians and library support staff are being eliminated as a cost saving measure to school districts that face diminishing funding; and

WHEREAS, Numerous research studies conducted in the states of Alaska, Colorado, Iowa, Kentucky, Massachusetts, Michigan, New Mexico, Oregon, Pennsylvania, and Texas have shown a high correlation between exemplary school library programs led by a certified school librarian and student achievement on state standardized tests; and

WHEREAS, School librarians instruct students and provide the school community on going experiences in accessing, evaluating, and utilizing information sources; and

WHEREAS, NCREL's (North Central Regional Educational Laboratory) EnGauge document, 21st Century Skills: Digital Literacies for a Digital Age, states these literacies include Reading Literacy, Technology Literacy, and Information Literacy, which are skills taught and supported by school library programs and personnel; and

WHEREAS, The No Child Left Behind legislation regarding "Reading First" states that school districts provide "instruction based on scientifically based reading research that includes the essential components of reading instruction" will require a library professional whose job it is to keep current with new materials for children and make appropriate selections based on critical reviews by previewing for age appropriateness and fitting the curriculum needs and interests of students; and

WHEREAS, School librarians collaborate with teachers for optimal instructional design to improve student achievement, now, therefore, be it

RESOLVED, That the American Library Association Council directs its President and Executive Director to convey to Governors, State Boards of Education, National Association of School Administrators, Chief State School Officers, National Association of Independent Schools, National Council of PTA, National Educational Association, American Federation of Teachers, and National Association of School Boards of Education the urgent need to support and maintain school library programs and certified school librarians and encourage them to pass this concern along to their state affiliates; and, be it further

RESOLVED, That the ALA President and Executive Director encourage state associations to influence state legislation requiring adequate funding and appropriate staff of school libraries in schools at all levels; and, be it further

RESOLVED, That the ALA Executive Director arrange a process to support ALA members to advocate for school libraries and librarians.

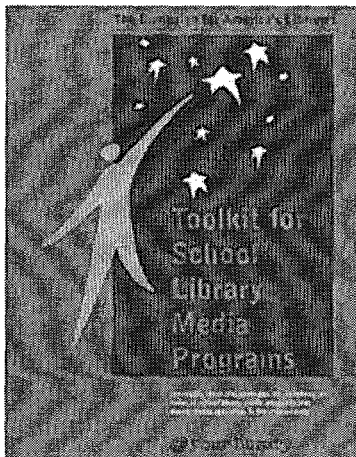
Adopted by the  
Council of the American Library Association  
Sunday, June 22, 2003  
Toronto, Canada

APPENDIX G

*@ your library™ SCHOOL LIBRARY CAMPAIGN*

# Welcome to the School Library Campaign **@ your library**

Additional Tools and Resources



[Advocacy](#)  
[Graphics](#)  
[Media Relations](#)  
[Marketing and Promotion](#)  
[National Campaigns and Promotions](#)  
[Organizations](#)  
[Publications](#)  
[Recruitment](#)  
[Research](#)  
[State Campaigns and Promotions](#)  
[Feedback Form](#)

## **INTRODUCTION**

How does the school library community speak in one voice to let the public know who school library media specialists are and the crucial role they all play in impacting the bottom line-student achievement?

The answer is in *your hands*. Here are some tools to get you started.

In 2002-2003, school libraries are featured as part of ALAs @ your library® campaign, The Campaign for America's Libraries. In partnership with the American Association of School Librarians (AASL), the campaign is designed to help foster a greater collaboration with other types of libraries; to enhance the professional development of school library media specialists; and to provide customizable tools and resources that support the advocacy efforts of school library media specialists.

The goals of the campaign are to:

- Increase public awareness of the significant contributions made by school library media specialists through school library media programs to further the academic achievement and lifelong learning of our students;
- Strengthen a belief in the value of school library media programs and school library media specialists;
- Position school librarianship as a desirable career opportunity.

<http://www.ala.org/ala/pio/campaign/schoollibrary/schoollibrary.htm>

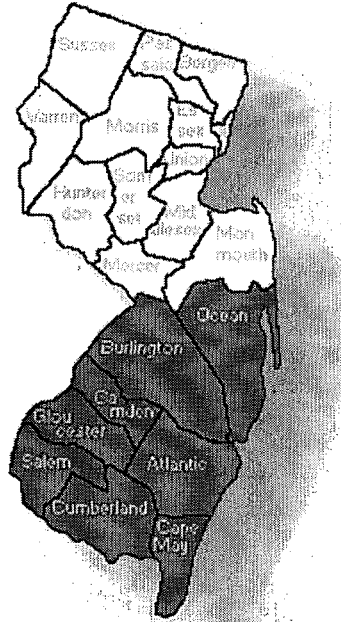


APPENDIX H

*SOUTHERN COUNTIES OF NEW JERSEY*

# Southern Counties of New Jersey

● - Southern Counties



5-1-05

## NOTES:

Reaching Out @ your library

Map created at:  
<http://monarch.tamu.edu/~smrs/1345012.gif>

APPENDIX I

*THE QUESTIONNAIRE*

# Reaching Out @ your library™

The questionnaire: Research has shown the importance of communicating to the learning community the positive benefits of the resources and services of the library media center.

How do you increase overall awareness of the library media center and its role in the school?

\*To be completed by School Library Media Specialists.

## PART 1 - Please circle your response(s)

(Circle one)

1. Do you have a school library media center website? YES NO  
If yes: 1a. How approximately often do you update the site? (circle one)  
Weekly Monthly Once / Grading Period Once / Semester Annually  
If yes: 1b. Who can access the web site? (circle all that apply)  
Students Teachers Entire School Community Anyone  
If yes: 1c. From where can the web site be accessed? (circle all that apply)  
School (library only) School (all computers) Outside of School/Home
2. Do you participate in "back to school night" and/or "open house" events? YES NO
3. Do you provide bookmarks, brochures or flyers marketing LMC services? YES NO
4. Do you have library bulletin boards in areas other than the library? YES NO
5. Do you have student library aides? YES NO
6. Do you offer award programs for students' success in using the LMC? YES NO
7. Do you charge a late fee for overdue books? YES NO  
If yes: 7a. Do you have an "Amnesty Day" for library fees? YES NO
8. Do you provide presentations to student/school groups? YES NO
9. Do you provide new teacher orientation? YES NO
10. Do you provide in-service programs for teachers? YES NO
11. Do you speak informally at teachers' meetings? YES NO
12. Do you invite teachers to the library for special teacher programs? YES NO
13. Do you meet informally with teachers? YES NO  
If yes: 13a. Where do you meet informally? (circle all that apply)  
Hallway Lunch Library Classrooms Teacher Workroom

14. Do you send e-mail messages to teachers? YES NO
15. Do you create displays/exhibits of resources? YES NO
16. Do you provide pathfinders/bibliographies for curriculum projects? YES NO
17. Do you engage in curriculum collaboration with classroom teachers? YES NO

If yes: 17a. What is the extent of your collaboration? (circle all that apply)

Research/Planning                      Writing Lesson Plans                      Teaching                      Student Evaluation

18. Do you include library news in district wide school newsletters? YES NO
19. Do you submit public service announcements to local TV and/or radio programs? YES NO
20. Do you submit notification of special programs to the local newspaper? YES NO
21. Do you have a library newsletter? YES NO

If yes: 21a. Who receives a copy? (circle all that apply)

Students                      Teachers                      Administration                      Board of Education                      Parents

If yes: 21b. How often do you publish it? (Circle one)

Weekly/Bi-weekly                      Monthly                      Once/Grading period                      Once/Semester                      Annually

If yes: 21c. How is it distributed? (circle all that apply)

Print (library distribution)                      Print (school distribution)                      Print (mailed)                      Online (website)

22. Do you write an administrative report? YES NO

If yes: 22a. Who receives a copy? (circle all that apply)

Teachers                      Administration                      Board of Education                      Parents                      Community

If yes: 22b. How often? (circle one)

Monthly                      Quarterly                      Semi-annually                      Annually

23. Do you meet informally with the principal to discuss the LMC program? YES NO

If yes: 23a. Approximately how often do you meet? (circle one)

Weekly                      Bi-weekly                      Monthly                      Each semester                      Annually

24. Do you meet formally with the principal to discuss the LMC program? YES NO

If yes: 24a. Approximately how often do you meet? (circle one)

Weekly                      Bi-weekly                      Monthly                      Each semester                      Annually

25. Do you serve on district-wide curriculum and standards committees? YES NO
26. Do you have a supportive parent organization in your school? YES NO
27. Do you have a "friends of the library" group in your school? YES NO

28. Do you engage in cooperative activities with the local public library? YES NO

If yes: 28a. What type of activities? (circle all that apply)

Technology Integration Curriculum ILL Resources Special Events

29. Do you visit other school libraries/websites? YES NO

30. Do you attend district, state and/or national conferences? YES NO

31. Do you host special promotions during ALA national library week events? YES NO

If yes: 31a. Which events? (circle all that apply)

National Library Week Teen Read Week Banned Book Week

If yes: 31b. Please list others: \_\_\_\_\_

32. Are you aware of the recent state studies that recognize improved student success at schools with strong library media programs? YES NO

If yes: 32a. Have you shared the results of these studies? YES NO

If yes: 32b. Who have you shared the results with? (circle all that apply)

Students Teachers Principal Parents District Superintendent  
Board of Education Community

33. Have you used the ALA @ your library™ advocacy tools? YES NO

If yes: 33a. Which of the tools have you used? (circle all that apply)

Bookmarks Public Service Announcements Posters Brochures Slogan

If yes: 33b. Please list others: \_\_\_\_\_

## PART 2 - Open Ended Questions

34. How supportive is your school principal of the library program? (circle one)  
Not Supportive Slightly Supportive Moderately Supportive Greatly Supportive

34a. What additional support would you like to see the principal provide?

\_\_\_\_\_

35. Has library funding improved as a result of your public relations efforts? YES NO

If yes: 35a. To what extent has funding improved?

\_\_\_\_\_

36. Has demand for library services increased from your public relations efforts? YES NO

If yes: 36a. Please explain the increase in demand for services.

\_\_\_\_\_

37. Do you belong to state and/or national associations? YES NO

If yes: 37a. To which professional associations do you belong?

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38. Have you had any training in school public relations or marketing? YES NO

If yes: 38a. Please describe.

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39. Have you had any formal training in communication skills? YES NO

If yes: 39a. Please describe.

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### Part 3 - Background Information

40. How many years have you been a school library media specialist?

Less than 3                      3-5                      6-10                      11-15                      16+

41. Were you a classroom teacher before becoming a LMS? YES NO

If yes: 41a. How many years were you a classroom teacher?

Less than 3                      3-5                      6-10                      11-15                      16+

If yes: 41b. In which subject area were you a classroom teacher?

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42. Who staffs the media library center? (please indicate the number of each)

\_\_\_ Certified LMS (full time)                      \_\_\_ Certified LMS (part time)

\_\_\_ Paid Library Aides/  
Clerks/Assistant (full time)                      \_\_\_ Paid Library Aides/  
Clerks/Assistant (part time)

\_\_\_ Volunteers (Adult)                      \_\_\_ Volunteers (Student)

- Please return the completed survey in the envelope provided.

**THANK YOU** for taking time from your busy schedule to complete this questionnaire!

APPENDIX J

*LETTER TO LMS - FEBRUARY*



Lisa B. Mutter  
Rowan University

February 22, 2005

Dear Library Media Specialist,

I am a graduate student in the School and Public Librarianship program at Rowan University; and am conducting research as part of my Master's thesis, under the supervision of Dr. Marilyn Shontz. The purpose of this research is to study the public relations/communication practices of the school library media specialists in public high schools.

School library media specialists know that a strong library media program is an asset to the school they service. This research seeks to identify the public relations efforts of school library media specialists in public high schools in southern New Jersey. It is my goal to identify the successful communication practices, and to providing a resource for continued successful communication within school communities.

Surveys are being sent to school media specialists in public high schools in Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean and Salem counties. Of course, participation in this survey is strictly voluntary and your responses will be kept confidential and anonymous.

Won't you please take a few minutes to complete this survey? Once you have completed the survey, return it in the enclosed envelope. The data from your school is important to the validity of the research. If you would like a summary of the results, please provide a return address on the enclosed envelope. The completed thesis project will be available through the Campbell library at Rowan University.

If you have any questions regarding this survey, you may contact me by email at [mutter07@students.rowan.edu](mailto:mutter07@students.rowan.edu). You may contact Dr. Marilyn Shontz at (856) 256-4500 ext. 3858 or by email at [shontz@rowan.edu](mailto:shontz@rowan.edu).

Thank you for taking the time to assist me with my research.

Sincerely,

Lisa B. Mutter

APPENDIX K

*LETTER TO LMS – MARCH*

Lisa B. Mutter  
Rowan University

March 14, 2005

Dear Library Media Specialist,

I am a graduate student in the School and Public Librarianship program at Rowan University; and am conducting research as part of my Master's thesis, under the supervision of Dr. Marilyn Shontz. The purpose of this research is to study the public relations/communication practices of the school library media specialists in public high schools.

School library media specialists know that a strong library media program is an asset to the school they service. This research seeks to identify the public relations efforts of school library media specialists in public high schools in southern New Jersey. It is my goal to identify the successful communication practices, and to providing a resource for continued successful communication within school communities.

Surveys have been sent to school media specialists in public high schools in Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean and Salem counties. Of course, participation in this survey is strictly voluntary and your responses will be kept confidential and anonymous.

This is a second mailing of the questionnaire, if you have already responded, please disregard this request. If you have not, won't you please take a few minutes to complete this survey? Once you have completed the survey, return it in the enclosed envelope. The data from your school is important to the validity of the research. If you would like a summary of the results, please provide a return address on the enclosed envelope. The completed thesis project will be available through the Campbell library at Rowan University.

If you have any questions regarding this survey, you may contact me by email at [mutter07@students.rowan.edu](mailto:mutter07@students.rowan.edu). You may contact Dr. Marilyn Shontz at (856) 256-4500 ext. 3858 or by email at [shontz@rowan.edu](mailto:shontz@rowan.edu).

Thank you for taking the time to assist me with my research.

Sincerely,

Lisa B. Mutter