SCHOOL LIBRARIANS ARE FUNDAMENTAL TO STUDENT SUCCESS

by

Karen A. Wilson

An Abstract
of a research paper submitted in partial fulfillment
of the requirements for the degree of Master of Science
in the department of Education Leadership and Human Development
University of Central Missouri

May, 2014
ABSTRACT

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This paper discusses studies that show how school librarians are fundamental to student success. Topics include having a well prepared, full-time librarian in the school library, teaching digital citizenship, and access to Library 2.0 resources. Studies included are from Ohio, Pennsylvania, New York, and Colorado in the United States and Ontario and British Columbia in Canada. The research shows that student achievement increases in schools that have a school librarian who is prepared to collaborate with classroom teachers, teaches students how to effectively and safely use the Internet, and is knowledgeable in the use and integration of technology in the learning process.
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WARRENSBURG, MISSOURI
ACKNOWLEDGMENTS

I would like to thank my advisor, Dr. Jenny Robins, for her help, suggestions, and patience in the writing of this paper. I would also like to thank Rene Burress for reviewing my work and giving me helpful feedback. Finally, I would like to thank my family and coworkers who have been supportive of me as I have worked toward achieving my goals.
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CHAPTER 1
INTRODUCTION

Statement of the Problem

This paper discusses reasons that school librarians and the library are essential components of a school building, and how they have a positive impact on student success. Three topics of discussion are covered. Those are having a full-time, well prepared librarian on staff, collaboration, and technology.

The first topic is that there is a positive correlation between having a full-time school librarian in the library that is formally educated and prepared for the job and increased student achievement. Studies have been conducted and prove this correlation; they will be presented in this section of the paper.

The second section deals with collaboration. Collaborating with grade level and content teachers is one thing school librarians can do to impact student learning. This collaboration allows the school librarian to teach students the ideas behind being a good digital citizen within other contexts. With the introduction of the American Association of School Librarians’ Standards for the 21st Century Learner, the responsibility of educating students in the areas of using technology responsibly and supporting teachers when using these skills in the classroom falls to the school librarian.

The final section of this paper discusses technology and how the school librarian is fundamental in providing resources and support to teachers and students in order to foster a technology rich learning environment. Not only does the school library and librarian allow all
students equal access to technology, but a prepared librarian also has the skills to teach students how to effectively access information.

All of these ideas are important when it comes to advocating for the school library program and the role of the school librarian. This is one program in a school that often experiences the first round of budget cuts when a district is forced to cut the budget. Administrators and school boards can be shown statistical evidence of the positive impact school librarians have on student success in order to advocate for keeping the library.

Purpose of the Study

The purpose of this study is to review the literature that shows how the role of a school librarian has a positive impact on the success of the students in the building. Research has been done throughout the United States and Canada, and the reasons that a school librarian is fundamental to student success are reported here. Literature was reviewed regarding different ways the school librarian can influence student learning and success. Particular attention is paid to the role of the librarian in teaching students and teachers about different technologies and how they can be used in the learning environment. The results of this study demonstrate that students’ reading, writing, and digital skills increase when there is a well prepared, full-time school librarian in a school library.

Research Questions

Research shows that school librarians are fundamental to student success. With the use of emerging technology increasing in education, the school librarian is also fundamental to providing students and teachers with access to technology and instruction on how to use technology safely and effectively. The following research questions guided this paper:
1. What is the relationship between having a well prepared, full-time librarian on staff and students’ test scores?

2. How does a school librarian teaching students digital citizenship support student success and the school’s compliance with federal mandates?

3. How does a school librarian who promotes the use of technology in learning affect student achievement?

**Limitations of the Study**

The limitations of this study include the limited timeframe available, the number of peer-reviewed journals readily available, and it is entirely based on research and literature that already exists. The data collected came from journals and articles dealing with information from elementary, middle, and high school libraries. One other limitation is that there are more reasons that a school librarian is fundamental to student success, but this study only focuses on the librarian being well prepared, teaching digital citizenship, and providing access to technology. The results of this study cannot be generalized as the only ways in which a school librarian is essential.

**Definition of Terms**

**Advocate:** Speak out on the behalf of the school librarian and library program.

**Collaboration:** Two or more people working together to achieve common goals.

**Digital citizenship:** The skills to use technology safely and responsibly.

**Information literacy:** “The set of skills needed to find, retrieve, analyze, and use information” ("Introduction").
Library 2.0: Concept of the school library constantly changing to meet the needs of the students and teachers by getting input and content from the library patrons about what services they want access to.

Socio-economic status: The social class of an individual or family.

Technology: Any electronic media device to access information.

**Research Design**

This research study collected information that had been previously published on the topic of how the school librarian positively impacts student success in education. No new research was conducted; rather, existing journal articles were reviewed for the purpose of writing this paper. There was never an effort to do any additional research on this topic, so it was not necessary to gain permission to collect data.

The databases used to find the articles reviewed for this study include *Library, Information Science & Technology Abstracts with Full Text, Education Research Complete,* and *Library Literature & Information Science Full Text.* Information was also found online. Search terms included “librarian and student achievement,” “library 2.0,” “digital citizenship,” “librarian and collaboration,” and “information literacy.”

**Conclusion**

This study includes three chapters related to how a school librarian is fundamental to student success. The first chapter is an introduction to the study which includes questions that guided the study and describes how the research was conducted. The second chapter is a review of the literature. The final chapter provides answers to the questions posed in chapter one.
CHAPTER 2
REVIEW OF LITERATURE

Introduction

This review looks into the impact of three ways the school’s library media program impacts students’ achievement. The first relates to the impact of having well prepared school librarian. The second looks at how school library programs prepare students to be digital citizens. The third explores the leadership role of the librarian in providing both access and training in the use of the abundant technology available in the school library.

The impact of school librarians on student achievement has been studied in many countries for over 30 years, and there is definitive evidence of a positive correlation between increased student achievement and two aspects of a library media program: having a full-time, trained school librarian and collaboration between the school librarian and classroom teachers. States that have conducted research in this field include Ohio, Pennsylvania, New York, and Colorado. The findings of these state-wide studies will be reported.

Some of the studies have been conducted out of need to advocate for the library media program (Tepe and Geitgey 55). One study in Ohio was done because as budgets decrease, many school districts cut the library budget first, or even got rid of the librarian altogether. Ohio is not the only state experiencing these budget cuts. School libraries have been closed and school librarians continue to be dismissed in many places (Chan 15). Christopher Chan emphasizes that one of two things is causing this. Either the people in charge of the funding for the library media programs do not know the evidence about the impact of libraries on student
achievement, or the evidence has not been convincing enough (15). The next section of this paper describes how school library programs impact student achievement in a positive way.

School librarians play a role in teaching students how to be good digital citizens. The Children’s Internet Protection Act (CIPA) was first passed in 2000 and caused public schools and libraries to reevaluate their Internet policies (Menuey 40). Since the passing of CIPA, there have been updates to the law. One in particular was made in 2011 and includes Federal Communications Commission (FCC) requirements for public libraries and school libraries (“Children’s Internet”). This is discussed in the second section of this paper.

Providing access to different forms of technology and instruction on how to use them properly is another way the school librarian contributes to the success of students becoming 21st century learners. In their ‘belief statement’ the American Association of School Librarians’ (AASL) states that students need to develop information technology skills in order to be successful and meet their future employment needs and that “all children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning” (“Standards” 2). Research done in all levels of school libraries show that the library and librarian are integral in providing students with access to technology (Thompson 20). The final section of this paper will report on access to technology.

Well Prepared, Full-Time School Librarians

The first section of this paper explores research studies that show school libraries with a well prepared, full-time librarian have greater student achievement, especially in the areas of reading and writing. School librarians who are prepared to meet the needs of the students and teachers are fundamental to the school community. Debra E. Kachel and Keith Curry Lance
report on a study done in Philadelphia that showed that when there is not a full-time librarian on staff, student achievement suffers. The study done in Philadelphia focused on library staffing and the benefits of having a certified librarian. Both reading and writing scores were higher for students who go to a school with a certified librarian, however, the “writing scores are more positively impacted than reading scores” (Kachel and Lance). Specifically, the study showed that students with a full-time librarian were three times more likely to score “Advanced” on writing assessments than students without a full-time librarian.

There were similar results in a study done in New York by Ruth Small, Jamie Snyder, and Katie Parker. At the time of the study, in 2009, New York did not require its elementary level librarians to be certified, so the study done by Small and associates helped to provide evidence of the positive impact of having someone who is formally educated in the school librarian position (3). This study focused on fourth grade English language arts test scores. On average the students who went to a school that had a certified librarian scored significantly higher than the students who went to schools without a certified librarian (11).

A study done in Colorado used library staffing data compared with their Colorado Student Assessment Program (CSAP) reading scores. This study, by Keith Curry Lance and Linda Hofschire was done over a seven year window. By doing this they were able to look at trends in the data. Their results showed that schools that kept or gained a certified librarian within the seven years had more students scoring advanced in reading, and they showed more improvement in reading scores (17 Lance and Hofschire).

People for Education are an independent organization in Ontario, Canada, that started out with just a few concerned parents. They have developed into a research group whose
mission is to provide support to public schools and to provide parents with accurate, nonbiased information about the public schools in Ontario. People for Education data showed that there was a drop in the number of Ontario elementary schools that had a school librarian, from 80% in the 1997/98 school year to only 54% in 2004/05 (“School Libraries” 12). In response to this, one of the first studies done in Canada was a collaboration between Queen’s University’s Faculty of Education and People of Education. They looked at reading test scores for grades 3 and 6, comparing the staffing data of Ontario elementary schools. Among their findings, they report “Schools without trained library staff tend to have lower achievement on the grades 3 and 6 reading tests” (“School Libraries” 11).

A study done in British Columbia (Canada) took information from top scoring schools and compared it to the information from the lowest scoring schools, both public and independent. For the public schools, it was found that the higher performing schools had almost three times as many library staff members as the low performing schools, and this includes both certified and non-certified staff. The same was true when the independent schools data was combined with the public school data (Haycock, “Connecting” 40).

Katherine Parr looks at the research that answers the question, “What do students need to succeed?” She found one thing that seemed to be common in all of the research done on this subject. A library media center that has a full time librarian along with other support staff ultimately leads to higher student achievement (18).

A reason the school library media program has a positive impact on student achievement is due to collaboration between the school librarian and classroom teachers. Since the 1990’s, when student standards for information literacy were introduced to the field
of education, student mastery and success with these skills has been at the forefront of the education system. One of the strategies developed to help implement these standards is collaboration (Harada and Donham). Harada and Donham explain that in order to design student-centered learning, the librarian must assume several roles, two of which are teacher and instructional partner. Collaboration is essential in making this happen. By working together, the school librarian and the classroom teacher can plan lessons that require students to use inquiry, both individually and collaboratively. Students are challenged with real world problems and are asked to come up with meaningful questions to research these problems (Harada and Donham).

In a study done in Kentucky, it was found that overall; collaboration between teachers and the school librarian had a greater impact on student achievement than the socio-economic status of the students (Houston 13). Jan Helen explains that collaboration increases student achievement because when the information literacy process is taught within a specific content area it is more meaningful to the students. Without collaboration, students may have a hard time using their information literacy skills in other contexts.

A study by Keith Curry Lance and Debra Kachel surveyed school administrators in Pennsylvania. This study shows that many administrators do notice the roles of the school library and the librarian in regards to student achievement. Two of the key library practices looked at in this study dealt directly with collaboration. It was shown that when an administrator feels collaboration between the librarian and the classroom teacher is essential, ultimately there is a positive impact on the students’ test scores in reading and writing.
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(“Achieving” 10-12). Good, quality collaboration with classroom teachers is something a certified and trained librarian will know how to do and promote in his or her building.

The correlation between collaboration and student success is causing policy change in some schools. One example of this is Annunciation Orthodox School (AOS) in Houston, Texas. At this school, January is set aside as research month, and teachers collaborate with the school librarian in teaching their students information literacy skills during the research process. In 2011 AOS had been doing this for over eight years and staff members who were skeptical or resistant in the beginning now eagerly collaborate with the librarian on curriculum design and co-teaching because they see the increase in student achievement first-hand (Hand 25). Ken Haycock shows that it is not always easy to collaborate effectively, but makes the point that “collaboration is the single professional behavior of teacher-librarians that most affects student achievement” ("Collaboration" 32).

Another school that made a big change in order to increase collaboration and student achievement is Grady Elementary School (GES) in East Wenatchee, Washington. When the test scores of students at GES started falling behind state standards, the school knew a change needed to occur. When the school looked at their current curriculum, they realized they did not have a formal library curriculum. Therefore “students at Grady were not receiving the full potential of guided support in reading and information skills that an effective, collaborative library curriculum plan would allow” (Scott and Plourde 421). Developing an effective library curriculum that was integrated into the school curriculum was the first step for GES to increase collaboration with the librarian and classroom teacher, thereby increasing student achievement (Scott and Plourde 422).
The changes made by these two schools were an effort to increase collaboration between the librarian and the classroom teachers in order to improve student achievement. Both schools involved the librarian in the curriculum design process, and according to Marcoux when there is collaboration in the design of lessons, there is also an increased awareness of each other’s role in the lesson, which in turn benefits the students involved (21).

Teaching Digital Citizenship

The second section of this review addresses the school librarian’s role in teaching students to be good digital citizens. Being a good digital citizen is a skill needed for success in the future and the workplace. The Children’s Internet Protection Act (CIPA) requires schools to have a safety policy in place for students’ use of the Internet. The American Association of School Librarians (AASL) also has standards for Internet use that will help students be successful. In addition President Obama’s ConnectED Plan recommends increasing student access to and familiarity with technology.

Part F, section 3601 of the original CIPA states that schools cannot use federal money to purchase any computers to be used for Internet access or for direct access costs for the Internet unless they have an Internet safety policy for minors in place. The policy must include protection for minors against obscene materials, child pornography, or anything harmful to minors (Children’s Internet, FCC). The new provisions that were put forth by the Federal Communications Commission (FCC) in 2011 have two additional requirements for federally funded schools. They are: “1) Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, [schools] must provide for educating minors about appropriate online behavior, including
interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response” (Children’s Internet, FCC). The latter is where the role of teaching digital citizenship comes in for school librarians.

“Students today need to be more information literate than ever in this digital age. Particularly since information crowds cyberspace, often unfettered, the need for students to access authentic and useful resources, as well as interpret and apply those findings, becomes of paramount importance (Farmer 1).

AASL published its Standards for the 21st Century Learner in 2007. These are standards that school librarians use when designing library curriculum. AASL recommends that ethical behavior must be taught to learners when they are accessing information online (“Standards” 2). This belief relates directly to the FCC requirement that students be taught appropriate online behavior. School librarians are indispensable to schools because they are prepared to teach these standards, which allow their schools to comply with the federal mandates.

According to Kathy Fredrick, librarians already address digital citizenship when they work with students on research skills, so this is another way to advocate for keeping trained school librarians (21). Not only do school librarians teach students about digital citizenship, but Rob Darrow states that they inform teachers as well, and then support the teachers in their classes when working with students on the Internet (50).

According to the article by Jan Helen, finding information is not the problem anymore, it is being able to evaluate the information to see if it is needed and appropriate. One tool being used to teach students how to evaluate their sources is the TRAAP test. This acronym is geared toward high school and college students, and it helps students remember to check their sources
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for timeliness, relevance, authority, accuracy, and purpose (“TRAAP”). Another mnemonic device that was written by Karen M. Christensson, an elementary school librarian, is RADCAB. This acronym has reminds students to check their sources for relevancy, appropriateness, detail, currency, authority, and bias. This idea of evaluating sources is embedded in the AASL standards. Learners are to be able to “evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context” (“Standards” 4).

Skills in the third standard of the AASL’s standards include respecting copyright, following ethical and legal guidelines, and practicing safe and ethical behaviors in personal communication with an electronic device. The AASL standards support the school librarian’s role as a teacher of digital citizenship (Moreillon 26). Respecting copyright law is a practice students will use throughout their school career. One resource that can be used for this purpose is a website sponsored by the Electronic Frontier Foundation, *Teaching Copyright*, that provides lesson plans on copyright issues (Byrne 15).

Judi Moreillon states that teaching digital citizenship is a way for school librarians to take a leadership role in the school community. President Obama’s ConnectED Plan “calls for increasing student access to online resources, improving teacher training, and building on private-sector innovation in technology (26). While “digital citizenship” is not mentioned in the ConnectED Plan by name, digital citizenship skills are described there.

Following ethical and legal guidelines and practicing safe and ethical behaviors in personal communication with an electronic device are skills that can be developed with the school librarian, teachers, and students together. According to Baum, there are five things

School librarians are fundamental to student success. The first two things are to have a curriculum in place that teaches students about cyber ethics and online safety rather than relying solely on an Internet filter. Next is to use Internet websites to teach students about cyber ethics. This allows them to practice safe behavior while learning about it at the same time. The last two things educators can do is to create an Internet use policy and to have students make a pledge to follow the guidelines set forth by the school policy (Endicott-Popovskyy).

Library 2.0

The school library is a place where all students and educators have access to use new technologies. According to AASL, all students deserve equitable access to all information, including that accessed through technology (“Standards” 4). School libraries are equipped with computers for students to use, and many have laptops, tablets, i-Pods, and e-readers for students and teachers to check out. The use of technology is fundamental in the success of students.

The Library 2.0 movement was started in 2005 by Michael Casey on his blog, Library Crunch. According to an article by Jill M. Sodt and Terri Pederson Summey, the Library 2.0 ideas are about library technology constantly changing to meet the needs of its patrons (98). Library resources are becoming increasingly available to students through the use of the Internet, and this phenomenon will continue to increase. Libraries at all educational levels can provide students with needed resources both on and off campus.

Several technologies that fall under the Library 2.0 movement can be used to increase student achievement. It was shown that libraries in British Columbia that were in higher
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Achieving schools had 52% more computers with access to the Internet and double the number of computers with access to the library catalog than the lower achieving schools (Haycock “Connecting” 44).

According to Harada and Donham, librarians who are experienced with technology have a responsibility to the students and the teachers in their buildings to integrate technology into the learning environment. Katherine Parr states that effective media centers provided a computer network that is accessible to library patrons from anywhere there is online access; they no longer have to actually be in the physical library. Ideally they also had the funding needed to provide students with access to online databases (18).

One of the research questions asked by Ruth V. Small, Jaime Snyder, and Katie Parker in New York related to how the school librarians influence student and teacher use of technology. Their results showed librarians that promote the use of technology and have more technology available for the students positively impact student achievement (16). Researchers are now finding a clear link between technology and student achievement because students tend to be more engaged in their learning when they are using technology (“Technology” 2).

While studies show students are actively using technology provided in libraries, use of mobile technology is increasing, and access to library resources on mobile devices will also increase. This is a trend, not only in university libraries, but in elementary, middle, and high schools as well. The results of a national survey were reported in 2012, and 34% of United States K-12 school districts, 5,146 districts, responded to the survey. It was found that the fastest growing technologies are tablets and e-readers, and 21% of the schools are now using a Bring Your Own Device (BYOD) program where students can use their personal devices at
School librarians are fundamental to student success (Rosales). Prepared librarians are able to handle the task of integrating mobile technology usage with existing library resources.

Kathryn Johns-Masten and Emily Thompson report on using iPods in the library for educational purposes. Their library was looking for the best way to replace their Flip cameras because they were losing the cameras to wear and loss (16). They decided on the iPod touch 5 because the iPod is a mobile device that produces high quality video and sound, and it is also a well-known brand. The iPods also have Wi-Fi capabilities, so students can access the Internet and transfer their videos via the cloud (18). The iPods not only provide students with a way to record their data, but they can also use them to do research and practice the 21st century skills required to be a successful digital citizen.

Social networking tools being used by librarians to increase student involvement and professional networking. MySpace and Facebook started the trend, which gave students a way to collaborate with each other online, rather than finding a time and place to meet face-to-face (Sodt and Summey 99). While social networking sites are still used by all levels of people in the field of education, they have evolved. Additional online social networking tools include Moodle and Twitter.

Moodle is an open-source site used by educators as a virtual learning environment. This means that the site is free to use as long as the initial user (teacher or librarian) gives access to their students (Dinaro 41). Moodle allows teachers and students to work collaboratively by having online discussions of the class topic. Teachers can also use their Moodle site to give students access to their class notes, reviews, and even tests and quizzes (Dinaro 42). Two examples of ways school librarians can use Moodle are to create lessons using Moodle to teach
classroom teachers how it can be used in the classroom and to have virtual books clubs where students can join and have online discussions about the different books (Johnson 98). Moodle can be used both in school and outside of the school day; and by students, teachers, and librarians, which can increase communication and student support for greater achievement.

Twitter is a social media site that can be used in education. Twitter can be used for keeping students and parents informed of school business, but it can also be used to create a collaborative community among students. For example, because tweets are limited to 140 characters, they can be used to practice summarizing. Another way Twitter can be used in literacy education is to create a story where all students contribute their part of the story with a tweet, which would then move on to the next student (Barone and Mallette 378).

Agnes Erich writes about Library 2.0 and the importance of bringing the library into the future. One of the main things she mentions in her article is for 2.0 libraries to provide “a library available to anyone, a library available anywhere...and permanent availability” (125). All three aspects point to the importance of providing technology to make information readily available to students at all times. School libraries are changing and the new school library is a place where all students have equal access to technology. Research shows that when technology is involved in the learning process, student achievement increases. School libraries can provide both teachers and students with the tools and resources they need to be successful digital citizens.

Conclusion

Even with all of the research, school libraries are being closed, school librarian positions are being eliminated and program budgets are being cut. A school library with a qualified
school librarian who collaborates with teachers positively impacts student achievement. The results of this research can be used as evidence to show the importance of having a quality library program with a trained school librarian who is willing to effectively collaborate with teachers.

School libraries staffed with professionally trained, certified librarians make a difference in the success of the students in their building. Trained librarians have the skills needed to do what is best for their students and teachers. They are an integral part of the school environment and have the opportunity to make a difference in the academic success of every student. Furthermore, in accordance with federal laws such as CIPA, librarians are fundamental to keeping schools compliant with existing and future laws regarding Internet usage by minors. Additionally, school librarians assist students by providing instruction and access to different technologies, including personal mobile devices. The increase in the use of mobile devices and different types of technologies for academic purposes is an issue that trained school librarians can address when looking at their school’s information access. These three characteristics provide evidence of the necessity of keeping well prepared school librarians in the library.

Finally, what does all this mean for libraries and school librarians in the future? Evidence shows that school library media programs have a positive correlation with student achievement. Well prepared, full time librarians are necessary to make credible information available to students, as well as preparing students to evaluate their own information.
CHAPTER 3
WHAT THE RESEARCH SHOWS

Introduction

School librarians and school libraries have a positive effect on student achievement. The research provided in chapter two answers four questions. What is the relationship between having a well prepared, full-time librarian on staff and students’ test scores? How does a school librarian teaching students digital citizenship support student success and the school’s compliance with federal mandates? How does a school librarian who promotes the use of technology in learning affect student achievement?

Well Prepared, Full-time Librarian

The research shows that student achievement, especially in the areas of reading and writing, increases when they have access to a school librarian who is available and prepared to meet their needs. The studies presented in chapter two use state or national test scores to show an increase in reading and/or writing scores in schools that have a librarian who has been educated and certified in the field of library science.

One aspect of being a prepared librarian includes the ability and willingness to collaborate effectively with classroom teachers. Research shows that collaboration between the school librarian and classroom teachers increases student learning. School librarians are qualified to teach students information literacy skills according to AASL’s Standards for the 21st Century Learner. They increase students’ ability to think critically and to complete the research process.
Digital Citizenship

Federal law mandates that public schools must have an Internet safety policy in order to receive federal funding. This idea corresponds with the AASL’s *Standards for the 21st Century Learner* for designing library curriculum. Federal requirements put the school librarian in a central teaching position in a school because all of the students need to learn how to become good digital citizens.

Digital citizenship is more than being able to do research online. Students learn how to take the plethora of available information that is online and evaluate it in order to know if it is quality information that is suitable for their purpose. In addition to evaluation sources, students are taught how to follow copyright laws by accurately citing the sources they use. Proper conduct while participating in online discussions or sharing information online is also part of learning to be a good digital citizen. All of these skills are essential for students to be successful in the 21st century.

Technology Tools

Another way school libraries and school librarians can have a positive impact on students’ achievement and success is by providing them with technology to use in the learning process. Research shows that schools where students have access to technology through the school library have an increase in student achievement. Students are more motivated and connected to their learning when technology is used. The school library provides students with access to the tools they need to be successful and instruction on how to use them.
As school libraries move into the future, the use of technology in education will continue to increase. School librarians can show teachers how to use online tools such as Moodle, and Twitter to enhance student learning in the classroom. They can also use these tools to increase student involvement in the library program. The use of technology in school libraries increases a student’s ability to access information outside of the school building. The 21 century skills that students need to be successful in school and in the workforce can all be learned in a school library facilitated by a well prepared school librarian.
American Association of School Librarians "School Libraries & Student Achievement in Ontario."


--- "Connecting British Columbia (Canada) School Libraries and Student Achievement: A Comparison of Higher and Lower Performing Schools with Similar Overall Funding."


