

Program Brief

“TEACHERS AND SCHOOL LIBRARIANS: COOPERATION MODELS”

A lecture by

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Amerika Haus

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RESEARCH DIRECTION

My research primarily focuses on the engagement of people and their information worlds, and how this interaction can be understood to facilitate professional action and change, and make a difference to individuals, organizations, societies and nations. Drawing on an intellectually diverse and rich multidisciplinary base, it focuses on the interconnectedness of people, information and knowledge, the development of creative and responsive information and knowledge infrastructures that can make a difference to individuals, social groups, institutions and organizations, and facilitate professional action and change.

Against this broad backdrop, my research continues to specifically focus on the transformative role of school libraries in 21st century schools, their integral role in the learning fabric of schools, and their role in ongoing school improvement and reform.

My research has three interrelated foci:

1. *Understanding how children learn and build new knowledge from information.* This includes information seeking and use, knowledge construction and representation, and charting changes in knowledge;
2. *Information utilization for learning.* This includes understanding how school librarians and classroom teachers can more effectively empower student learning; and how the development of information and critical literacies through guided inquiry and constructivist learning approaches lead to the development of deep knowledge and understanding;
3. *Evidence-based practice for school libraries.* This centers on understanding the transformative role of professional practice founded on a strong evidence base, welding together research, experience, insights and systematic measures. It embraces evidence for practice, evidence in practice, and evidence of practice.

CURRENT APPOINTMENT

- ▶ Associate Professor – Rutgers University, School of Communication, Information and Library Studies (SCILS)
- ▶ Director – Rutgers University, Master of Library and Information Science (MLIS) Degree Program
- ▶ Director – Center for International Scholarship in School Libraries (CISSL)

QUALIFICATIONS & HONORS

- ▶ Doctor of Philosophy, University of Technology, Sydney, 1996.
Thesis title: “information utilization: a cognitive analysis of how girls utilize drug information based on Brookes’ Fundamental Equation $K[S] + \Delta I = K[S + \Delta S]$ ”
- ▶ Master of Arts (Library Science), Outstanding Student Award, Kuring-Gai College of Advanced Education, Lindfield, NSW, 1989.
- ▶ Rutgers University, SCILS – Library & Information Science Department Distinguished Achievement in Service Award, 2006.
- ▶ Honorary Membership, Outstanding Service and Support to School Library Media Centers. Presented by Kentucky School Media Association, 2006.
- ▶ Rutgers University, SCILS – Library & Information Science Department Distinguished Service in Support of Teaching Award, 2005.

RECENT PUBLICATIONS

- ▶ TODD, R. (2007). Chapter "Evidence Based Practice and School Libraries: From Advocacy to Action" in Harada, V. & Hughes, S. (eds.). Principles & Practice Volume 3 "School Reform and the School Library Media Specialist", Libraries Unlimited.
- ▶ TODD, R. (2006). Chapter 5 "Negotiating the Web: Language, Critical Literacies and Learning" in Gibbs, D. & Krause, K. (eds.) Cyberlines 2.0 Languages and Cultures of the Internet (2nd edition), James Nicholas Publishers. ISBN: 1 875 40842 8.
- ▶ TODD, R. (2006). School Libraries and Evidence-Based Practice: An Integrated Approach to Evidence. *School Libraries Worldwide*, 12 (2), 31-37.
- ▶ TODD, R. (2006). Reflections & Actions: School libraries and the VELs: Great minds at work. *Synergy*, 4 (2), 5-6.
- ▶ TODD, R. (2006). Forward for "Making the Writing & Research Connection with the I-Search Process: A How-To-Do-It Manual for Teachers & School Librarians (2nd edition) by J. I. Tallman & M. Z. Joyce.
- ▶ TODD, R. (2006). From information to knowledge: charting and measuring changes in students' knowledge of a curriculum topic. *Information Research*, 11 (4).
- ▶ TODD, R. (June 2006). Ross to the Rescue - Rutgers' Ross Todd's Quest to Renew School Libraries. *School Library Journal*, Cover, p 44-47. Available at: <http://www.schoollibraryjournal.com/article/CA6320013.html>
- ▶ Todd, R. (2005). "Report of Phase Two of Delaware School Library Survey: Student Learning through Delaware School Libraries", Part 1 Background, Theoretical Framework, Methodology and Findings". Delaware: CISSL.
- ▶ Todd, R. (2005). "Report of the Delaware School Library Survey 2004 - On behalf of the Governor's Task Force on School Libraries", Delaware: CISSL.
- ▶ TODD, R. & KUHLTHAU, C. (2005). Student learning through Ohio school libraries, Part 1: How effective school libraries help students. *School Libraries Worldwide*, 11(1), 89-110.
- ▶ TODD, R. & KUHLTHAU, C. (2005). Student learning through Ohio school libraries, Part 2: Faculty perceptions of effective school libraries. *School Libraries Worldwide*, 11(1), 89-110.
- ▶ TODD, R. (2004). Interventions that matter: Student learning through effective school libraries. *Synergy*, 2(1), 32- 41.
- ▶ Todd, R. & Kuhlthau, C. (2004). "Student learning through Ohio school libraries: Background, methodology and report of findings". Columbus, OH: OELMA.



RECENT PRESENTATIONS

- ▶ March 30, 2007. (Invited) Presentation: "Part 1: If We Venture Beyond Information Literacy, What Do We Find?" Presented at the New England Educational Media Association (NEEMA) Conference, Boston, Massachusetts.
- ▶ March 26, 2007. (Invited) Keynote Address: "If Information Literacy is the Solution, What is the Problem? If Information Literacy is the Problem, What is the solution?" Presented at the Librarians Information Literacy Annual Conference LILAC 2007, Manchester, England.
- ▶ March 23, 2007. (Invited) Plenary Session: "Modeling the Zones of Intervention". Presented at the School Library Association of Victoria (SLAV) "Inquiring Minds! Approaches to the Victorian Essential Learning Standards" Conference, Melbourne, Australia.
- ▶ March 2, 2007. (Invited) One Day Seminar: "Leading Learning through the School Library: A Guided Inquiry Approach." NSW Department of Education and Training. Cockle Bay Wharf, Sydney, Australia.
- ▶ November 4, 2006. (Invited) Conference Summary: "Learning in the 21st Century: The Role of the School Media Program." Presented at the 2006 School Library Journal Leadership Summit, Chicago, IL. <http://extras.schoollibraryjournal.com/summit/index.html>
- ▶ October 3, 2006. (Invited) Address: "School Libraries Work!" Presented at the School Libraries Work: How to Make it Happen! Convention given by The New York Library Association & Scholastic Inc. to New York State Assemblywomen, State Senators, Dignified State Education Department Directors,

- American Association of School Librarians President, School Library Journal Editor-In-Chief, and other Library & Education Dignitaries, NY, NY.
- ▶ September 21, 2006. (Invited) Seminars: “Ban Those Dinosaur Units: Implementing Independent Research Through Guided Inquiry” and “The Leading of Learning Through the School Library.” Presented at The Scottish Learning Festival, Glasgow, Scotland.
 - ▶ July 4, 2006. (Invited) Keynote Address: “From Learning to Read to Reading to Learn: School Libraries, Literacy & guided Inquiry.” Presented at the 35th Annual Conference of the International Association of School Librarians (IASL): The Multiple Facets of Literacy, Lisbon, Portugal.
 - ▶ May 29, 2006. Invited Speaker: “From Information to Knowledge – Learning in Digital Age Schools.” Presented at the Libraries in Digital Age Conference, Dubrovnik, Mijet, Croatia.
 - ▶ April 28, 2006. (Invited) Keynote Address: “Designing & Transforming Learning Through the School Library”. Workshops: “Learning Through the School Library: 21 Strategies to Demonstrate Learning” and “Authentic Research & Authentic Learning through Information Technology”. Presented at the RIEMA Conference, Providence, RI.
 - ▶ March 3, 2006. (Invited) Keynote Address: “Making School Libraries Part of School Reform”. Workshop: “From Information to Knowledge; Managing the Infoglut and Leading School Reform”. Presented at the New England Educational Media Association Leadership Conference, Boston, MA.

GRANTS

- ▶ 2006 – 2007. Pennsylvania Department of Education’s Office of Commonwealth Libraries. “School Administrator’s Support for School Libraries: The Impact on Student Achievement”. \$80,000. Ross Todd, Carol Gordon and Ya-Ling Lu.
- ▶ 2006. Kent State University Institute for Library and Information Literacy Education (ILILE). “School Librarian – Classroom Teacher Instructional Collaboration”. \$30,000. Ross Todd and Jannica Heinstrom.
- ▶ 2005 – 2006. Rutgers University: The President’s Program for Research in Service to New Jersey: “The Impact of School Libraries on Student Learning in Abbott Schools of NJ”. \$10,000. C. Kuhlthau. R. Todd & M. Winston.
- ▶ 2004 - 2006. Delaware: Governor’s Task Force on School Libraries. “School Libraries Infrastructure” and “Student Learning through Delaware School Libraries”. \$50,000. R. Todd and C. Kuhlthau.
- ▶ 2003 – 2005. Institute for Museum and Library Services (IMLS) National Leadership Grants for Libraries. “Impact of School Libraries on Student Learning”. \$220,549 R. Todd, C. Kuhlthau & N. Wacholder.

ARTICLES

ROSS TO THE RESCUE! - RUTGERS’ ROSS TODD’S QUEST TO RENEW SCHOOL LIBRARIES

By Brian Kenney, *School Library Journal*, April 2006

When we brainstormed about how to depict Ross Todd on our cover, there was no shortage of ideas: guru, rock star, prophet. Anyone who’s heard Todd speak will sympathize. The man is tremendously charismatic; his delivery impassioned; his speech, at turns playful and serious, tumbles forth nonstop. He’s also a bit of an iconoclast, albeit a loving one, and after an hour with Todd, listeners are likely to be left in a slightly uncomfortable state. Proud of what school librarians accomplish, yes. But also anxious about the unrealized potential of school libraries and energized to try and connect his ideas to practice.

SLJ last spoke with Todd in 2004, when he and Carol Kuhlthau, his colleague at Rutgers University’s Center for International Scholarship in School Libraries (CISSL), had completed their groundbreaking study, *Student Learning through Ohio School Libraries*. Surveying more than 13,000 students, the study showed that 99.4 percent of students believe school libraries and their services helped them become better learners. Commissioned by the Ohio Educational Library Media Association (OELMA), it was the first comprehensive study based on students’ evaluation of their media centers.

An Australian, Todd was for many years on the faculty of the University of Technology, Sydney. An early advocate for information literacy, he published articles throughout the 1990s on information literacy and learning. In 2001, at the International Association of School Librarians Annual Conference, he introduced to the school library world the idea of evidence-based practice. Evidence-based practice focuses on two things, Todd explained. It's using best evidence in making decisions about your role and gathering evidence on teaching and learning within your library. (For a terrific profile of evidence-based practice, see Eric Oatman's "[Overwhelming Evidence](#)," January 2006.)

In 2001, Todd joined the faculty of Rutgers University and today is an associate professor in the School of Communication, Information, and Library Studies and director of research for CISSL.

What impact has the Ohio study had?

Before I get into that, there's a recent paper that every reader of *SLJ* should take a look at. It's called "Enough Already?: Blazing New Trails for School Library Research," and was published in *School Library Media Research* [<http://www.ala.org/ala/aasl/aaslpubsandjournals/slmrb/editorschoiceb/lance/interviewlance.cfm>]. It's an interview with Keith Curry Lance by Daniel Callison and it's a wonderful statement of where the research is at today and where we need to go. It's thought provoking and beautifully presents some challenges for our field.

What are those challenges?

The first challenge is the macro challenge: understanding the relationship between school libraries and student learning. I've had a deep concern over many years that school libraries have been marginal to school reform. They've not been really seen as a central player. For example, literacy or technology initiatives have not often represented school libraries as one of the stakeholders. The broader concern of understanding and establishing through a coherent research program the relationship of school libraries to student learning is absolutely fundamental, and I think that the landmark studies that Keith [Curry Lance] and his colleagues in various states [have done] respond to that challenge.

What have we learned from those studies?

That there is a positive relationship between school libraries with certain dimensions in place and student achievement. Keith's research over a long period of time has identified some of those dimensions: quality collections, certified school library media specialists, a technology infrastructure, an information literacy program, professional development, and so on. This work is very, very important in our field. And the way that it's been done, on a state-by-state level, is important because of the political agenda as well. So that's one critical challenge, and I'm not convinced that we've arrived at meeting that challenge.

What's the micro challenge?

The question that has driven both Carol Kuhlthau and I is how do you move from saying, yes, good school libraries make a difference to student achievement to actually improving practice in an individual school? How do we get the micro-understanding of the practice of school librarians in a way that enables us to continually improve practice? How do we build on this important foundational and highly significant work and at the grassroots level improve our own practice? It's fine to say that school libraries impact student achievement. But what do you do when you get the school principal or the community member or a school board member—I've had them say this to me, "That's all well and good, Ross, but I don't see that happening in my school." And that deeply concerns me because we want this research to not just say school libraries are good and for it to play a very important role in the political agenda. We want this research to bring a cycle of renewal, bring a cycle of continuous improvement.

How do you bring about this cycle of renewal?

The direction we've gone in this research, underpinned by what we did in Ohio, was to get an understanding of what goes on in some schools and use that as a basis for renewal. In Ohio, we chose to look at exemplars of best practice. By getting a picture of how school libraries in a best-practices scenario impact student learning, we have some basis for understanding the dynamics of practice far more richly.

So what should school librarians do?

In some respects—and I say this with all kindness because this profession is very, very dear to my heart, my soul, my whole life—we’ve played the victim. While that might seem unkind, we’ve kind of said: “Well, nobody understands what I do, nobody appreciates me, and look, here’s all of this data out there that says school libraries are good and important and impact student achievement.”

Philosophically, at a deeply personal level, I’m very much action-oriented, and I believe that nobody is going to rescue school librarians but themselves. So part of that renewal and continuous improvement has to stem from them. They have to think about what all of this research tells us, reflect on that, and decide what steps I can take today that can really enhance the role of my school library in terms of student learning outcomes.

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FULL TEXT:

<http://www.schoollibraryjournal.com/index.asp?layout=articlePrint&articleID=CA6320013>

IT’S ALL ABOUT GETTING ‘A’S

By Ross Todd, *Update Magazine*, January 2006

In a major US project, more than 10,000 pupils have been revealing how their school librarians have taught them how to get the most out of information sources. Ross Todd gives us the background.

‘My school’s librarian taught me and the whole class how to look for and find the right information. I did all of my research in my school library, and got an “A” on the project.’

The rapid growth of information in multiple formats and text types poses some significant challenges to schools. How do we provide instruction that enables students to find their way through this diverse information landscape and develop deep understanding of their curriculum topics, of the world around them, and of themselves as human beings? The dynamics of effective learning in an information-age school are complex. How do children learn in diverse and increasingly technological information environments? How do they build new knowledge from information, going beyond the superficial gathering of facts and copying ideas, to transforming ideas into new understanding?

Essential competencies

It is very clear that students do not learn simply by being put in front of a range of websites or library sources. An extensive body of research about how students learn from information sources shows that students face high levels of information overload; are unable to manage and reduce large volumes of information; fail to create effective search queries and navigation paths; have poor research strategies; have a high expectation that technology will make up for poor searching techniques; don’t question accuracy or authority of information; and have a tendency to plagiarise.¹

These problems highlight the importance of providing learners with a range of information and critical skills to help them in searching for and locating information; selecting information on the basis of relevance and quality; structuring and organising information to represent their understanding of their topic; and presenting their new understanding in appropriate ways.

Information literacy (IL) refers to the range of intellectual scaffolds that enable students to effectively connect with, interact with and use information in all its forms (electronic, print, and popular culture) to construct sense, new knowledge and deep understanding. Information literacy provides students with the intellectual keys to open the world of ideas in diverse and often conflicting resources, to read in a way which builds deep knowledge of their topics, to present their new knowledge, and to share it with confidence. Information literacy is the connection between learning to read and reading to learn.

Essentially, IL revolves around three types of intellectual scaffolds:

Reception scaffolds: skills that help learners in garnering information from the diverse sources, identifying important information and organising and recording what they gather; that enable students to define their information needs, frame questions, explore ideas and formulate a focus to their research.

¹ R. Todd. ‘Accessing Networked Information: research, issues and implications.’ *The New Review of Information Networking*, 6, 2000, pp. 61-79.

Transformation scaffolds: skills that help learners in transforming the information they have received into some other form appropriate to the task; that enable them to analyse and synthesise ideas to create their own evidence-based perspectives and understanding; and that enable them to evaluate solutions and reflect on new understanding. This involves the ability to impose a coherent structure on information, e.g. laying out an argument with claims, evidence and rebuttals, and grouping ideas in meaningful sequences.

Production scaffolds: skills that help learners in using technology and information tools and processes to create information products that accurately represent their newly developed understanding – whether a research paper, a presentation, a poster, or multimedia product; and that enable students to communicate ideas using oral, written, visual and technological modes of expression – individually or in teams.²

Role of school libraries and school librarians

Research evidence³⁴⁵⁶ shows that school libraries and school librarians can play a central role in developing information literacy across the school. Specifically it shows that when the school librarian works as an instructional partner with classroom teachers in the development of information literacy that is integrated into curriculum content, this improves scores in standardised tests, exams and research assignments. The model of the ‘School Library as a Dynamic Agent of Learning’ illustrates the importance of information literacy in enabling students to transform information from many sources into personal knowledge. This model emerged out of a large research project undertaken by Todd and Kuhlthau – ‘Student Learning through Ohio School Libraries’ – which involved 13,123 students and 880 teachers and school administrators from 39 schools across Ohio.

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FULL TEXT:

<http://www.cilip.org.uk/publications/updatemagazine/archive/archive2006/january/toddjan06.htm>

PUBLICATIONS & STATISTICS

SCHOOL LIBRARIES WORK!

Research Foundation Paper, 3rd edition, updated 2008

Preface:

School Libraries Work!

School Libraries Provide Equal Opportunities for Learning and Achievement to All Students.

We live in the Information Age, and because we do, information literacy has become universal currency—the single common denominator required for success at any stage of life. This is especially true for our children who, now more than ever, must be equipped to access, use, and evaluate information competently in both print and electronic formats.

Resource-rich school libraries and credentialed school librarians play key roles in promoting both information literacy and reading for information and inspiration. When staffed by qualified professionals trained to collaborate with teachers and engage students meaningfully with information that matters in the real world, school libraries become sophisticated 21st-century learning environments that offer equal opportunities for achievement to all students, regardless of the socio-economic or education levels of the community.

² B. Dodge. A Scaffolding Strategy (<http://projects.edtech.sandi.net/staffdev/presentation/scaffolding.htm>).

³ K. Lance. ‘Proof of the Power: recent research on the impact of school library media programs on the academic achievement of US public school students’. *Eric Clearinghouse on Information & Technology*, 2001.

⁴ D. Loertscher and B. Woolls. *Information Literacy Research: a review of the research. A guide for practitioners and researchers*. 2nd edn. Hi Willow Research and Publishing, 2002.

⁵ R. Todd and C. Kuhlthau. ‘Student Learning through Ohio School Libraries. Part 1: How effective school libraries help students.’ *School Libraries Worldwide*, 11(1), 2005, pp. 63-88.

⁶ R. Todd and C. Kuhlthau. ‘Student Learning through Ohio School Libraries. Part 2: Faculty perceptions of effective school libraries.’ *School Libraries Worldwide*, 11(1), 2005, pp. 89-110.

This research foundation paper, updated from the 2006 edition of *School Libraries Work!*, brings together position statements from a variety of organizations and findings from nearly two decades of empirical studies that cite the measurable impact school libraries and library media specialists have on student achievement. It includes excerpts from a Congressional presentation made by the National Committee on Libraries and Information Science in June 2007; the results of new studies from Delaware, Indiana, Wisconsin, and the Canadian province of Ontario; as well as new data, statistics, resources, and strategies to help principals, school board members, teachers, and library media specialists support and improve their library media centers. Since *School Libraries Work!* was first released in 2004, more than 200,000 copies have been distributed in print to school administrators across the country. As you will see, mounting evidence affirms that school libraries staffed by certified library media specialists *do* make a measurable difference on school achievement. Whether that achievement is measured by standardized reading achievement scores or by global assessments of learning, school libraries and library media specialists are a powerful force in the lives of America's children.

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An Effective School Library...

- Is accessible to the total school community, on site or remotely
 - Is cost effective because one book is used by many
 - Provides flexible scheduling and timely access to the collection by all students
 - Offers a broad range of materials—reference, fiction, and nonfiction
 - Addresses a broad range of reading levels
 - Minimizes loss through cost-effective tracking systems
 - Supports learning to read and reading to learn with informational and imaginative text and literature
 - Adds new resources throughout the school year to keep collections dynamic
 - Creates a sense of ownership that is shared by the entire school community
- Roscello, Frances and Patricia Webster (2002). *Characteristics of School Library Media Programs and Classroom Collections: Talking Points*. Albany, NY: Office of Elementary, Middle, Secondary, and Continuing Education, New York State Education Department.

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Certified School Library Media Specialists and School Libraries Are Vital to High Achieving Schools.

Direct correlation can be made between student achievement and school library programs led by library media specialists whose dual teaching certification uniquely qualifies them to...

- Provide leadership in the school for achieving school Mission, Objectives, and Strategies
- Manage information by providing intellectual and physical access to information in print, media, and online resources, either local or Web-based
- Collaborate with teachers to meet the intellectual needs of students
- Collaborate with teachers regularly to provide resources and activities for course, unit, and lesson integration
- Assist teachers and students to search out their information needs, critically evaluate the materials they locate, and use technological means to synthesize their findings into new knowledge
- Promote reading advocacy by matching students to books in all formats, including print, audio, and e-books
- Teach information skills
- Organize, manage, and maintain a collection of valuable resources
- Provide resources and activities for students that are meaningful now and in the future
- Share the findings of reading research with teachers
- Promote resources and activities that spark student interest in reading, learning, and achievement through the school years
- Maintain a supportive and nurturing environment in the library and network environment to increase student satisfaction and achievement

—Woolfs, Blanche. (2008). *The School Library Media Manager*, 4th Edition. Westport, CT: Libraries Unlimited (in publication).

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FULL TEXT: http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf (pdf)

READING CRISIS? DO TODAY'S YOUTH READ LESS THAN PAST GENERATIONS?

CQ Researcher, February 22, 2008

The number of Americans who read for pleasure has been dropping for decades, and now recent data show the lowest levels ever, especially among Americans ages 15 to 24. At the same time, reading scores among teenagers are dropping. Some literacy experts are declaring the situation a crisis. They warn that with fewer fluent, habitual readers, America may soon lack not only the skilled workers needed for an information-based economy but also the informed voters crucial to democracy. Others dismiss such views as alarmist, arguing the data don't capture the large amount of online reading today, especially by young adults. Technology experts also note that computers and video may be simply changing the form of literacy needed today, just as the printing press and typewriter did in ages past. While book reading formed the core of 20th-century literacy, in the 21st century literacy is more likely to mean writing blogs and instant messages as well as skimming online video and audio, along with text, to gather information.

For full text please contact the American Reference Center at: arc@usembassy.at

READING FIRST AND EARLY READING FIRST: BACKGROUND AND FUNDING

CRS Report for Congress, Congressional Research Service/ Library of Congress, updated January 7, 2008

Summary: The Elementary and Secondary Education Act (ESEA), including the Reading First and Early Reading First programs, is being considered for reauthorization by the 110th Congress. Both reading programs were originally authorized by the No Child Left Behind Act (NCLBA) of 2001 (P.L.107-110). Reading First and Early Reading First were authorized at \$900 million and \$75 million, respectively, for FY2002 and such sums as may be needed for the succeeding five fiscal years.

In FY2008 Reading First funding was cut by over \$636 million in response to criticisms of the program's administration. FY2008 funding for the program is \$393.012 million. Early Reading First funding was also cut (but by a much smaller percentage). Its funding for FY2008 equals \$112.549 million.

Reading First and Early Reading First were created to broaden and expand existing reading programs to address concerns about student reading achievement and to reach children at younger ages. The Reading First program includes both formula grants and targeted assistance grants to states. For FY2002 and FY2003, 100% of funds, after national reservations, was allocated to states as formula grants. States are allocated funds in proportion to the number of children, aged 5 to 17, who reside within the state from families with incomes below the poverty line. All states receiving funds will receive at least one-fourth of 1% of the funds distributed to the states. Beginning with FY2004, 10% of funds in excess of the FY2003 appropriation or \$90 million, whichever is less, was to be reserved for targeted assistance state grants; however, the first targeted assistance award was delayed until FY2005 in order to allow more states to have sufficient data to meet the requirements for receipt of the award.

The Early Reading First Program is a competitive grant program with awards not to exceed six years. Local Educational Agencies (LEAs) eligible for Reading First grants, and community-based organizations (CBOs) serving preschool-age children, or combinations of one or more LEAs and or CBOs, may apply for these grants. This program, among other things, supports professional training, and provides preschool-age children with greater opportunities for exposure to highquality language and literature-rich environments to build pre-reading skills. ...

For full report please contact the American Reference Center at: arc@usembassy.at

DIGEST OF EDUCATION STATISTICS, 2006

U.S. Department of Education, National Center for Education Statistics, July 2007

The 42nd in a series of publications initiated in 1962, the *Digest's* primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest contains data on a variety of topics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, and federal funds for education, libraries, and international comparisons.

CHAPTER 7

Libraries and Educational Technology

This chapter contains statistics on libraries and the use of information technologies. These data show the extent of America's public access to information technologies outside of formal classroom activities. The data also provide a capsule description of the magnitude and availability of library resources.

The first section of the chapter (tables 415 to 421) deals with public libraries, public and private school libraries, and college and university libraries. It contains data on collections, population served, staff, and expenditures. Table 419 provides institutional-level information for the 60 largest college libraries in the country.

The second part of the chapter (tables 422 to 427) provides information on the availability and use of technology at school, home, and work. For example, the proportion of children using computers at school is shown over time. Also included are data on the use of home computers and the Internet by adults and school children, with comparisons among various demographic groups.

Related data may be found in other chapters of the *Digest*.

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Libraries

The average number of library staff per school with a library was 1.8 at public schools in 2003–04 and 1.2 at private schools in 1999–2000 (table 415). On average, public school libraries had smaller numbers of books on a per student basis (1,803 per 100 students) than private school libraries (2,857 per 100 students) in 1999–2000. The number of books on a per student basis in public school libraries (1,891 per 100 students) in 2003–04 was not measurably different from the number in 1999–2000. In 2003–04, public elementary school libraries had larger holdings than public secondary school libraries on a per student basis (2,127 books per 100 students, compared to 1,376 books per 100 students).

Between 1991–92 and 1999–2000, the increase in college library resources was greater than the increase in enrollment; after adjustment for inflation, the library operating expenditure per student rose 6 percent during this period (table 418). Between 1999–2000 and 2001–02, library operating expenditures per student dropped 5 percent. Overall, there was a net increase of 1 percent in library operating expenditures per student between 1991–92 and 2001–02. In 2001–02, the average library operating expenditure per student was \$460.

In 2004, there were 9,207 public libraries in the United States with a total of 805 million books and serial volumes. The annual number of visits per capita was 4.7, and the annual reference transactions per capita were 1.1 (table 421). ...

FULL TEXT OF CHAPTER 7: http://nces.ed.gov/pubs2007/2007017_7.pdf (pdf)

FULL REPORT: <http://nces.ed.gov/pubs2007/2007017.pdf> (pdf)

NUMBER OF LIBRARIES IN THE UNITED STATES

ALA Library Fact Sheet 1, American Library Association, June 2007

There are an estimated 117,378 libraries of all kinds in the United States today. No annual survey provides statistics on all types of libraries. ...

Public libraries (administrative units)		9,207
Centrals *	9,047	
Branches	<u>7,502</u>	
Buildings	16,549	
Academic Libraries		3,653
Less than four year	1,379	
Four year and above	2,148	
School Libraries		93,861
Public schools	76,807	
Private schools	17,054	
Special Libraries * *		9,181
Armed Forces Libraries		302
Government Libraries		<u>1,174</u>
Total		117,378

- * The number of central buildings is different from the number of public libraries because some public library systems have no central building and some have more than one.
- ** Special libraries include Corporate, Medical, Law, Religious, etc.

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FULL TEXT: <http://www.ala.org/library/fact1.html>

BASIC SUMMARY STATISTICS OF US LIBRARIES

U.S. National Commission on Libraries and Information Science, February, 2007

...

School Library Media Centers (NCES, 1999-2000)*

Schools (elementary, junior high school, and high school) have students in grades K-12 (ages about 5-18). The term "media centers" reflects the changing role of school libraries to include more diverse materials than just printed matter.

There were 110,000 schools with 50,000,000 students. 84,000 of the schools were publicly funded and 27,000 privately funded.

There were 94,000 schools with library media centers (77,000 in public schools and 17,000 are in private schools.) 92 percent of public and 63 percent of private schools had library media centers, and 97 percent of students in public schools and 82 percent in private schools were in schools with library media centers.

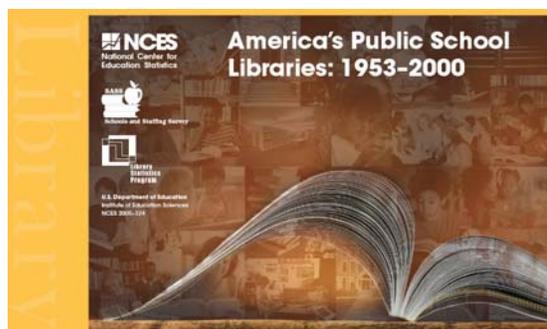
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FULL TEXT: <http://www.nclis.gov/statsurv/summarystats.pdf> (pdf)

AMERICA'S PUBLIC SCHOOL LIBRARIES: 1953-2000

U.S. Department of Education, National Center for Education Statistics, May 2005

Drawn from more than 25 sources, mostly federal reports and surveys, this booklet presents a history of federal legislation and national standards affecting school library media centers and key characteristics of school libraries at the national level, from 1953-54 to 1999-2000.



Introduction

The past 50 years have seen a dramatic change in the status of the school library. Since the early 1950s, almost 30,000 new school libraries have been established, and thousands of federally funded development and collection expansion projects have enhanced existing libraries in public elementary and secondary schools. At the same time, school libraries have evolved from having a primary focus on books to providing the rich array of resources found in the information centers of today.

This document begins with the 1953-54 school year, before federal funds became available to school libraries through the National Defense Education Act of 1958. Congress put school libraries on the education map when it passed the Elementary and Secondary Education Act of 1965 (ESEA), providing \$100 million specifically for school libraries. Until then they had been a “. . . stepchild of the library profession, and regarded by some school administrators as an appendage to the educational process rather than an integral part . . .,” according to Louise Sutherland, a program manager for school library programs in the Department of Health, Education, and Welfare’s Office of Education (Sutherland 1970, p. 192).

Some 20 years later, federal appropriations for school libraries had been folded into block grants and libraries had to compete with other school programs for funds, with mixed success. At the same time, the status of the school library had been elevated from stepchild and appendage to the “information base of the school,” according to the congressional testimony of Marilyn Miller (1988, p. 122), former president of the American Association of School Librarians.

* The Status of Public and Private School Library Media Centers in the United States: 1999-2000.
<http://nces.ed.gov/pubs2004/2004313.pdf>

The school library is the information base of the school. The school library serves as a point of voluntary access to information and ideas and equally as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Good school librarians work closely with teachers to integrate information seeking and use activities into curriculum units that are designed to deliver content as well as to equip students to locate, evaluate, and use effectively a broad range of resources: print, audio, video, tactile, and now electronic data systems.

Today, school library media centers are more directly addressed in federal education legislation and discussion, as seen in the inclusion of the Improving Literacy through School Libraries Program in the No Child Left Behind Act of 2001, and the White House Conference on School Libraries held in 2002.

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FULL TEXT: <http://nces.ed.gov/pubs2005/2005324.pdf> (pdf)

WHY CARE ABOUT SCHOOL LIBRARIES?

U.S. National Commission on Libraries and Information Science, March 22, 2005

- ***School libraries are critical for student achievement***
Across the United States, research has shown that students in schools with good school libraries learn more, get better grades, and score higher on standardized test scores than their peers in schools without libraries. From Alaska to North Carolina, more than 60 studies have shown clear evidence of this connection between student achievement and the presence of school libraries with qualified school library media specialists. ...
- ***School libraries have an important role in teaching***
Today's school librarians are important instructional partners or consultants in supporting and expanding existing curriculum. These media specialists are working with teachers to change what is possible in the classroom and support exciting learning opportunities with books, computer resources and more. ...
- ***School libraries are leading the way for technology use in schools***
No longer are school libraries just for books, they have become "school library media centers" with computer resources that enable children to engage meaningfully with a wide variety of information. These centers with trained staff support the use of electronic information resources not just in the center, but help to integrate these resources in classrooms and throughout the curriculum. ...
- ***School libraries inspire literacy***
When learners of all ages have the opportunity to read stories and explore information that matters to them, various forms of literacy and numeracy can emerge. Research has shown that school libraries have the tools to inspire literacy in learners of all ages. ...
- ***School libraries don't matter without highly qualified school librarians***
Research has shown that school libraries staffed by qualified library media specialists are needed to have a positive impact on student academic achievement.

FULL TEXT: <http://www.nclis.gov/info/WHYCAREABOUTSCHOOLLIBRARIES.pdf> (pdf)

IMPROVING LITERACY THROUGH SCHOOL LIBRARIES

CRS Report for Congress, Congressional Research Service/ Library of Congress, updated March 17, 2003

Summary: Improving Literacy Through School Libraries, Section 1251 of the No Child Left Behind Act of 2001 (P.L. 107-110), focuses on improving students' academic achievement by providing schools with up to date library materials and technologically advanced school library media centers staffed by professional school media specialists. This report discusses funding for the program, application criteria for local educational agencies, and approved local activities for school libraries. Depending on the amount appropriated, grants are awarded either competitively or as a formula grant.

For full report please contact the American Reference Center at: arc@usembassy.at

USEFUL LINKS

- **American Association of School Librarians**
<http://www.ala.org/ala/aasl/aasindex.cfm>
- U.S. Department of Education/ Institute of Education Sciences
National Center for Education Statistics – **Library Statistics Program: School Libraries**
<http://nces.ed.gov/surveys/libraries/school.asp>
- **U.S. National Commission on Libraries and Information Science**
<http://www.nclis.gov/>
- **American Library Association**
<http://www.ala.org>
- Colorado State Library & Colorado Department of Education & Library and Information Science (LIS) Program, Morgridge College of Education, University of Denver
Library Research Service – Research and Statistics about Libraries
<http://www.lrs.org/>

Please visit the homepage of the U.S. Embassy Vienna, Austria at: <http://www.usembassy.at>



The program page on **“Teachers and School Librarians: Cooperation Models”** will be available at:

<http://www.usembassy.at/en/embassy/photo/todd.htm>

Information about the services and resources of the American Reference Center is available at:

<http://www.usembassy.at/en/embassy/arc.htm>



This program brief was prepared by the American Reference Center.

For your convenience all links included in this brief are hyperlinked.

The brief will be made available on the program page at

<http://www.usembassy.at/en/embassy/photo/todd.htm>. For printouts of items referred to in this brief or for any additional information please contact the American Reference Center at: arc@usembassy.at.