

Volume 15, 2012

Approved April 17, 2012

School Libraries and the Development of Intellectual Agency: Evidence from New Jersey

[Dr. Ross J. Todd](#), Associate Professor, Director, Center for International Scholarship in School Libraries (CISSL), School of Communication & Information, Rutgers, The State University of New Jersey

This paper was presented at the AASL Educators of School Librarians Research Forum, Minneapolis, MN, October, 2011

Principal Investigators were Dr. Ross J Todd, Dr. Carol Gordon, and Dr. Ya-Ling Lu

Abstract

This paper presents selected key findings of the first phase of a multiphase research study commissioned by the New Jersey Association of School Librarians (NJASL) in 2009 and undertaken by the Center for International Scholarship in School Libraries (CISSL) at Rutgers, The State University of New Jersey. The overall research agenda seeks: (a) to construct a picture of the status of New Jersey's school libraries and the work of school librarians in the educational landscape of New Jersey, (b) to understand the contribution of quality school libraries to education in New Jersey, (c) to understand the contextual and professional dynamics that inhibit and enable school libraries to contribute significantly to educational agendas, and (d) to make recommendations to key stakeholders to develop a sustained and long-term program of capacity-building and evidence-based continuous improvement of school libraries in New Jersey.

While this is a state-specific study, findings have salience for the broader landscape of education and school librarianship. Phase 1 of this research program sought to provide a comprehensive picture of the status of public school libraries in New Jersey: their infrastructure, personnel, resource and information-technology provision, and the instructional and administrative work of the school librarians. This research phase was titled "One Common Goal: Student Learning." A key finding, documented in this paper, centers around the role of school librarians in the development of the intellectual capacity of students. Such findings provide opportunity to reflect on strategies for continuous improvement of school libraries and their pedagogical role in information-age schools.

Background

School libraries have been an integral and sustained part of the educational landscape of New Jersey for many decades. Some of the earliest national research on the impact of school libraries on student learning was undertaken in New Jersey. Mary Gaver, a professor in the Graduate School of Library Services at Rutgers University, led a major research study *Effectiveness of Centralized School Library Services in Elementary Schools* (1963) involving 271 schools in 13 states, including New Jersey. She compared the test scores of students in three learning environments: schools with classroom libraries, schools with centralized libraries run by non-librarians, and schools with centralized libraries run by librarians. Students in schools with centralized libraries managed by qualified school librarians tended to score higher than students without centralized libraries or qualified school librarians. Gaver's pioneering study blazed a trail for subsequent school library impact studies. She held the strong belief that:

With the school library literally the heart of the educational program, the students of the school have their best chance to become capable and enthusiastic readers, informed about the world around them, and alive to the limitless possibilities of tomorrow (Gaver 1958).

An extensive body of international research has grown from Gaver's vision and research, and a substantial number of research studies have been undertaken since 1990 to understand the nature, dynamics, and impacts of school libraries, and the professional work of school librarians in the educational landscape (Scholastic 2008). In the main, these studies show that students' achievement correlate with: 1) the size of the school library staff (Lance et al. 1999; Baumbach 2002; Lance, Rodney, and Hamilton-Pennell 2000, 2001, 2002; Smith 2001); 2) presence of full-time, certified school librarians (Lance et al. 1999; Callison 2004; Rodney, Lance, and Hamilton-Pennell 2000, 2002, 2003; Baxter and Smalley 2003; Todd & Kuhlthau. 2005a); 3) the frequency of library-centered instruction (Lance et al. 1999) and collaborative instruction between school librarians and teachers (Lance, Rodney, and Hamilton-Pennell 2000, 2001, 2005); 4) size or currency of library collections (Burgin and Bracy 2003; Lance, Rodney, and Hamilton-Pennell 2000; Smith 2001); 5) licensed databases through a school library network (Lance 2001); 6) flexible scheduling (Lance, Rodney, and Hamilton-Pennell 2003, 2005); and 7) school library spending (Lance, Rodney, and Hamilton-Pennell 2001; Baxter and Smalley 2003). These correlation studies use regression analysis to isolate the effect of variables such as varying socioeconomic status of students.

A study conducted by Ross J. Todd and Carol C. Kuhlthau (2005a, 2005b) in Ohio reported that 99.4 percent of students in grades 3 through 12 believe school libraries and their services help them become better learners. This study surveyed 13,123 students and 879 teachers. Their voices clearly tell us that an effective school library, led by a credentialed school librarian, plays a critical role in facilitating student learning and knowledge building. This study was replicated in Delaware with 5,733 students and 408 teachers (Todd 2005a) and in Australia (Hay 2005) with 6,728 students and 525 teachers. These studies convey a strong and consistent message: School libraries are powerful agents of learning, central to engaging students in information processes that enable the transformation of information into deep knowledge and understanding, and providing them with life skills to continue living, learning, and working in an information- and technology-intense world. Over time, these studies have posed even more challenging questions, particularly those centering on the dynamics of students' learning through school libraries, and the need to identify more deeply the nature of the learning outcomes enabled through the school library.

In 2003 –



difference are recognized and integrated as part of the teaching and learning process (Todd 2005a). Are school libraries centers of productive pedagogy? What is the school library's contribution to intellectual quality? The findings of the study reported in this paper provide some insights, and some significant opportunities to identify gaps and to work towards continuous improvement.

Conceptual Framework, Research Goals, and Methodology

The goal of this study was to provide a comprehensive picture of the status of school libraries in New Jersey, with particular emphasis on their instructional programs, as well as reading and related activities, collections, budgets, facilities, information technology, personnel, and the administrative work of the school librarian. This phase of the research sought to establish baseline data about the fundamental elements of school libraries in New Jersey to provide an evidence base for continuous improvement. The conceptual framework for the study was based on the Model of the School Library as a Dynamic Agent of Learning, developed by Todd and Kuhlthau (2005a, 2005b). This model posits that as



Part 1: Contact information and school details. Data included demographic and descriptive information of participating schools.

Part 2: School library staff. Information included: levels of certification of school librarians, number and level of staff (both professional librarians and support staff), full- and part-time status of staff, and technology support provided by school librarians.

Part 3: Teaching activities in the school library and professional activities during the academic year. Data included: the number of cooperations, coordinations, and collaborations that occurred between school librarians and classroom teachers; the main foci of information-literacy instruction, including identification of instructional activities related to effective use of information technology; student learning outcome(s) enabled by the school library program; and priorities for change and continuous improvement of school library programs.

Part 4: Reading and related activities in the school library. Data included the nature of reading/writing/literacy initiatives during the previous school year.

Part 5: Administration of the school library. Data identified the range of administrative tasks (e.g., selection, ordering, processing library materials); supervision of paraprofessional, student, and volunteer aides; maintenance of equipment; non-library duties (e.g., building assignments); the library collections, including materials in print, digital, and other formats; additions to library collection in last school year; extent and frequency of weeding; extent of technology, including AV and computer hardware available to students in school library; availability of local and remote access to an automated catalog; access to the Internet; existence and functionality of a school library website; availability of subscription databases; availability of applications (e.g., Microsoft Office applications such as Word, PowerPoint, and Excel), production software (e.g., computer-assisted instruction), and educational software; audio-visual materials (e.g., video, DVD, and CD); and availability and use of interlibrary loan from local and regional libraries.

Part 6: School library access. Data identified type of library access available for students.

Part 7: School library budget. Data identified budget allocation, sources, and trends.

Of considerable benefit to the study was the provision of TitleWise data on collections documented in accounts administered by Follett Library Resources. TitleWise is a robust collection-analysis tool that provides a high level of both detail and accuracy on nature and status of collections in school libraries. According to Follett, about 80 percent of school libraries in New Jersey use this tool. Participants in the study were asked to give permission for CISSL to access their school 's TitleWise data through Follett. A copy of the survey instrument, executive summary, and detailed data report *NJASL Phase 1 Report - One Common Goal: Student Learning* is available at <www.cissl.rutgers.edu>.



The survey instrument was designed to collect both quantitative and qualitative data, using both categorical data and open-ended questions. The survey was not an anonymous survey. Participants were asked to provide some identifying data so that researchers could reach out via telephone callback to non-participating schools to maximize school librarian participation. However, participants were guaranteed confidentiality. In planning this approach to data collection, it was considered essential that a high level of participation be reached in order for the data to be useful for planning, decision making, and continuous improvement by all stakeholders, and to be viewed as a study with a strong level of external validity. Data collection took place May through October 2009.

Summary of Findings

The purpose here is not to document the full scope of the findings; rather, this summary will present selected findings (Parts 1 and 2), with emphasis on the collaborative instructional role of school librarians (Part 3). Subsequent publications will focus on reading and literacy development, and collection development. The presentation of this data in summary form provides a useful comparative benchmarking tool for strategic planning and continuous improvement.

Sample Characteristics

Valid responses were received from 765 schools, which represent 30 percent of the total of both public and private schools in New Jersey. This response rate raises the question of the representativeness of the sample. The sample for this survey was a voluntary sample, and it is recognized that such a sample size is not necessarily a guarantee of its ability to accurately represent a target population. It is acknowledged that non-respondents tend to differ from respondents, so their absence in the final sample makes it difficult to generalize the results to the overall target population.

We believe that we have achieved a representative sample because the sample source includes the whole population of schools in New Jersey; the data collection method actively sought to reach the whole population without the imposition of selection bias. We minimized non-response bias through an active process of telephone, e-mail, and personal call-back, as permitted under the



Personnel

In the t824 695y

reported providing one or more hours per week in technical support. In the study 50 percent of the participants provided some level of technical support outside of the school library each week. School librarians in middle schools spent significantly more time supporting technology outside of the school library than elementary schools, yet comparisons between elementary and high, and between middle and high did not present any significant differences.

Teaching and Professional Activities

Cooperations, Coordinations, and Collaborations

The data indicate that school librarians in New Jersey engage actively with New Jersey Core Curriculum Content Standards through a substantial number of cooperations, coordinations, and collaborations. In this study, the following definitions were used:

- *Cooperation:* The teacher and the school librarian may communicate informally about a short-term project, but work independently.
- *Coordination:* The teacher and the school librarian may meet to discuss a lesson/unit of study. However, the individual goal setting, learning-experience design, teaching, and evaluation are done independently.
- *Instructional Collaboration:* The teacher and school librarian jointly set goals, design learning experiences, teach, and evaluate a comprehensive unit of study.

Based on data from 412 elementary schools, 141 middle schools, and 187 high schools, the sample reported that in total 19,320 cooperations, 11,179 coordinations, and 3,916 collaborations were undertaken during the 2008 –2009 school year. On average, school librarians contributed 27 cooperations, 15 coordinations, and 5 instructional collaborations with classroom teachers during the school year. On average, elementary school librarians contributed 14 cooperations, 6 coordinations, and 3 instructional collaborations during the school year. Middle school librarians contributed an average of 35 cooperations, 20 coordinations, and 8 instructional collaborations during the school year. High school librarians contributed an average of 45 cooperations, 32 coordinations, and 9 instructional collaborations during the school year. In all schools, reported



development (98.8 percent of sample). The predominant professional-development activities were:

- Participation in annual state and national conferences in the school library, library, and broader educational arena, for example African American Authors Convention
- Attendance at targeted workshops and seminars, including: Guided Inquiry, Problem-Based Learning, Differentiated Instruction, Digital Learning, Character Education, and Identifying and Teaching Reluctant Learners
- Specialized technology training on topics that included using interactive whiteboards effectively, creating wikis and blogs, using social networking tools, using Movie Maker, and creating e-portfolios
- Reading and literacy development, including sessions on young adults and literacy, developing summer reading, boys and books, and literature circles

Service to the School Community

Responses revealed that school librarians also give considerable service to their schools in a multitude of ways. Five key areas of contribution were identified. These were:

- Information service roles, including school-wide publishing and media responsibilities, publicity, school website and community information links
- School-wide reading and literacy initiatives, involving clubs, reading challenges and competitions, reading-incentive schemes, and specialized reading celebrations
- General school services using the expertise of school librarians, such as serving on school committees and grant writing
- Student leadership, including participation in and coordination or leadership of school events aimed at developing student responsibility, leadership, and civic participation
- A range of extracurricular activities focusing on student responsibility and civic participation

Information-Literacy Instruction

The development of information-literacy competencies is strongly integrated into New Jersey's Core Curriculum Content Standards. The data show that school librarians make an extensive contribution to information-literacy instruction in their schools. **Figure 2** shows the range of competencies developed, and percentage of school librarians contributing to their development.

Analysis by school type shows that all school types had the following skills on their top-ten skills lists for students' information literacy:

- Knowing about the school library
- Accessing information efficiently and effectively
- Knowing how to use the different sources and formats of information
- Strategizing for finding, evaluating, and selecting appropriate sources to answer questions
- Knowing about different sources and formats of information



- Using information technology responsibly
- Using information ethically (citation, bibliography, avoidance of plagiarism)

Figure 2. Participation in Information-Literacy Instruction



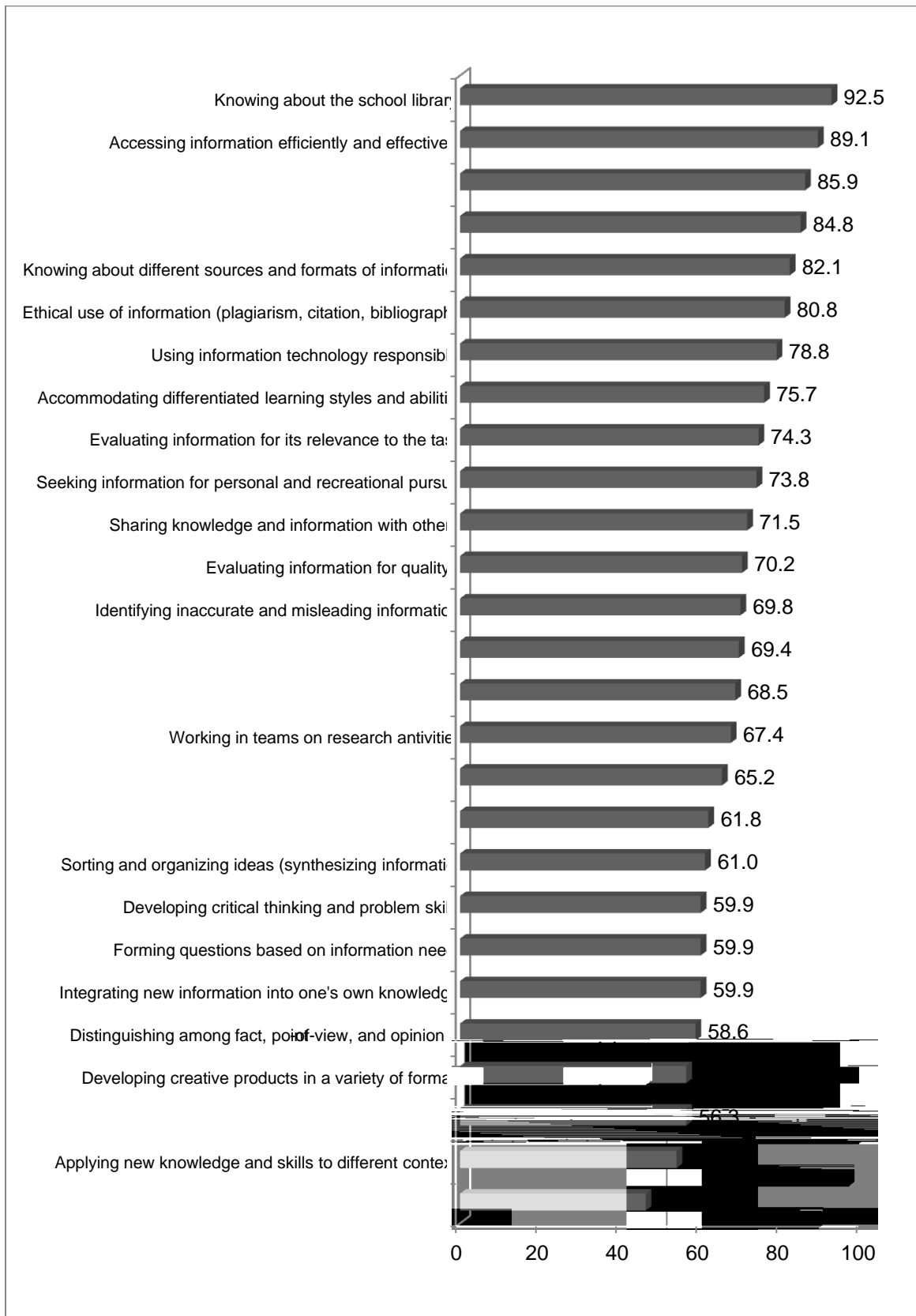


Figure 3 shows the ten lowest-ranked information-literacy initiatives in all school types.

Figure 3. Lowest-Ranked Information Literary Initiatives

These dimensions of information literacy focus on knowledge construction, and are generally considered to be in the domain of classroom teachers. Accordingly, the extent of participation in these instructional activities is encouraging, and a rich opportunity for continuous improvement.

Comparative analysis across school types shows that some significant—and appropriate—variation exists in the range of information-literacy competencies, especially between high and middle schools, compared to elementary schools. Upper school levels reported more attention to critical evaluation of diverse information sources, the identification of main and supporting ideas (the hierarchical and associative structuring of information), the responsible and ethical use of information, and the development of critical-thinking capacities. Overall, an information-resource orientation is evident, but also some knowledge-outcomes focus to foster development of information literacy. The focus appears to be on essential skills of accessing and locating information, and evaluating its authority and appropriateness for task. The data suggest considerable scope for focus on the knowledge-construction dimensions of information literacy.



Data also suggest that the latter represents a strong area for ongoing development and involvement. Analysis by school type shows that this adoption of Web 2.0 technologies, tools, and techniques is taking place more strongly in the high schools and middle schools, rather than in the elementary schools. School librarians do show considerable capacity to lead this important journey in their schools. Cognizant of the staffing gaps raised earlier in this research, this finding presents further evidence that elementary school children may be missing significant opportunities to learn information and critical skills related to the use of information technology, not just for accessing, locating, and evaluating information, but also for learning to use information-technology tools and software packages to create their learning products, particularly those requiring use of Web 2.0 tools.

Figure 4. Instruction in relation to information technology.

A substantial number of school librarians in New Jersey reported actively providing teaching faculty with a range of information-technology-related professional-development activities. These provide a picture of the breadth and depth of school librarians' involvement and leadership in faculty professional development. The percentage of school librarians reported to be involved in this professional development is shown below:

- Electronic searching in subscription databases (68.0 percent)
- Searching strategies for the World Wide Web (42.3 percent)



- Evaluating the quality of websites (33.2 percent)
- Using e-books (22.3 percent)
- Using Web 2.0 tools such as wikis, blogs, podcasts, or Twitter (19.2 percent)

Clearly, school librarians' engaging in this professional role have ideranging technical capacities, and a pedagogical understanding of their integration into learning. In particular, the analysis shows the capacity of school librarians to focus on and demonstrate their instructional role and pedagogical knowledge through use of information technology, demonstrate the complexity of the information landscape and the importance of appropriate use of information technology, play a school-leadership role in enhancing teacher effectiveness, and play a role in driving improvement in teaching for student achievement. School librarians' involvement in professional development of colleagues shows a commitment to whole-school development in term of effective use of information technology. Comparative analysis shows that the highest levels of involvement were reported in high schools, with lowest levels of participation mostly by elementary school librarians.

In addition to the categories mentioned above, open-ended responses generated five categories of professional development. These focus on professional development in relation to:

- Technical mastery of information-technology hardware
- Technical mastery of a range of information-technology software
- Technical mastery and use of library-specific software and technology tools
- Pedagogical integration of hardware and software into classroom and library-based instruction, and on-going instructional support
- Use of information-technology tools to develop ethical use of information and information technology by students

This professional development typically takes place through formally scheduled workshops as part of the school's professional development program, or more informal one-on-one instruction.

School Library Impact on Student Learning

Do Ne Jersey's school libraries impact student learning? The study gathered qualitative data on the school libraries' contribution to student learning. Through an open-ended



COMPETENCY	DIMENSIONS	PARTICIPANT STATEMENTS ±SELECTED EXAMPLES
<p>GENERAL MASTERY OF CURRICULUM STANDARDS</p>	<p>Mastery of curriculum standards 362 direct references to meeting curriculum standards; the vast majority of these references provided no elaborative detail.</p> <p>Test score achievement 79 direct references to contribution to school 's results in relation to standardized test scores.</p> <p>These were simple statements of general outcomes, with few details provided of the specific nature or direction of the outcomes, nor how these were explicitly connected to interventions and initiatives of the school library.</p>	<p>General statements related to mastery of standards meeting curriculum standards We meet curriculum standards for library literacy and (reading) literacy Meet curriculum standards in the areas of media, technology skills, student motivation for research and planning</p> <p>General statements related to test scores Superior test scores Improved test scores test score achievement higher test scores boosting test scores test score improvement test scores in our district have improved Our test scores in the building are excellent Positive standardized test scores Assessment of OPAC skills indicated that 25% of 6th graders scored a C or better on a September pre-test; March post-test resulted in 65% of 6th graders scoring C or better</p>



simple statements of general outcomes.

feedback e receive
The exhibit mastery in technology skills and

Specific information literacy capabilities, including mastery of technology competencies were identified. These included:

- Selection of particular types of resources to suit research needs
- Use of information retrieval systems, such as subscription databases and web-based information repositories
- Use of OPACS and library catalogs
- Development of search strategies to retrieve information
- Evaluating information for quality, particularly websites



appropriate and safe
ways.

Ethical behaviors in
relation to citation
practices, plagiarism,
and copyright were
identified



- **Development of wider reading interests**
 - Students are eager to select books for instructional and recreational needs
 - Advancing reading and comprehension levels
- **Becoming discriminating readers**
 - Enhancing reading enjoyment, comprehension, and fluency



participants as the basis for making claims of outcomes: Meeting curriculum standards; these I believe are the results of my program, but I do not have the opportunity to evaluate their work, so I can only estimate from my interactions with them as they research in the Library Media Center with me. Two participants identified some strategies for collecting evidence as a basis for making claims of outcomes: I give pre and post-tests in some of my collaborations to track learning outcomes related to standards, and I look at test score data and see if the classes have done reading strategies [with] show up in the scores. Five participants indicated that it is impossible to gather evidence due to a range of factors in the schools: I formally teach grades K-4 and have not had the opportunity to collaborate on projects with the classroom teachers in those grades. I see the children 40 minutes/week. This is a 100 percent increase over last year, when my predecessor saw grades 2-4 only 20 times per year. Under these conditions, it is not possible to identify specific learning outcomes resulting from library instruction. I am too busy running the library without assistants and so it is not possible to determine the specific outcomes.

Where to Now?

The above analysis sheds some light on the nature and outcomes of school librarians' instructional role. Such data provide insights into what school librarians do well, and where opportunities for continuous improvement may be found. So what? It is acknowledged that many challenges confront school library programs and their role in learning in the diverse and increasingly digital landscape of the twenty-first century. What comes out strongly in the data is that the school library is a learning center—a common place across the school for fostering curriculum standards and knowledge outcomes, and for the development of important pedagogies that enable students to engage with the information landscape in all its richness. Considerable work is being done relating to conceptualizing school libraries as learning commons (Loertscher, Koechlin, and Zaan 2008) here the central focus is on:

- Intervention and socialization for learning
- Strategies for functioning effectively in the complex informational and technological world beyond school
- Knowledge-centered outcomes and intellectual engagement

School librarians need to capitalize on their contribution to the development of intellectual quality, their contribution to the pedagogy of a school, and the library as a rich learning environment for students. Advocacy is about positioning the school library as a pedagogical center where instructional teams engage in innovative design and instruction to access and use information and Web tools to empower learning through creativity, discovery, inquiry, cooperation, and collaboration. The school library is a learning environment fueled by the development of expertise of learning with and through information and IT tools to create, produce, and share knowledge.

A key challenge also centers on engaging information-technology expertise—evidenced in this study—to position the future school library as a 24-7 learning environment: one that supports the knowledge-building process out of school and operates as a central portal for knowledge development.



- empirical research as its foundation
- Evidence-*in*-practice, where school librarians actively engage with processes and strategies (formative and summative) to chart the learning progress of students
 - Evidence-*of*-practice, where outcomes are identified, disseminated, and become part of the cycle of continuous improvement (Todd 2009)

Quality pedagogy is accountable pedagogy, one underpinned by evidence. In the current economic climate and time of substantive education cutbacks, the challenge of documenting learning outcomes and impacts is more urgent now than ever before. It is critical that school librarians continue to develop their skills at identifying, documenting, and publicizing students' learning outcomes enabled by the school library, particularly emphasizing curriculum outcomes and knowledge outcomes, rather than library-based outcomes.

The study showed that more than half of the school librarians who responded do not speak at parent and community organizations. This finding suggests a missed opportunity to share with significant audiences the role of the school library program in achievement and literacy development. It may be argued that these school librarians are not actively invited to participate or that, by their nature, parent and community organization meetings do not lend themselves to



to research guides, learning techniques and knowledge-building strategies and tools, with guidance and online support for their development.

This Web presence is also vital as an instructional environment for the development of digital literacies and fostering digital citizenship. The findings indicate that school librarians are bringing to the school community a unique set of capabilities related to accessing and using information technology, not just for finding and evaluating resources, but for using technology tools to create innovative representations of knowledge. It is particularly encouraging to see the early adoption and integration of a range of Web 2.0 technologies, tools, and techniques to support curriculum content standards. School librarians show considerable capacity to lead this important journey in their schools, and must continue to develop inquiry-centered (rather than tool-centered) pedagogies engaging the diversity of



- Callison, D. 2004. *Survey of Indiana School Library Media Programs: A Collaborative Project between the Association for Indiana Media Educators & Indiana University-Indianapolis, School of Library and Information Science*. Paper presented at the 2004 AIME Conference, Indianapolis, IN, November.
- Gaver, M. 1958. *Every Child Needs a School Library*. Opening Address at School Libraries, Information Literacy. Chicago: ALA.
- . 1963. *Effectiveness of Centralized Library Service in Elementary Schools*. New Brunswick, NJ: Rutgers University Press.
- Gore, J. M., T. Griffiths, and J. G. Ladig. 2002. *Exploring Productive Pedagogy as a Framework for Teacher Learning*. Paper presented at the Annual Meeting of the Australian Association for Research in Education, Brisbane, Australia, December 2–5. <www.aare.edu.au/02pap/gor02267.htm> (accessed July 14, 2012).
- Hay, L. 2005. *Student Learning through Australian School Libraries Part 1: A Statistical Analysis of Student Perceptions*. *Synergy* 3 (2): 17–30. <www.slav.schools.net.au/synergy/vol3num2/hay.pdf> (accessed July 14, 2012).
- Kuhlthau, C. C. 2004. *Seeking Meaning: A Process Approach to Library and Information Services*, 2nd ed. Westport, CT: Libraries Unlimited.
- Kuhlthau, C. C., L. K. Maniotes, and A. K. Caspari. 2007. *Guided Inquiry: Learning in the 21st Century*. Westport, CT: Libraries Unlimited.
- Lance, K. C. 2001. *Proof of the Poer: Recent Research on the Impact of School Library Media Programs on the Academic Achievement of U.S. Public School Students*. ERIC Identifier: ED456861. <www.ericdigests.org/2002-2/proof.htm> (accessed July 14, 2012).
- Lance, K. C., C. Hamilton-Pennell, M. J. Rodney, L. Petersen, and C. Sitter. 1999. *Information Empowered: The School Librarian as an Agent of Academic Achievement in Alaska Schools*. Juneau, AK: Alaska State Library. <www.library.state.ak.us/pdf/anc/infoemxs.pdf> (accessed July 14, 2012).
- Lance, K. C., M. J. Rodney, and C. Hamilton-Pennell. 2000. *Measuring Up to Standards: The Impact of School Library Programs & Information Literacy in Pennsylvania Schools*. Greenburg, PA: Pennsylvania Citizens for Better Libraries. <www.eric.ed.gov/PDFS/ED446771.pdf> (accessed July 14, 2012).
- . 2001. *Good Schools Have School Libraries: Oregon School Librarians Collaborate to Improve Academic Achievement*. Terrebonne, OR: Oregon Educational Media Association.
- . 2002. *How School Librarians Improve Outcomes for Children: The New Mexico Study*. Santa Fe, NM: New Mexico State Library.



———. 2005. *Powerful Libraries Make Powerful Learners: The Illinois Study*. Canton, IL: Illinois School Library Media Association. <www.islma.org/pdf/ILStudy2.pdf> (accessed July 14, 2012).

Loertscher, D. V., C. Koechlin, and S. Zwaan. 2008. *The New Learning Commons: Where Learners Win!* Salt Lake City: Hi Willow Research and Publishing.

Rodney, M.J., K. C. Lance, and C. Hamilton-Pennell. 2002. *Make the Connection: Quality School Library Media Programs Impact Academic Achievement in Iowa*. Bettendorf, IA: Mississippi Bend Area Education Agency. <www.iowaonline.org/pages/uploaded_files/Make%20The%20Connection.pdf> (accessed July 14, 2012).

———. 2003. *The Impact of Michigan School Librarians on Academic Achievement: Kids Who Have Libraries Succeed*. Lansing, MI: Library of Michigan. <www.michigan.gov/documents/hal_lm_schlibstudy03_76626_7.pdf> (accessed July 14, 2012).

Scholastic Research & Results. 2008. *School Libraries Work*, 3rd ed. <www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf> (accessed July 14, 2012).

Smith, E. G. (2001). *Texas school libraries: Standards, resources, services, and students'*



