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# AASL Executive Summary

## 2012 NCLE Survey

**Prepared by the AASL Research & Statistics Committee**

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(AASL 2009) encourages school librarians to collaborate with members of professional communities as both learners and teachers. School librarians fulfill this role through participation in their own library communities in their school districts and through the American Association of School Librarians (AASL) and other national and state organizations. Recently members of the AASL community participated in a National Center for Literacy Education (NCLE) survey in October 2012. The following is an overview of the results provided by members of the AASL community.

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### *Participation in Professional Learning*

More than half of respondents participated in the following professional learning monthly or more often during the previous 12 months (school year and summer):

Of 740 respondents, 644 (87.0%) engaged in professional reading.

Of 741 respondents, 539 (72.7%) went online to seek and share ideas with other educators through social networks, wikis, etc.

Of 741 respondents, 444 (59.9%) met regularly with a collaborative inquiry group (i.e., data team, professional learning community, community of practice, professional reading or book study, etc.).

Of 734 respondents, 405 (55.2%) co-planned lessons/units with colleague(s).

Of 735 respondents, 380 (51.7%) participated in formal online educator communities or networks.

University/college courses, peer observation, participating in mentoring or coaching, and developing, scoring, or analyzing student work or assignments with colleagues were never participated in by 61.6%, 37.2%, 31.3%, and 29.4% of the respondents, respectively.

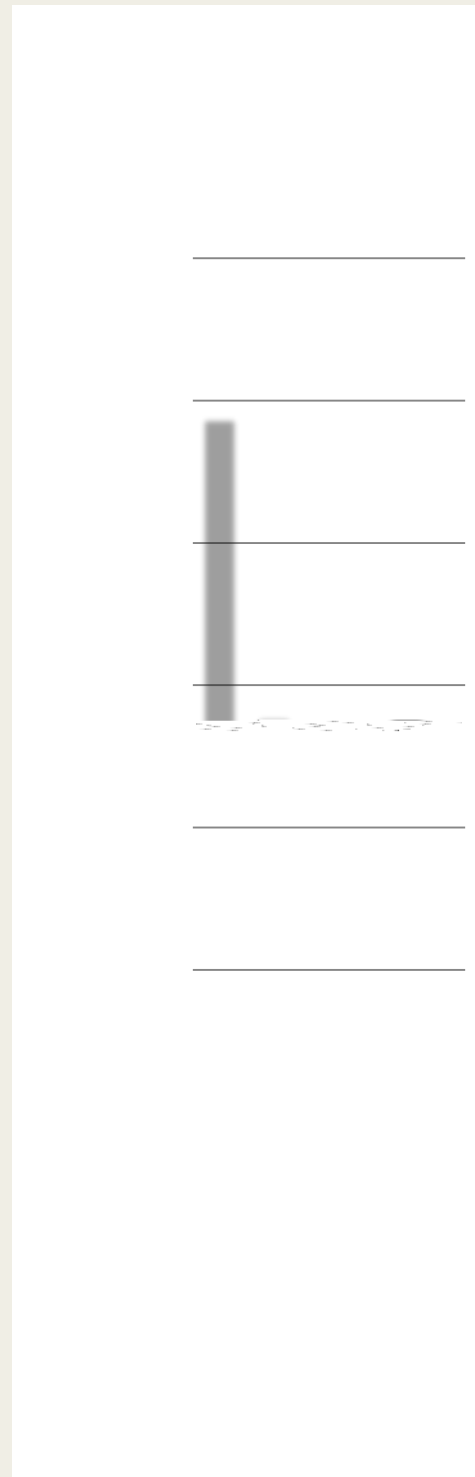
When asked which single experience had the greatest impact on their professional practice, the top five answers were (n=725):

Attending a professional conference (177, 24.4%)

Participating in workshops, institutes, or seminars I chose myself (101, 13.9%)

Co-planning lessons/units with colleague(s) (92, 12.7%)

## NCLE Survey Data Highlight





As school librarians, the respondents provided the following literacy support for the teachers in their school (n=552): Individual assistance (90.0%); assistance identifying and locating resources (89.9%); collaborative planning (75.5%); professional development for the whole school (55.6%); professional development for a specific department (41.7%); modeled lessons (38.8%); professional development for a specific grade level (34.4%); student assessment (34.06%); and critical feedback (32.25%).

### *Collaboration with Other Educators*

When asked how much time per week they spent working in structured collaboration with other

Of 628 respondents, 394 (62.7%) participated in any kind of ongoing collaboration with a group or team of educators beyond their school, while 234 (37.3%) did not. Of 389 respondents, 88 (22.6%) answered their group collaborated online at least monthly, 87 (22.4%) face to face at least monthly, and 214 (55.0%) collaborated both online and face to face.

**For more data pertaining to school librarian responses to the NCLE survey, visit [www.ala.org/aasl/research/ncle-infographic](http://www.ala.org/aasl/research/ncle-infographic) to view an infographic created by AASL.**

