



Report of Findings and Recommendations of the New Jersey School Library Survey Phase 1: One Common Goal: Student Learning

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School Libraries, Now More than Ever - CISSL Position Paper

NJASL Phase 1 Report - One Common Goal: Student Learning



Research Themes

[Guided Inquiry](#)
[Impact Studies](#)
[Reading and Literacy](#)
[Everyday Life Information Seeking](#)
[Knowledge Construction](#)
[Evidence-Based Practice and School Improvement](#)

Thank you!

Thank you, Barham Family Foundation, for your generous support of the CISSL Fellows!

Thank you, Fred Collier and Carol Collier Kuhlthau for the Collier Endowment!

- **Continuation of long tradition of research on impact of school libraries on student learning that commenced in New Jersey in the 1950s**
- **Gaver (1958) of Rutgers University found that students in schools with centralized libraries managed by qualified librarians tended to score higher than students without centralized libraries or qualified librarians.**
- **2003-25 CISSL IMLS Grant: Student Learning Through Inquiry Measure (SLIM): measuring inquiry-based learning**
- **High valuing of NJASL as key source of professional development**
- **The School Library Specialization in Masters of Library and Information Science at Rutgers University is ranked #1 by peers as reported in USA News & World Report, April 2010, a ranking at this level since 1999.**

- **Provide comprehensive picture of status of school libraries in New Jersey:**
 - **Infrastructure**
 - **Personnel**
 - **Resource and information technology provision**
 - **Instructional and administrative work of the school librarians**
 - **Information literacy initiatives**
 - **Reading and literacy development**
 - **How school libraries contribute to student achievement**
 - **Collection profile**
- **Web- based survey instrument completed voluntarily by school librarians across New Jersey. It included data on library collections provided by Follett (May – Oct 2009)**

- **765 participants completed the survey, (30% NJ school libraries). (95% confidence level, 2.7% margin of error, strong level of representativeness of the population. Why only 30%?**
- **Data were collected from all New Jersey counties.**
- **53% from elementary schools; 18.5% from middle schools; 24.5% from high schools**
- **The average enrollment of participating schools was 733 students: 490 for elementary schools; 695 for middle schools, and 1,278 for high schools**
- **Total number of students enrolled at the participating schools was approximately 560,740 students**
- **96.9% of schools participating schools were public schools**

- **27.2% of participants have 1-3 years' experience, 39.3% have 4-10 years' experience, 20% have 11-20 years, experience, and 13.5% have more than 20 years' experience**
- **84.5% of the sample are New Jersey state certified school librarians, either at the master's level of certification (58.9%) or associate certification level (having completed 18 credits)**
- **More than 50% of participants have acquired school library certification in the last 10 years; 35.5% of the participants have gained certification in the last 5 years**
- **91% of the participants in the study have full-time employment in schools**
- **52.5% of school libraries have some level of support staff working in the school library, and this is more likely to be in high schools**

- High number of collaborations with classroom teachers to develop information literacy capabilities to meet curriculum standards. 3,916 instructional collaborations were reported during the 2008-2009 school year.
- Avg: 27 Cooperations; 15 Coordinations, 5 Collaborations
- Instructional collaborations typically take place in Language Arts Literacy, Social Studies and Science CCCS
- information literacy instruction addresses:
 - knowing about the school library
 - accessing information efficiently and effectively
 - knowing how to use the different sources and formats
 - strategizing for finding, evaluating, selecting sources
 - knowing about different sources formats of information
 - using information ethically (plagiarism, citation, bibliography);
 - using information technology responsibly
 - evaluating information for quality / relevance to the task
 - Seeking information for personal and recreational pursuits

- School librarians are active in providing students with the intellectual and digital scaffolds to engage with information technology in efficient and productive ways
- Instruction typically focuses on:
 - using library catalogs; searching strategies for WWW
 - using the Internet and other electronic sources ethically;
 - using electronic searching in subscription databases;
 - evaluating quality of websites
 - using software applications, to do school work
 - using e-books; using Web 2.0 tools eg wikis & blogs
- Evidence of the early adoption & integration of range of Web 2.0 technologies to support curriculum content standards
- Provide professional development to teaching faculty to support the integration of information technology into learning

721 school librarians responded

New Jersey's school libraries appear to contribute to learning outcomes in six key ways:

1. Contribution to **development of curriculum standards**, including mastery of content standards and contribution to test score achievement (weakest of all)
2. The development of **resource-based competencies**, centering on library operations, mastery of a diverse range of information literacy competencies
3. The development of **research process and learning management competencies**, centering on the mastery of explicit aspects of the research process, inquiry processes, strategies of independent learning, and research project management

4. The development of **thinking-based competencies**, in particular the processes of thinking, analysis and synthesis that create knowledge and the representation of knowledge through a range of products
5. The **development of affective, personal and interpersonal competencies**, including the development of positive and ethical values in relation to the use of information, increased motivation and interest for engaging with information for learning and working effectively with others in research activities
6. Outcomes related to the **development of reading**, including increased interest in reading increased participation in reading, the development of wider reading interests, becoming more discriminating readers.

RICH CONTRIBUTION TO INTELLECTUAL LIFE OF SCHOOL

HUMAN VALUE OF SCHOOL LIBRARIES

- **Statements related to the intellectual engagement with information**
- **“Think through all the information and work out what is needed”**
- **“students have developed some higher order thinking skills, reading strategies, making connections to texts, world and self”**
- **“students show ability to master critical thinking skills applicable to each grade level”**
- **“meeting curriculum standards, test score achievement through critical thinking”**
- **“understanding cross-references in searching for data and**
- **critical analysis of information”**

NJASL Report has many powerful statements

- Read the study report: www.cissl.rutgers.edu
- Use all data for benchmarking in your school - how does your school measure up?
- Instructional focus: key impact on student achievement is quality teachers and teaching
- Develop knowledge focus and competencies of knowledge construction—tied to CCCS
- More active documenting of outcomes – evidence-based practice: move from expressing outcomes in terms of “this is what I do” to explicit learning outcomes
- Positioning school libraries as learning commons, pedagogical centers
- Professional development of teaching faculty underpins educational reform
- Web presence for learning, rather than web presence for information

» Dr Ya-Ling Lu: Reading and Literacy Development

Ranking	Reading and Related Activities	Number (%)
1	Literature displays	643 (89.4)
2	Book talks to promote literature for recreational reading	557 (77.5)
3	Encouraging any free voluntary reading outside of school	554 (77.1)
4	Use databases and/or websites to encourage reading	544 (75.7)
5	Any reading incentive program within the school	429 (59.7)
6	Book talks to promote curriculum related reading	415 (57.7)
7	Encouraging voluntary reading activities inside of school	408 (56.7)
8	Self-help information such as brochures, web links, or book lists	399 (55.5)
9	Books or information to help students cope with challenges or sensitive topics	391 (54.4)
10	Summer reading programs	315 (43.8)

Ranking	Reading and Related Activities	Number (%)
13	Creative writing activities related to literature	293 (40.8)
14	Author visit	291 (40.5)
15	Interpretation of print and digital images	271 (37.7)
16	Production of print and digital images	260 (36.2)
17	Book clubs or literature discussion groups, where students share ideas and discuss their reading	253 (35.2)
18	Readers' theater	232 (32.3)
18	Literature-related programs for students with special needs	232 (32.3)
20	Integrating reading for understanding strategies in units of inquiry	231 (32.1)
21	Music and rhymes	222 (30.9)
22	Electronic gaming	93 (12.9)

Ranking	Reading and Related Activities	Number (%)
1	Literature displays	286 (89.4)
2	Book talks to promote literature for recreational reading	282 (88.1)
3	Encouraging any free voluntary reading outside of school	261 (81.6)
4	Any reading incentive program within the school	238 (74.4)
5	Book talks to promote curriculum related reading	232 (72.5)
6	Use databases and/or websites to encourage reading	230 (71.9)
7	Encouraging voluntary reading activities inside of school	229 (71.6)
8	Storytelling	220 (68.8)
9	Music and rhymes	186 (58.1)
10	Readers' theater	184 (57.5)

Ranking	Reading and Related Activities	Number (%)
1	Literature displays	126 (94.0)
2	Book talks to promote literature for recreational reading	106 (79.1)
3	Use databases and/or websites to encourage reading	103 (76.9)
4	Encouraging any free voluntary reading outside of school	100 (74.6)
5	Any reading incentive program within the school	83 (61.9)
6	Self-help information such as brochures, web links, or book lists	81 (60.4)
7	Encouraging voluntary reading activities inside of school	80 (59.7)
8	Book talks to promote curriculum related reading	75 (56.0)
9	Books or information to help students cope with challenges or sensitive topics	70 (52.2)
10	Book clubs or literature discussion groups, where students share ideas and discuss their reading	61 (45.5)

Ranking	Reading and Related Activities	Number (%)
1	Literature displays	153 (87.9)
2	Use databases and/or websites to encourage reading	139 (79.9)
3	Encouraging free voluntary reading outside of school	122 (70.1)
3	Self-help information such as brochures, web links, or book lists	122 (70.1)
5	Books or information to help students cope with challenges or sensitive topics	111 (63.8)
6	Book talks to promote literature for recreational reading	97 (55.7)
7	Book clubs or literature discussion groups, where students share ideas and discuss their reading	64 (36.8)
8	Production of print and digital images	60 (34.5)
9	Book talks to promote curriculum related reading	59 (33.9)
9	Collaboration with public libraries in reading or writing programs	59 (33.9)

- **Literature displays (ranks #1 in all school types)**
- **Book talks to promote literature for recreational reading**
- **Encouraging free voluntary reading outside of school**
- **Book talks to promote curriculum related reading**
- **Use of databases and/or websites to encourage reading**

- **Electronic gaming**
- **Integrating reading for understanding strategies in units of inquiry**
- **Literature-related programs for students with special needs**
- **Interpretation of print and digital images**

- **Book/Information provider:** Although all types of school libraries provide various reading and related activities, in general, most school librarians still stay in the old paradigm as book/information providers.
 - **Evidence 1:** The top ten activities among all types of school require little interaction or participation from the readers/students.
 - **Evidence 2:** Activities that involve student participation or interactions are ranked low. (e.g., book clubs or literature discussion groups are ranked 17 out of 22.)
 - **Evidence 3:** Activities that require students' higher order of thinking skills are ranked low. (e.g., integrating reading for understanding strategies in units of inquiry is ranked 20 out of 22.)
 - **Evidence 4:** The integration of visual and/or audio materials in reading activities is low. The interpretation and production of print and digital images are ranked 15 and 16 out 22, respectively.
 - **Evidence 5:** Most school librarians still use old, traditional ways to promote reading. The use of multimedia to promote reading is rare.

- **Learning to read:** Elementary schools provide the most diverse reading activities among the three types of schools, but most of the top ranked activities such as literature displays and book talks do not guarantee student interaction.
- **Reading to cope:** Elementary schools were significantly less likely to provide self-help information to students. It seems to indicate that age is a factor influencing the need of information for coping. This, however, contradicts with research.
- **Pleasure reading:** Although the encouragement of free voluntary reading *outside* of school is consistently high among all types of school, the encouragement of free voluntary reading *inside* of school declines in middle and particularly high schools. The findings convey a perception that high school libraries are not about reading for enjoyment and pleasure, and that pleasure reading eventually should end up in places outside of school libraries.
- *Where is the part of active and constructive reading: reading to learn?*

- **Develop and implement more active or interactive reading programs to engage students.**
- **Work actively to make use of the new possibilities for interaction created by the media such as magazines, games, music, and videos.**
- **Focus some attention on implementing more reading programs and initiatives that involve the creation, integration, and sharing of information to meet curriculum content standards.**
- **Work in and support programs and / or workshops on creative writing and to support youth publication of creative endeavors across the school.**
- **Middle and high schools in particular explore and provide a wider range of reading programs and maintain an active reading culture to support both curriculum-centered reading AND personal reading interests.**

-> Dr Carol Gordon: Collections in NJ School Libraries

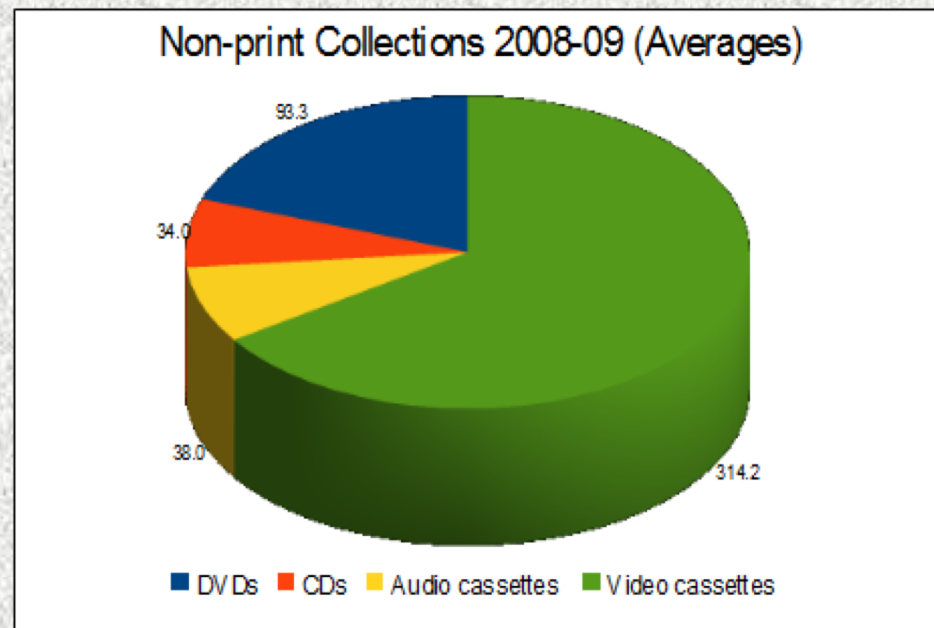
Survey Results: What do New Jersey School Libraries Look Like?

Total Number of Materials in the Collection and Added Materials, 2008-09

Item	Response	Mean	Std. Dev	Median	Mode	Range/responses
No. mats	397 (51.9%)	13, 846.9	9491.5	12,532	15,000	115,000-300
No. bks	398 (52%)	13,028.3	10,323.8	11,000	14,000	115,000-150
No. New mats added	398 (52%)	580.1	712.7	415	500	8,000-12
No. new books	400 (52.3%)	532.7	704.2	370	500	8,000-0

Average Number of Library Materials Added

	Mean	Median	Mode
News-paper subs	2.1	1.0	0
Mag subs	28	20	0
Dbases	6.9	3	1
DVDs	93.3	25	0
CDs	34	5	0
Audio Cass	38	12	0
Video Cass	314.2	200	0



Average Numbers of Non-Print Items in the Collections

Self-Selection for TitleWise Analysis from Survey Respondents n=765

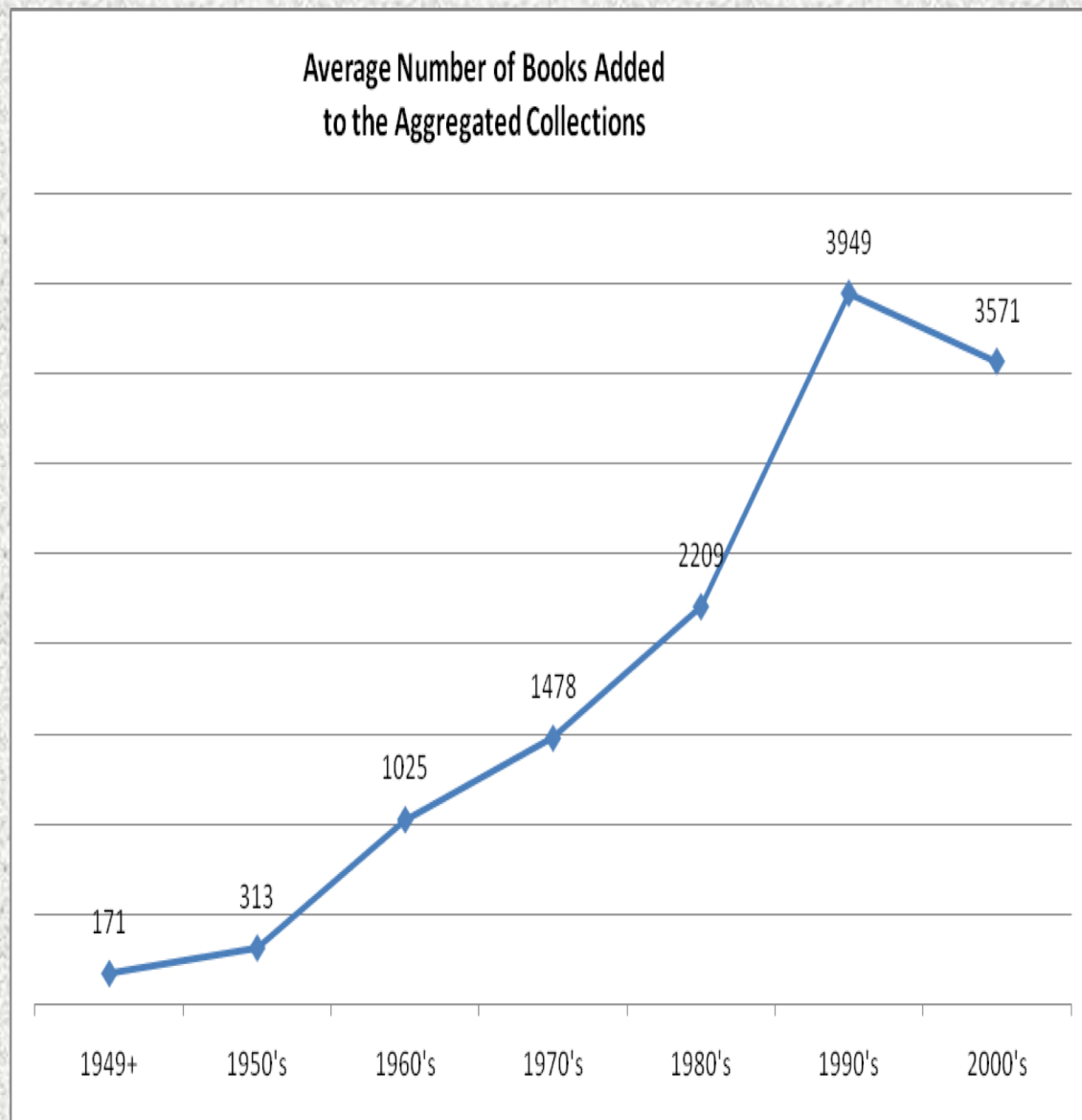
TW Users	No. of Permissions	Usable Records	% Usable Records from original sample
474 (62%)	335 (71%)	298 (89%)	39%

Overview of NJ school library n=298

Total no. books	3,918,667
Non-fiction	2,420,953 (62%)
Fiction	1, 497,684 (38%)
Total enrollment of sample schools	248,947
No. of books per student	15.7
Average non-fiction copyright	1989
Average fiction copyright	1989.2
Average copyright	1989

Books added to collections

- Trend: A steady increase in books added from 171 in 1949 to 3,949 in 1990
- Trend: The decline in books added dropped in the years after 2000 to 3,571.
- The strong and steady growth of school library collections from the 1960's to 1990 is attributed to federal funding for schools through the Elementary and Secondary Education Act (ESEA)
- In the 1990's that growth trend was reversed when the ESEA was replaced with No Child Left Behind.



Budgeting for School Libraries by School Type

Budgets are healthy
across school types, yet...

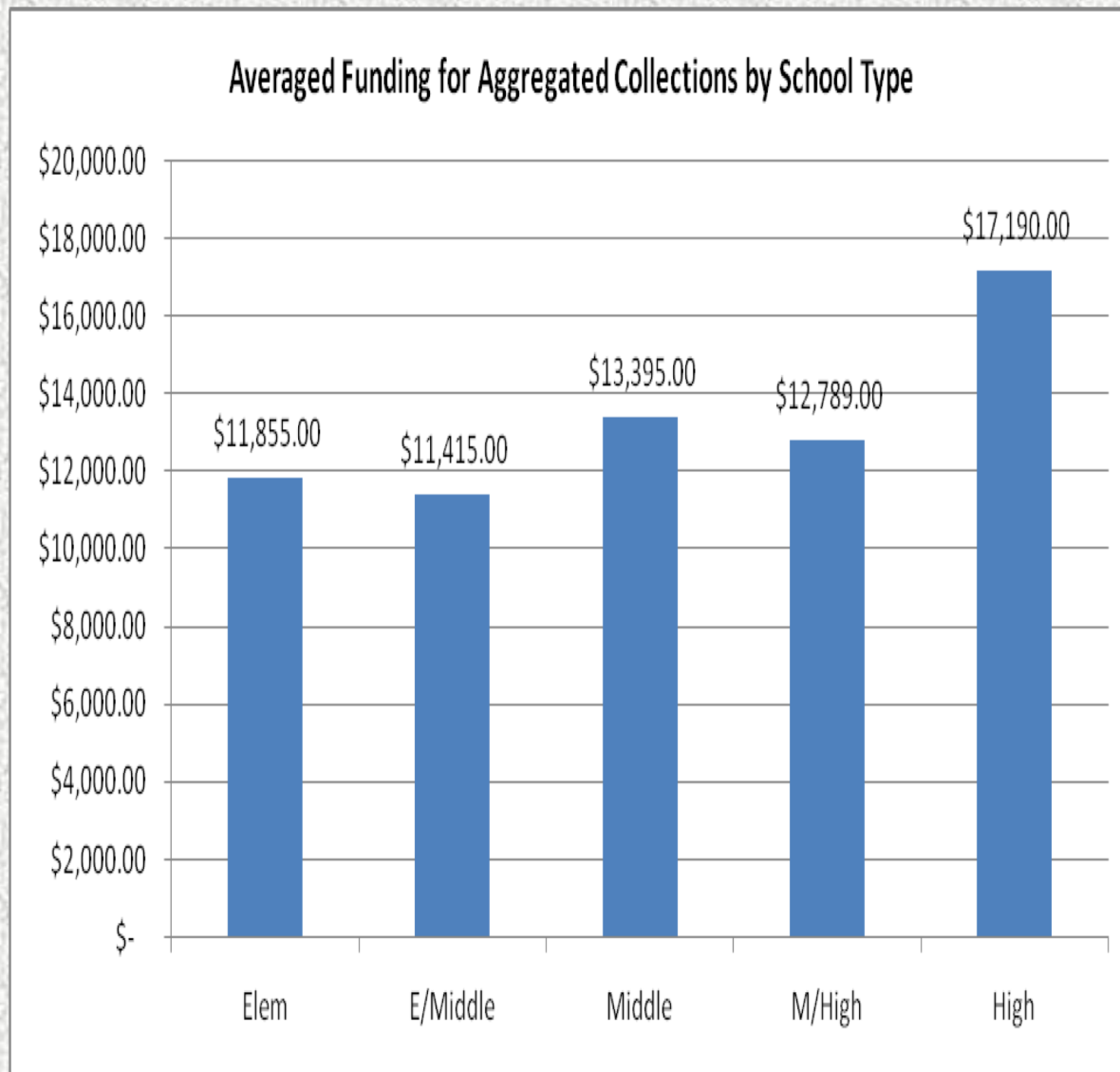
Average copyright = 1989

Average no. of books per
student = 15.7

Sustainability and Usability?

Is the current model of
collection development
sustainable?

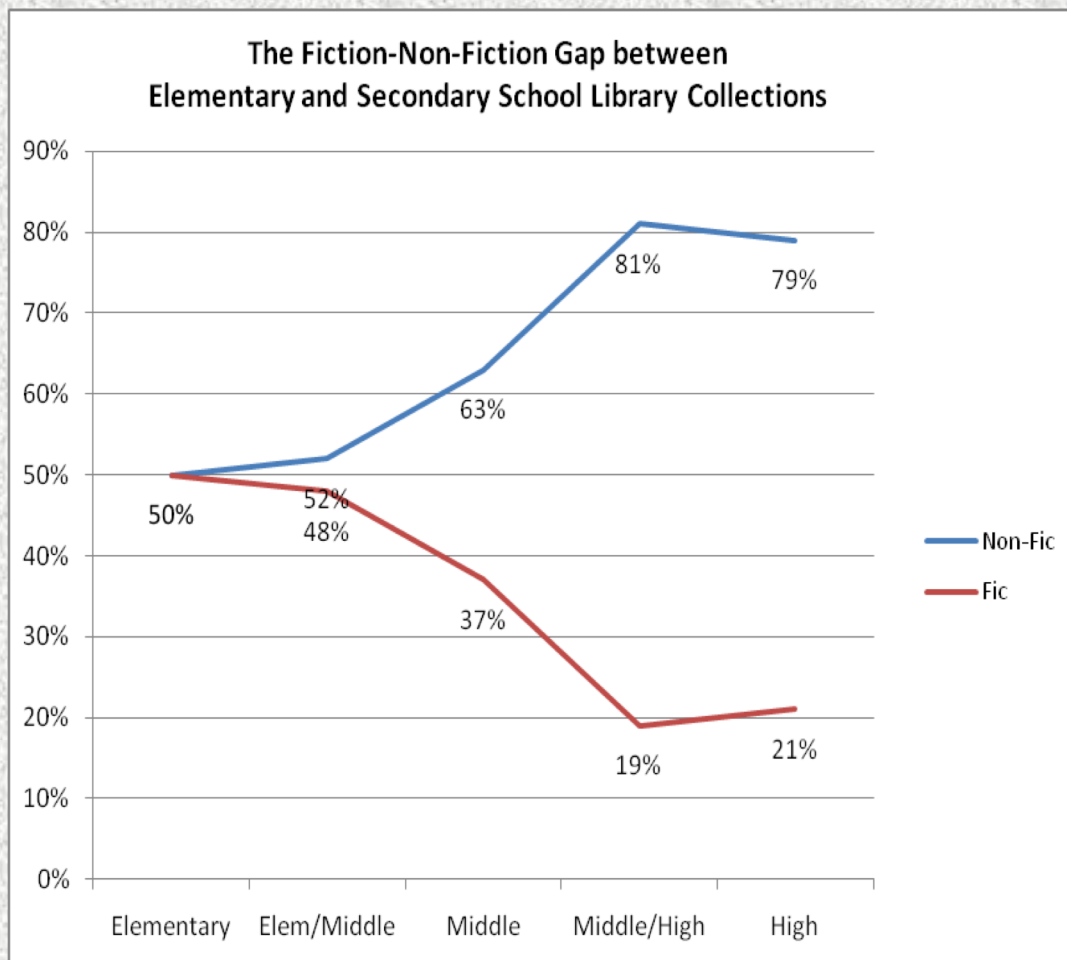
What would affordable
models look like?



Fiction – Non-Fiction Gap

In elementary school libraries fiction and non-fiction are balanced. In the higher levels of secondary libraries the gap between fiction and non-fiction increases to a ratio of about 4-1. Elementary schools provide the most diverse reading initiatives and diversity declines through middle and high school.

Would a more balanced collection in secondary school libraries enable a more diverse reading initiatives for emerging literacy development?



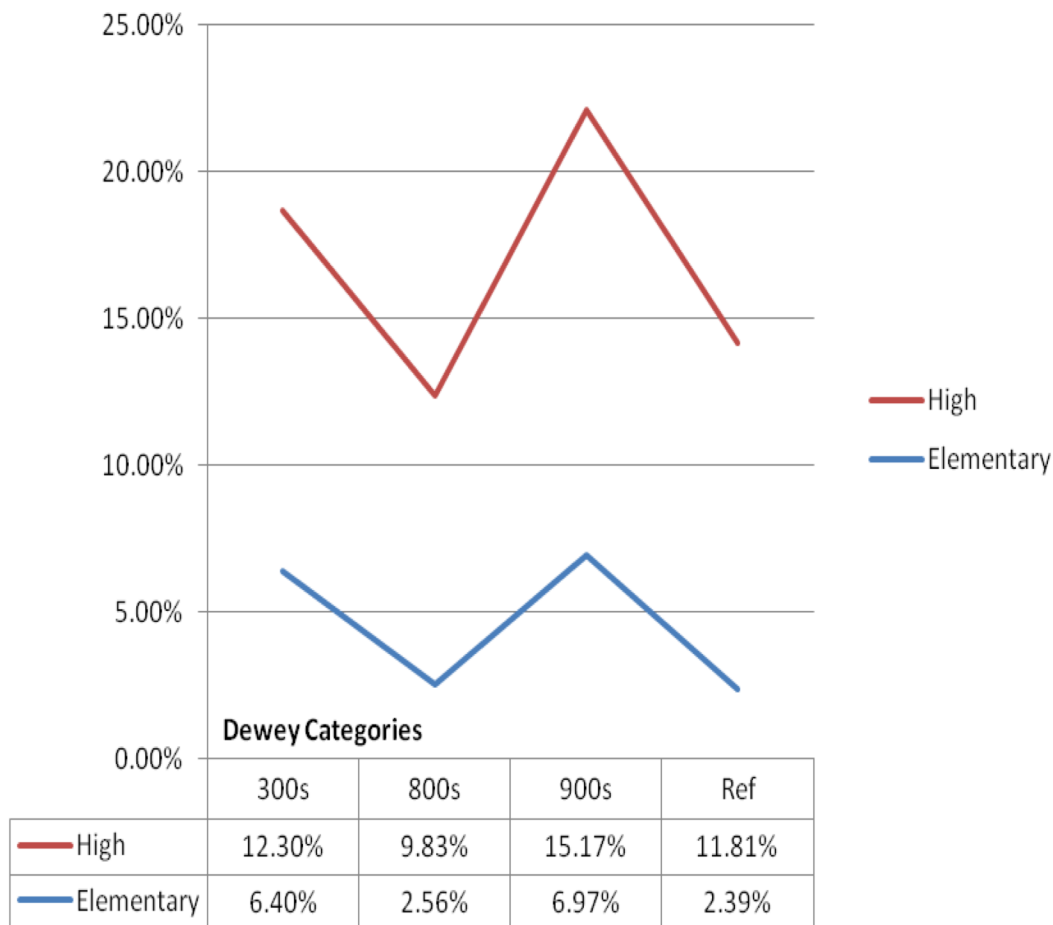
Summary of Non-Fiction Collection

	Type of Non-fic	No. of Non-fic	% of Non-fiction	Copyright
000	Generalities	32,355	.8%	1993
100	Phil. Psych	32,592	.8%	1991
200	Religion	31,213	.8%	1986
300	Social Soc	332,754	8.5%	1989
400	Language	24,599	.6%	1986
500	Sci, Math	323,975	8.5%	1989
600	Technology	210,386	5.4%	1991
700	Arts	230,606	5.9%	1988
800	Lit, Rhetoric	197,131	5.0%	1984
900	Geog/Hist	446,359	11.4%	1987
	Reference	251,859	6.4%	1990
	Biography	258,775	6.6%	1988
	Professional	48,379	1.2%	1994
	Non-fic Total	2,420,983	62%	1989

Fiction-Non-Fiction Gap

The Fiction-Non-Fiction Gap is explained by the high percentages of social science, literature, geography/history, and reference books in high school libraries compared with elementary schools where the ratio of fiction and non-fiction is 1:1.

Comparison of Elementary and High School Library Dewey Categories

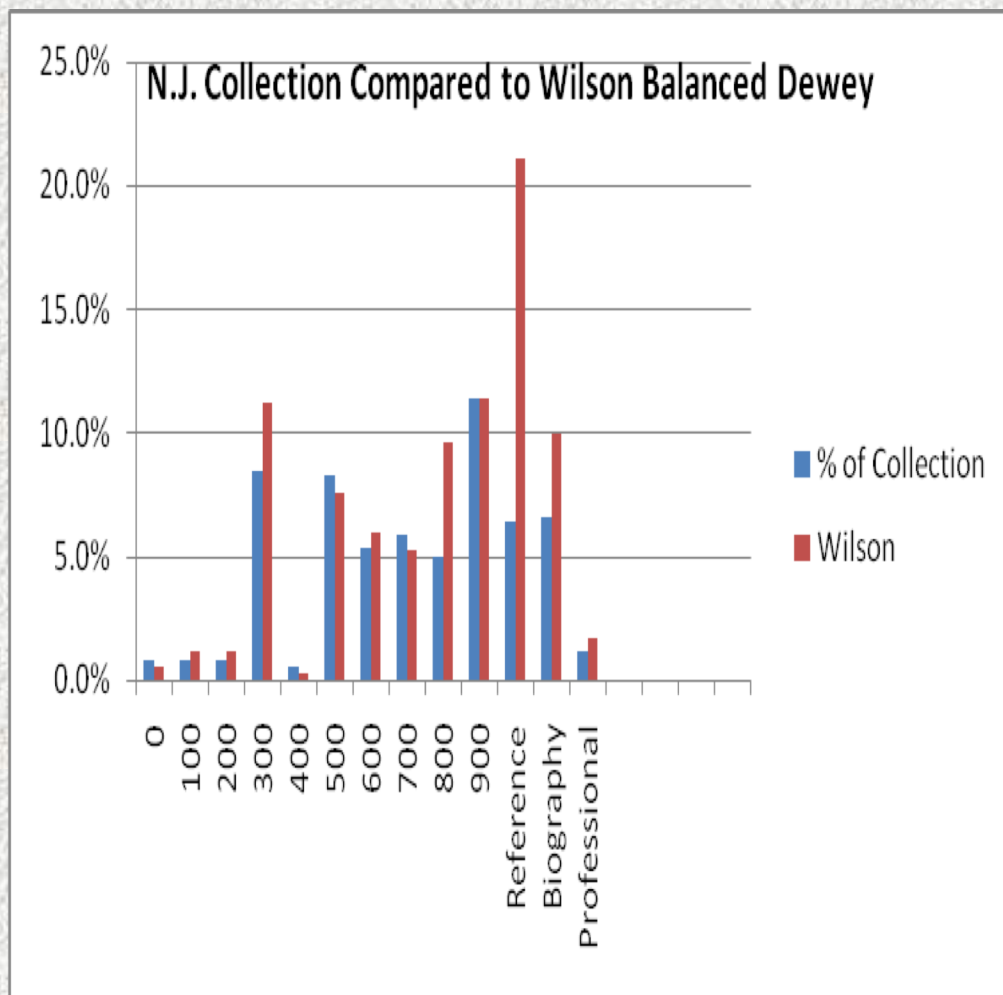


Reference Books

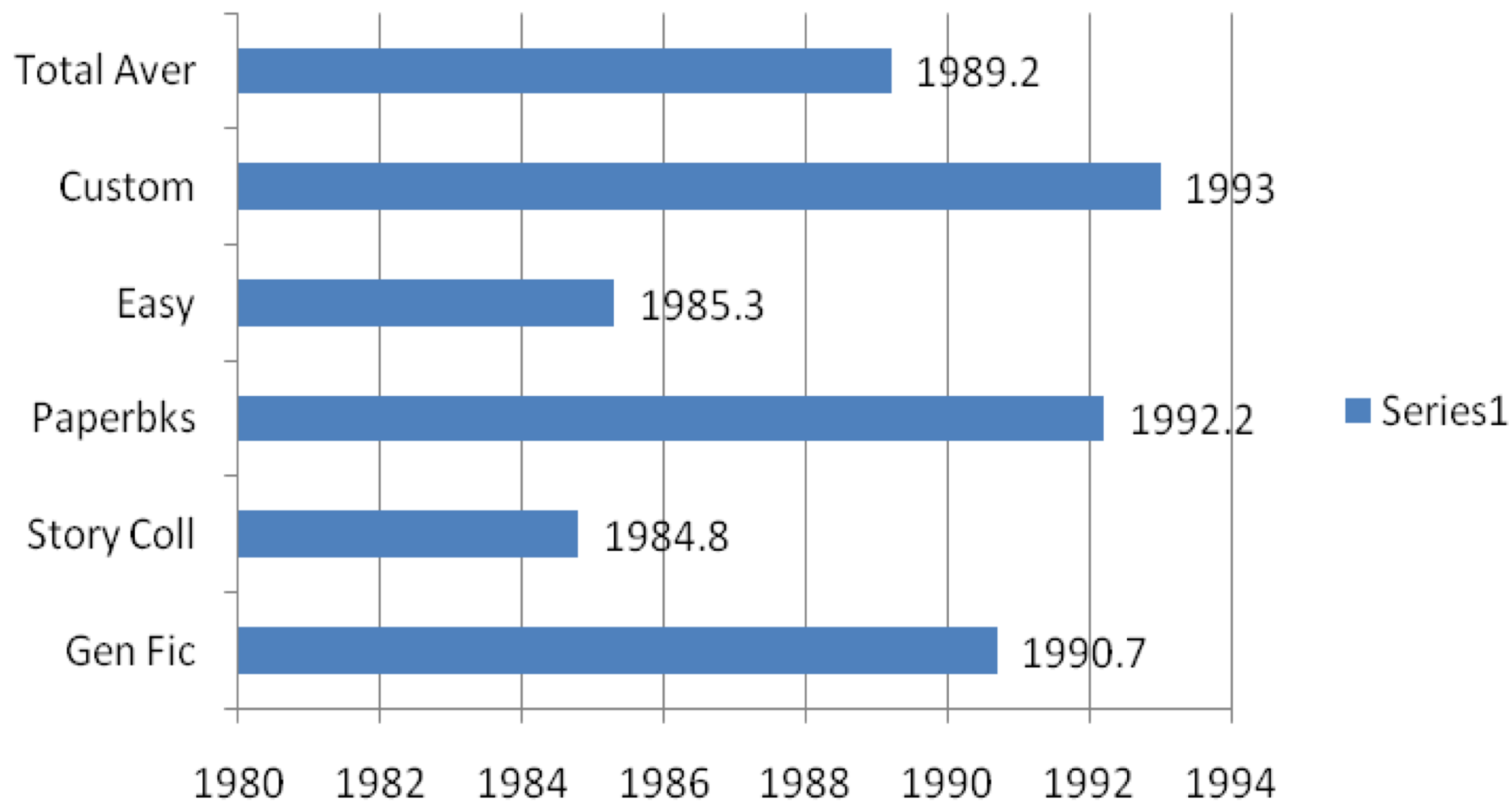
Percentages of non-fiction in each Dewey categories are within 5%, more or less, of the Wilson recommendations in all categories except Reference.

Reference collections are 14.7% lower than the Wilson recommendation.

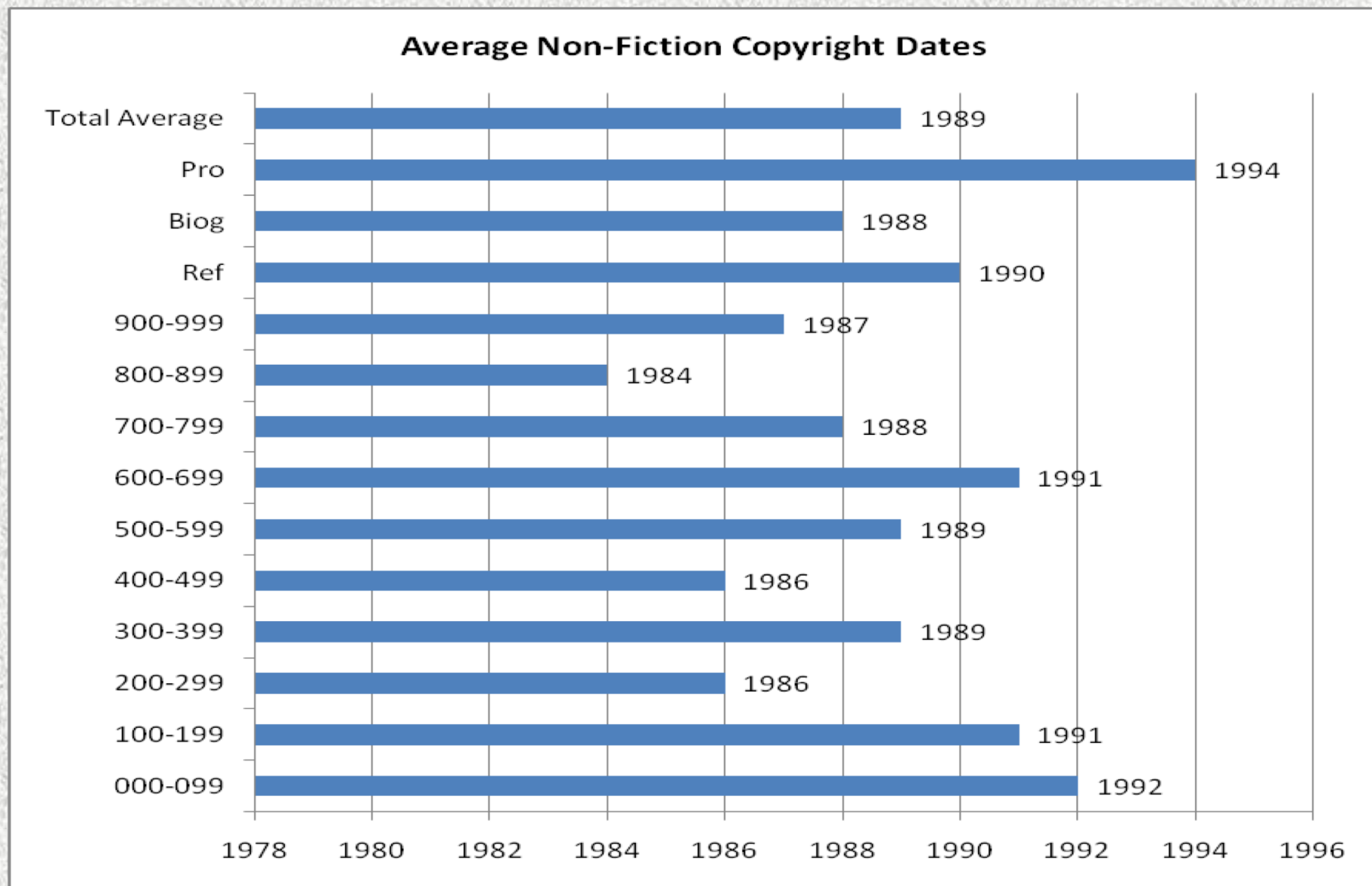
Even though the number of reference books is lower than recommended, do we need reference collections that are twice the recommended size of other Dewey categories?



Average Age: Fiction

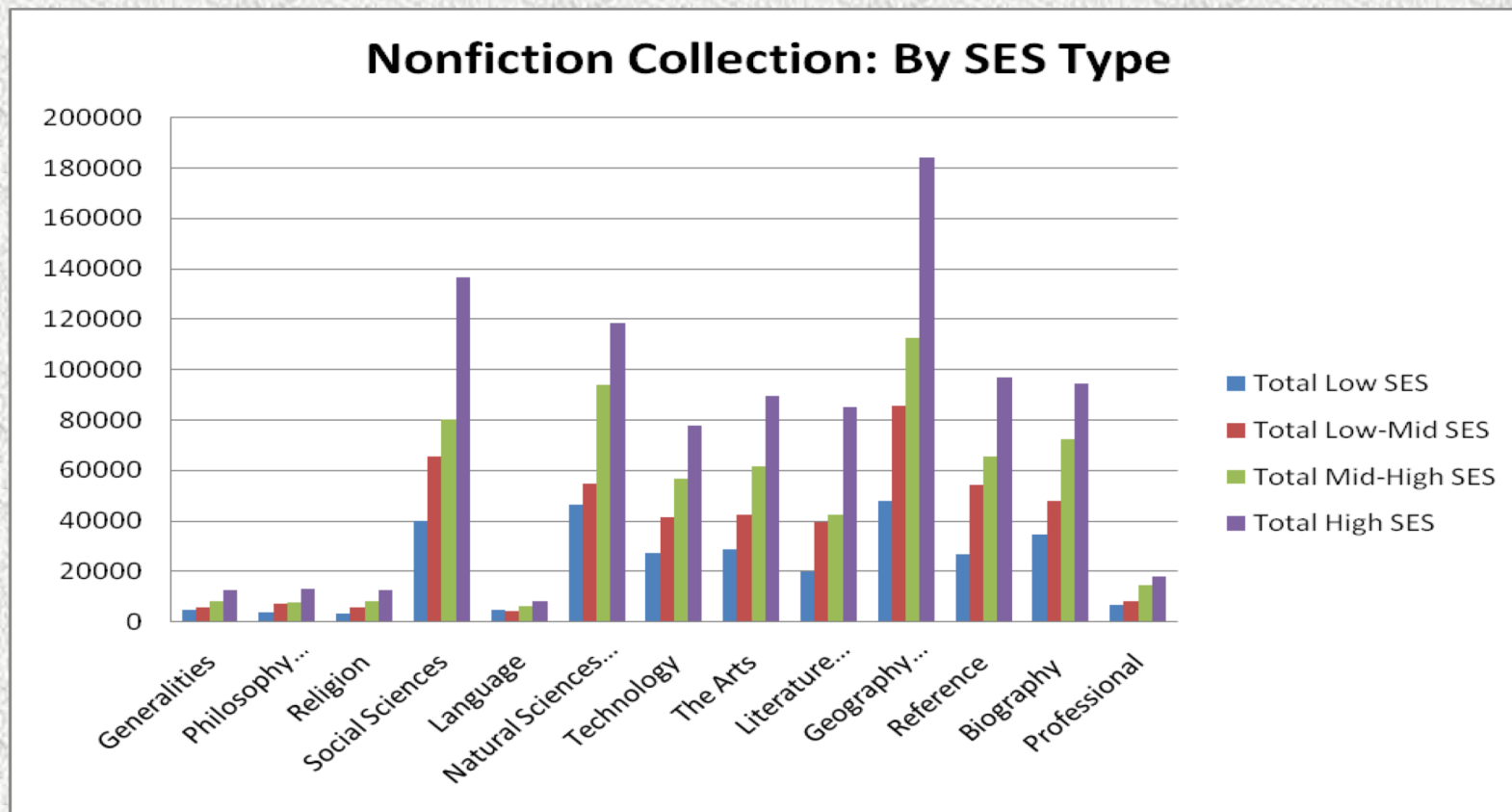


Age of the collections: Non-Fiction



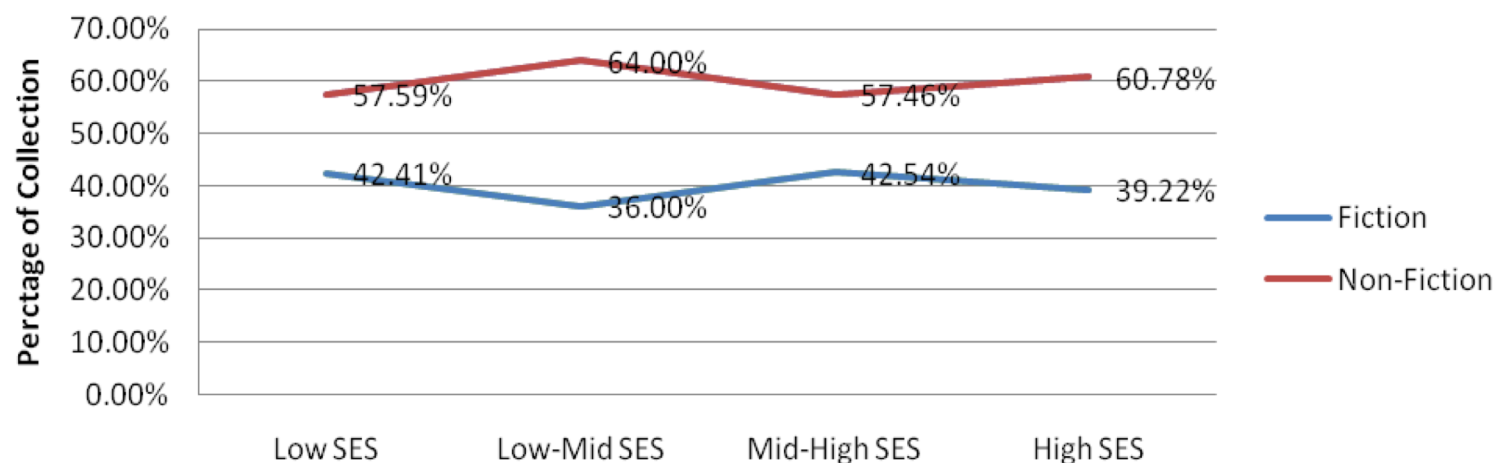
Age Sensitivity

- **Continuous Review, Evaluation and Weeding (CREW) Guidelines**
(Larson, 2008)
- Targets vulnerable Dewey subjects to establish the percentage of books outside the acceptable range, which is either three or five years from copyright date.
- **The analysis found:**
- 93% of **geography**/history books are five years old or older;
- 90% of **computer** and system books are three years old or older.;
- 92% of books on **commerce, transportation, and communication** are in the unacceptable range of five years or older;
- 87% of **political science** books are five years old or older;
- 85 % of books on **astronomy and life sciences** are five years old or older;
- 80-82% of books on **social problems and services, medicine and disease, and education** are five years old or older;
- **The average percentage of age sensitive non-fiction books that are in jeopardy of carrying misinformation is 85%.**



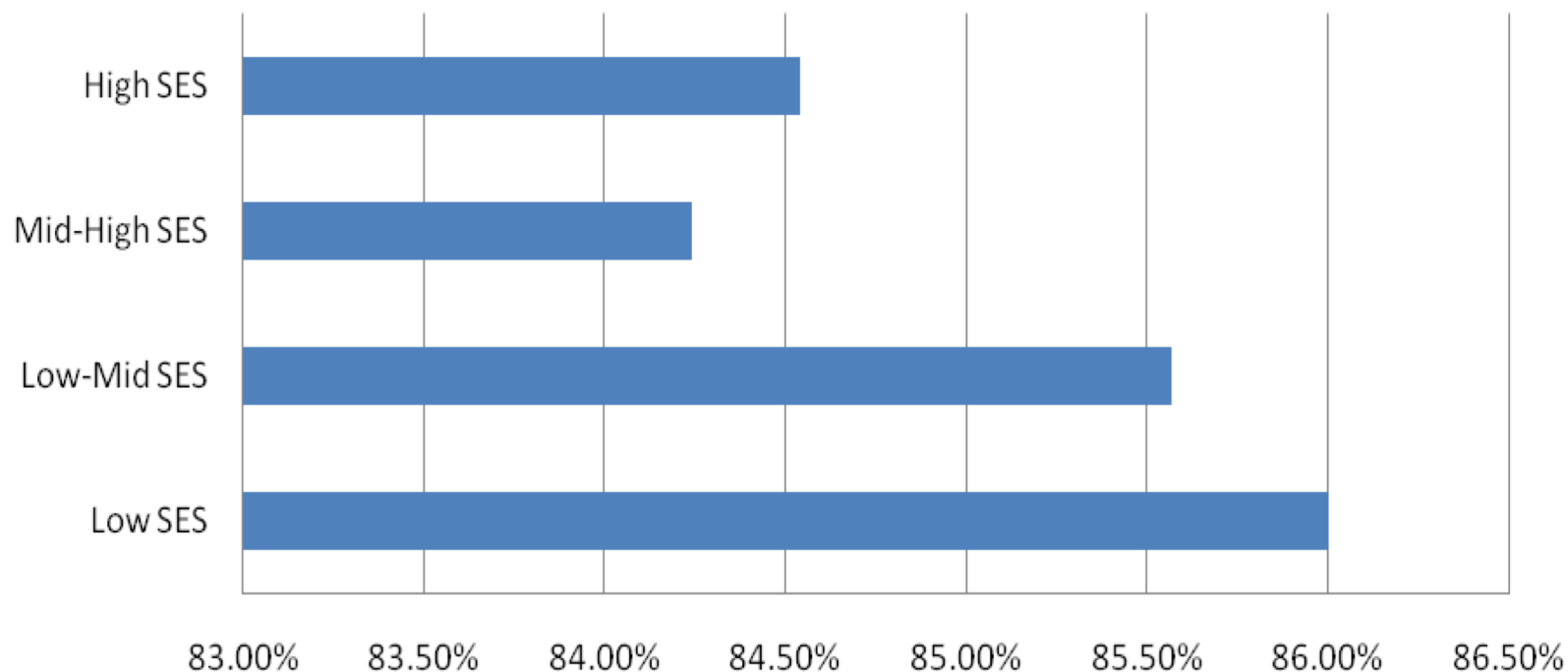
A grouping and analysis of New Jersey school libraries using an adaptation of the New Jersey Department of Education's District Factor Grouping (DFG) shows that the size of high socioeconomic school (SES) library collections is larger, with the largest discrepancies in the social sciences (300's) and geography and history (900's). There is consistency within each Dewey category, showing a strong trend that school libraries in low and low-mid SES DFGs have fewer books than school libraries in mid-high and high SES DFGs and fewer new acquisitions.

Comparison of Percentage of Non-Fiction and Fiction By Library SES



A comparison of the percentage of non-fiction and fiction in school libraries by their schools socioeconomic status (SES) shows that across school types low and mid-low SES school libraries have consistently fewer fiction and non-fiction books than mid-high and high SES school libraries. The fiction-non-fiction gap increases from 15 percent in low SES school libraries to 22 percent in high SES school libraries. Low-mid SES school libraries have the largest fiction-non-fiction gap with a difference of 28 percent.

Average Aggregated Age Sensitivity



Analysis of the average sample age sensitivity by SES type reveals the difference in age sensitivity of school library collections by SES type. Collections in low SES school libraries have a slightly higher percentage of books that are considered age sensitive, or more than three to five years old in categories designated as age sensitive.

All school libraries are not equal

With respect to the School SES and the size of the library collection an ANOVA was run and there was a significant effect of the SES of the school and the number of books in the school library. Those libraries in the highest SES had significantly larger collections than those libraries with mid-high SES.

There was a statistically significant increase in the number of titles purchased between libraries in the lower SES and all other levels of SES. Those libraries in the mid-low SES purchased significantly fewer books than the mid-high and high SES schools. Those libraries with the highest SES purchased more books than the libraries in the mid-SES schools.

Recommendations

1. **Reconcile print and digital materials.** Develop multimedia reference collection and print fiction collections. Choose formats that maximize comprehension.
2. **Collaborative Collection Development.** Gather input and feedback from students, teachers, parents, and staff. Gather input from students and staff that acknowledge reading interests and behaviors.
3. **Develop user-centric collections.** Consider the research on boys and their reading. Validate the reading of low-achievers.
4. **Focused Collections.** Rather than supporting state standards and school curricula, collection are focused on the teaching and learning needs of students and teachers, as well as on their everyday, personal reading preferences.
5. **Weed, weed, and weed some more!**
6. **Let's work for equity in school library collections!!**

**“When it comes to the future,
there are three kinds of people:
those who let it happen, those
who make it happen, and those
who wonder what happened”**

(John Richardson Jr)

