

STUDY OF THE NEEDS OF PUBLIC SCHOOL LIBRARIES
REPORT

TEXAS STATE LIBRARY AND ARCHIVES COMMISSION
TEXAS EDUCATION AGENCY

2008

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INTRODUCTION

Purpose of Report

The Texas State Library and Archives Commission and the Texas Education Agency were directed by the 80th Legislature to conduct a study of public school libraries.

Government Code Sec. 441.021.

PUBLIC SCHOOL LIBRARY STUDY.

- (a) The commission and the Texas Education Agency shall conduct a joint study to identify the needs of public school libraries in this state and determine which needs each agency is best suited to address.
- (b) (b) Not later than December 31, 2008, the commission and the Texas Education Agency shall submit a joint written report containing the findings of the study and the recommendations of the commission and the education agency to the:
- (c) (1) governor;
(2) lieutenant governor;
(3) speaker of the house of representatives; and
(4) appropriate oversight committees of each house of the legislature.

Staff from the Texas State Library and Archives Commission (TSLAC) and the Texas Education Agency (TEA), in consultation with a steering committee, devised an online survey for the Texas school community as the primary means of gathering information on the needs of public school libraries and which agency the school community felt was best suited to meet those needs. Agency staff compiled the findings of the survey and worked together on recommendations and the final report.

Overwhelmingly, the school community indicates that adequate funding, resources, and recognition of the role the school library program plays in student success are needed. They see a strong role for the local district to work with TEA, and to a lesser extent TSLAC, to accomplish this goal, and ideally collaboration among all entities to meet needs is best.

Both agencies and local districts will need additional resources to make Texas public school library programs as strong and successful as needed for Texas public school students.

School Libraries' Impact on Public School Education

(note – permission being sought to include the following text)

Why Care About School Libraries?

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

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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 library media specialists are important instructional partners or consultants in supporting and expanding existing curriculum. These 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 LIBRARY MEDIA SPECIALISTS

Research has shown that school libraries staffed by qualified library media specialists are needed to have a positive impact on student academic achievement.

—"Why Care About School Libraries." Excerpted with permission from the U.S. National Commission on Libraries and Information Science, March 2005. For a complete copy of this position paper, including all citations, visit www.nclis.gov/info/WHYCAREABOUTSCHOOLLIBRARIES.pdf

State of the State

With the focus on ensuring that 21st Century students and educators have 21st Century resources and information, the library continues to play a critical role in Texas public schools. Public school library programs build the capacity of Texas schools and support learning, especially in the core curriculum areas, enabling students to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state, nation and world. Library media specialists collaborate with teachers and work with students to develop information literacy and digital technology literacy (Technology Applications) knowledge and skills. These knowledge and skills strengthen student achievement in English language arts and reading, mathematics, social studies, and science. The role of the library media specialist has expanded to include utilization of the following resources: library books,

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reference resources, online databases, Internet connectivity for computers, multimedia, and information in all formats, electronic as well as print.

Library programs across the state have assisted students in the acquisition of foundation curriculum area TEKS. They have been instrumental in supporting the acquisition of information literacy and Technology Applications standards. Library media personnel have taken the lead in assisting educators and students in meeting targets for technology literacy and integration. In this information age, they have helped students and educators gain critical skills necessary for 21st Century learning.

With the requirements and focus on technology literacy and integration of technology across the curriculum, school library programs have been instrumental in assisting schools in making progress and affecting teaching and learning. School libraries and library media specialists facilitate the integration of all curriculum TEKS, including the Technology Applications TEKS, into collaborative teaching and learning opportunities for Texas students and teachers.

School Library Programs: Standards and Guidelines for Texas

A major accomplishment during the reporting period of this progress report was the adoption of the *School Library Programs: Standards and Guidelines for Texas*. The guidelines were adopted on May 16, 2005, by the Texas State Library and Archives Commission in consultation with the State Board of Education. They provide direction for Texas public and charter schools' library programs. A school district shall consider the standards in developing, implementing, or expanding library services.

Strong library programs in Texas use these standards in building strong, efficient library programs that will meet the needs of Texas students and educators. For additional information, visit: www.tsl.state.tx.us/ld/schoollibs/sls/index.html

Online Research and Information Resources

Through Rider 88, the 80th Texas Legislature funded online research and information resources for all libraries in public schools. These resources are available to educators, students, and their immediate families at school or home through a partnership with the Texas Education Agency, the Texas State Library and Archives Commission (TSLAC), and Education Service Center Region 20. The resources are funded through the technology allotment.

Thirty-four online databases from EBSCO Publishing with three age-appropriate interfaces for K-12 were made available in September 2007. They support K-12 learning with reference materials for students at every grade level. These include full-text articles from newspapers and magazines; maps and charts; photographs; educational and health reports; historical and current event information; biographies; country and state reports, and much more. Educators will also find professional journals and research studies.

Britannica Online School Edition was added to the K-12 Databases package on December 1, 2007. The School Edition serves K-12 students with four complete encyclopedias in English and two in Spanish, as well as atlases, dictionaries, timelines and more than 600 multimedia-rich student activities. Both learning materials and encyclopedia articles are aligned to the TEKS. Britannica's online reference resources are available in Spanish, Korean, Japanese, Chinese, and French.

A Fact Sheet with more information is available at any of the following websites:

<http://www.texshare.edu/k12>;

<http://www.tea.state.tx.us/imet/libraries>; or

<http://web.esc20.net/k12databases>.

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STUDY METHODOLOGY

Staff from the two agencies met in the fall 2007 to discuss and agree upon a process for conducting the study. The agencies agreed to form a steering committee to advise on key points of the suggested methodology and to provide structured comment on the draft report. Texas State Library staff recruited public school librarians, and Texas Education Agency staff recruited school administrators to serve on the steering committee.

Agency staff discussed at length the concept of the needs of public school libraries. Need could be defined in a number of ways, including a gaps analysis, which would mean defining what school libraries should have, and determining where they fell short. Staff agreed after discussion that a gap analysis exceeded agency resources. However, in 2005 both agencies adopted the revised *School Library Programs: Standards and Guidelines for Texas*. This document lays out the school library standards developed by the Texas State Library and Archives Commission in collaboration with the State Board of Education as defined in Texas Education Code § 33.021. Library Standards:

The Texas State Library and Archives Commission, in consultation with the State Board of Education, shall adopt standards for school library services. A school district shall consider the standards in developing, implementing, or expanding library services. *Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.*

The *Standards* were adopted after an extensive statewide process involving many school librarians, agency staff, and other school officials, of reviewing the literature and models for school library programs, and inviting comment on draft proposals. The *Standards* may be seen at <http://www.tsl.state.tx.us/ld/schoollibs/>. As stated in the introduction to the *Standards*:

Student achievement is the objective of school library programs. The *School Library Programs: Standards and Guidelines for Texas* originates in the ongoing effort to support effective schools, results-oriented education, and accountability. These aims are at the forefront of the school librarianship.

Standards are a professional tool for objective assessment based on recognized measures of performance. The revised *Standards and Guidelines for Texas* is based on research that shows a correlation between school library resources and services and greater student achievement. In preparation for revising the *Standards and Guidelines*, the Texas State Library and Archives Commission conducted a study entitled, *Texas School Libraries: Standards, Resources, Services, and Students' Performance* (Smith, 2001). The report of the study is available on the Texas State Library and Archives web site at www.tsl.state.tx.us/ld/pubs/schlibsurvey/index.html. The findings of the study, which are similar to results of research in other states, are summarized in the article "[**Texas School Libraries: Standards, Resources, Services, and Students' Performance**](#)" (Lankford and McNew, 2001).

The State Board for Educator Certification (SBEC) *Guidelines for Certification of Texas School Librarians* describes six major components for Learner-Centered school library programs. The *School Library Programs: Standards and Guidelines for Texas* is built on the framework of these six Learner-Centered components.

The *Standards and Guidelines for Texas* establish four Levels of Support of Student Achievement for school library programs. Three of the Levels of Support of Student Achievement meet standards, one falls below standards. The Levels are identified as Exemplary, Recognized, Acceptable, and Below Standard.

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Staff reviewed these six components, derived needs statements from each section, and outlined what each agency could do in support of the needs. (See appendix 1) This draft document was discussed with the steering committee at their meeting in December 2007, and staff suggested using the needs statements to form the basis for an online survey of the school library community. The online survey was the primary means for gathering data, given the time and resources available. The steering committee agreed with this approach. A draft survey was reviewed by the steering committee and the survey itself was conducted in February 2008. (See appendix 3).

The survey asked respondents to choose which 8 of the 17 needs listed they felt were most critical, to choose for each of the 17 needs whether TEA, TSLAC, or the local district was best suited to meet the need, and then to answer a few general questions about their position, and the size and location of their district. The list of 17 needs derived from the *Standards* assumed that all of the needs listed are essential to good school library programs. The survey asked respondents to choose half of the listed needs as the most critical as a way to determine the priority needs of the school library community. Respondents had the option to add a need not listed. Further, respondents had to make a forced choice in the second question in indicating which agency was best suited to meet the need. As the needs document outlined, both agencies may have roles to play in helping school libraries meet each need. The goal of the survey was to determine where respondents placed the primary responsibility. The steering committee felt that there would be more responses to the survey if responses were anonymous, so only a few general questions were asked about respondents, to determine the distribution of responses received.

Information about the study was widely distributed on electronic lists by both agencies. The TSLAC created a website for the study at <http://www.tsl.state.tx.us/ld/pubs/schoolneeds/> that provided information on the activities and timeline, links to related documents, a link to the survey, and invited posting of comments on the study and the draft report. TSLAC staff held an open forum on the study at the Texas Library Association annual conference in April 2008, and TEA staff presented information on the study at meetings and conferences of school staff during 2008.

FINDINGS

All of the needs listed in the survey are considered important to good school library programs. The ones the school community ranked the highest focus on funding and resources to ensure a strong and successful school library program, while emphasizing that school librarians are part of the educational process for student success and need support and recognition of that role.

Highest Ranking Needs	Percent %
1.7. Funding to enable school libraries to meet the recommendations of the School Library Standards and the Long-Range Plan for Technology, 2006-2020.	93.84%
1.1. Collaboration among librarians and teachers to integrate library resources in lesson plans to support student achievement, across the curriculum.	84.95%

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1.4. Professional library staff to meet needs of students, teachers, & the school community, in accordance with the School Library Standards & the SBEC Standards for Certification.	80.12%
1.8. Current library materials (such as books, journals, and multi-media) to support TEKS and student success.	74.80%
1.12. Library facilities that support the learning community.	61.27%
1.9. Online databases to support TEKS and student success.	52.59%
1.13. Continuing education on topics critical for the success of students and the success of the school library program.	46.38%
1.14. A long-range plan for improving the school library program based on evaluation of the program using School Library Standards & Texas Campus and Teacher STaR Charts.	43.40%

The highest ranking need at 93.84% is “funding to enable school librarians to meet the recommendations of the School Library Standards and the Long-Range Plan for Technology, 2006-2020.” Needs ranked in the top eight that speak to the resources required for successful programs are professional staff to meet the needs of the school community, current library materials and online databases to support TEKS and student success, and library facilities that support the learning community. For the role of the school library and librarians in student success, collaboration among librarians and teachers to integrate library resources into lesson plans across the curriculum was the second highest ranking need at 84.95%. Continuing education on topics critical for student and school library program success, and a long range plan for improving the school library program based on evaluation of the program using the Standards and Texas Campus and Teacher StaR Charts were ranked seven and eight respectively at 46.38% and 43.40%.

The other nine needs followed closely behind the top eight in percentages. The ninth also reflects a critical resource for library programs, “technology to support TEKS and student success as specified in the Texas Campus and Teacher StaR Charts,” (41.93%).

Many respondents chose “other” and expressed a need in their own terms. Reviewing this list, most reflect the themes of the highest ranking eight; that is, the need for funding, resources, and recognition. Recognition was often expressed as the need for mandatory, enforced standards for school library programs.

(See the complete findings in appendix four)

The second question on the survey asked respondents to indicate which agency, including the local district, was best suited to meet each need. Of the seventeen needs listed, the local district was scored as best suited for ten needs, the Texas Education Agency for seven needs, and the Texas State Library and Archives Commission for two needs. Overall, the agency designated as best suited to meet the need had a very high percentage score compared to the percentages for the other agencies. For two of the needs, however, the ranking was very close. For “collaboration between the school library and community organizations to support student and family success” the TSLAC received 38.6%, but the local district had 34.0%. For “continuing

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education on topics critical for the success of students and the school library program” TEA received 35.7%, and the local district received 32.8%.

Item	Local district	TEA	TSLAC	Not sure
2.1. Collaboration among librarians and teachers to integrate library resources in lesson plans to support student achievement.	80.2%	10.9%	5.1%	3.7%
2.2. Collaboration between the school library and community organizations to support student and family success.	72.8%	6.7%	12.0%	8.6%
2.3. Collaboration with other libraries to share resources, programs, and expertise.	34.0%	20.1%	38.6%	7.2%
2.4. Professional library staff to meet the needs of students, teachers, and the school community.	54.7%	34.7%	6.9%	3.7%
2.5. Paraprofessional library staff to meet the needs of students, teachers, and the school community.	65.4%	23.9%	4.9%	5.8%
2.6. Professional status of school librarians as teachers critical to student learning and achievement.	27.3%	59.5%	8.3%	4.8%
2.7. Funding to enable school libraries to meet the Standards and Guidelines.	21.1%	59.3%	10.9%	8.7%
2.8. Current library materials to support TEKS and student success.	46.9%	38.8%	10.0%	4.4%
2.9. Online databases to support TEKS and student success.	20.9%	50.3%	23.3%	5.5%
2.10. Technology to support TEKS and student success.	41.4%	43.1%	9.6%	5.9%
2.11. Access to school library resources beyond the instructional day & during the summer months, & beyond the physical boundaries of the library.	60.9%	15.1%	14.1%	9.9%
2.12. Library facilities that support the learning community.	71.6%	15.1%	8.0%	5.3%
2.13. Continuing education on topics critical for the success of students and the school library program.	32.8%	35.7%	25.2%	6.3%
2.14. A long-range plan for the school library based on evaluation of the program using the Standards and Guidelines.	29.9%	37.6%	26.9%	5.6%
2.15. Board-approved policies on issues that affect the library program.	70.4%	16.4%	8.1%	5.0%

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2.16. Collection of data and statistics on public school libraries statewide.	7.7%	38.6%	46.1%	7.6%
2.17. Statewide standards for public school libraries.	3.9%	60.8%	29.7%	5.6%
2.18. Other Need (as specified above in Question #1.18)	15.3%	17.9%	7.7%	59.1%

Clearly, a strong role for the local district is indicated by these results. In addition, while the local district had higher percentages for more needs, the percentages for TEA for most of the needs were also at least around 30%. TSLAC had only four needs with a percentage over 25%, and one of those, as stated above, was ranked very closely with the local district.

School library programs are embedded in the local school district and state educational structures, and these results reflect that reality. At the same time, the results show that more often than not, meeting a need is not the sole responsibility of one agency, but requires the combined effort of two or more agencies to fully meet the need.

The overall response to the survey was very good. While not every person answered every question, 3,687 started and responded to the first question ranking the top eight needs. Responses were received from school staff across the state. Every size district (as measured by UIL designation) is represented in the responses, as well as every area of the state (as indicated by ESC region). 54.32% of those responding said they were a librarian/library coordinator/library director, 32% were teachers, 5% campus level administrators, 3% superintendents/district level administrators, and 5% other. The list of "other" is a very broad range of job titles. While effort was made to get more responses from campus and district administrators, most indicated that they relied upon the expertise of the librarian to respond to the survey.

(See the complete findings in appendix four)

RECOMMENDATIONS

The findings show that a strong and successful Texas public school library program needs the recognition by the entire school community that the library program has a strong role in student success, and the funding and resources needed to produce good programs. Public school libraries need current materials, staffing, facilities, and technology, the staff need regular continuing education and the ability to collaborate with teachers, other libraries, and community organizations, as well as good long-range plans, board approved policies, standards, and statistics.

Clearly additional funding from local districts and the state is key. It will require a consensus on the need for and a commitment to allocate or ask for the funding needed. This is a role for the Texas Education Agency. **TEA needs to provide leadership in communicating and requesting state level funding.**

As more funding is available, school library programs will be able to acquire the resources identified as necessary to a good program. Other needs, such as long-range

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plans and board-approved policies, are less resource dependent, but rather goals that every program should strive to achieve.

Both agencies can work with local districts in areas such as collaboration among libraries and with community organizations. The TSLAC and TEA have programs that encourage local, regional, and statewide resource sharing, collaboration, and continuing education. TSLAC has successfully included negotiations for online databases for school libraries along with its TexShare database program, and TEA provided library resources for schools for nine years through the Texas Library Connection (TLC). Both programs achieved significant cost savings for Texas schools. Although more respondents indicated online databases as a responsibility of TEA, the combination of TEA funding through Rider 88 with the TSLAC program has been successful and could continue, unless TEA wishes to reassume this responsibility.

To ensure that the necessary funding, resources, and services needed for school library programs to contribute to student success are in place and are actually allocated to the library program, many respondents call for the *Standards* to be mandatory. Mandated district programs and services are clearly a responsibility of TEA, and the agency should engage in discussion with the school library community in this area. Legislative authority may be needed to achieve this goal.

The responsibility for school library standards in Education Code 33.021 is currently assigned to TSLAC. Respondents indicated that standards are primarily a TEA responsibility. Given the close relationship of school library programs with the local and state educational structure, this is understandable and a change to the statute should be considered. However, TSLAC should continue to collaborate with TEA on the development of standards.

The survey respondents indicated that collection of data and statistics on public school libraries statewide should be carried out by TSLAC. TSLAC does collect, analyze, and distribute statistics on public and academic libraries. Collection of data on public school libraries would be a significant undertaking. Data are essential for evaluation and the annual collection of data on public school libraries is highly recommended. Since it already has a large data collection program, this could be a responsibility for TEA, if additional resources were available and the necessary statutory changes enacted.

Recommendations for Each Entity Based on Survey Results

The survey identified that **Local Districts** should be responsible for the following:

1. Collaboration among librarians and teachers to integrate library resources in lesson plans to support student achievement.
2. Collaboration between the school library and community organizations to support student and family success.
3. Collaboration with other libraries to share resources, programs, and expertise.
4. Professional library staff to meet the needs of students, teachers, and the school community.
5. Paraprofessional library staff to meet the needs of students, teachers, and the school community.
6. Current library materials to support TEKS and student success.

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7. Access to school library resources beyond the instructional day and during the summer months, and beyond the physical boundaries of the library.
8. Library facilities that support the learning community.
9. Continuing education on topics critical for the success of students and the school library program.
10. Board-approved policies on issues that affect the library program.

The **Texas Education Agency** should be responsible for the following:

1. Professional status of school librarians as teachers critical to student learning and achievement.
2. Funding to enable school libraries to meet the Standards and Guidelines.
3. Online databases to support TEKS and student success (in collaboration with the Texas State Library and Archives Commission and Local Districts).
4. Technology to support TEKS and student success.
5. Continuing education on topics critical for the success of students and the school library program.
6. A long-range plan for the school library based on evaluation of the program using the Standards and Guidelines.
7. Statewide standards for public school libraries.

The **Texas State Library and Archives Commission** should be responsible for the following:

1. Collaboration with other libraries to share resources, programs, and expertise.
2. Collection of data and statistics on public school libraries statewide.

Other Recommendations Based on Input from the Study

In summary, the recommendations below were identified to help meet the needs of public school libraries:

- Provide funding to enable school libraries to meet the recommendations of the School Library Standards and the Long-Range Plan for Technology, 2006-2020.
- Call for the School Library *Standards* to be revised to ensure appropriateness and usefulness over time, perhaps using the new AASL Standards for the 21st Century Learner as well as other recent examples of library standards.
- Call for the School Library *Standards* to become mandatory for schools to use to document progress in meeting the standards and providing services to schools.
- Continue to fund and support the online research and information resources to ensure equal access to quality educational resources no matter a school's size, location, or socioeconomic status.
- Ensure necessary funding to support library programs and recognize those that are rated Exemplary.
- Ensure that all campuses in the State of Texas have identified a school library with library services available to students and educators.
- Ensure that all campuses in the State of Texas have identified a school librarian who serves each campus and have entered this data into PEIMS and other data collection systems.
- Provide support for the educator preparation and professional development needed to become a certified librarian, increasing the availability of these librarians for schools across the state.

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- Provide support and training for school libraries through the twenty regional Education Service Centers across the state.
- Include educational instruction at the academic/certification levels for administrators regarding school libraries, statewide school library standards, and the impact librarians and libraries make to student achievement

Future Direction

This study was intended to gather data and use this data to make joint recommendations from the Texas State Library and Archives Commission and the Texas Education Agency to move forward in planning for public school library services. While there are programs and resources in place to support public school libraries and new information from this study, it is important to continue to have regular studies to keep informed of student and educator needs to better provide library services to public school students and educators in the future.

APPENDICES

1. SCHOOL LIBRARY NEEDS DOCUMENT

Needs of School Library Programs

Drawn from
School Library Programs: Standards and Guidelines for Texas

This document identifies some underlying needs of school library programs that are addressed in the School Library Programs: Standards and Guidelines for Texas and suggests how TEA and/or TSLAC might fulfill them.

Standard I. Learner-Centered Teaching and Learning

Goal: To promote the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.

NEED

Facilitate collaboration between librarians and teachers to support student achievement.

- Encourage teachers and librarians to collaboratively integrate TEKS into lesson plans presented in the library.
- Develop models of collaborative lesson planning and presentation.
- Provide professional development on collaboration between librarians and teachers.
- Encourage district and campus administrators to promote collaborative planning and presentation of lessons.
- Provide **information through a web site with** links to research demonstrating the impact of collaboration between librarians and teachers on student achievement.
- Provide training to district and campus administrators on the impact of collaboration between librarians and teachers on student achievement.

NEED

Flexible scheduling.

- Encourage district and campus administrators to allow flexible scheduling that will enable librarians to provide point-of-need training for students and staff.
- Provide information a web site with links to research demonstrating the value of flexible scheduling.
- Provide training on the value of school libraries to district and campus administrators.

Standard II. Learner-Centered Program Leadership and Management

Goal: To demonstrate effective school library program leadership and management throughout the school, the district, and in local, state, and national activities and associations.

NEED

Assistance with evaluating the school library program and implementing the recommendations in the School Library Programs: Standards and Guidelines for Texas.

- Provide training and support to assist libraries in collecting data and evaluating the library resources, services, and collection through the Output Measures and Evidence-Based Measures provided in the Supplemental Resources to the School Library Programs: Standards and Guidelines for Texas.

NEED

Assistance in developing a long-range plan to improve the school library program.

- Provide training and support to assist libraries in developing a long-range plan to improve library services, resources, staffing, etc. in accordance with an evaluation of the library based on School Library Programs: Standards and Guidelines for Texas.

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- Provide training and support to assist libraries in reviewing and updating the long-range plan based on annual evaluation of the library program.
- Encourage district and campus administrators to support implementation of the library's long-range plan to improve library services, resources, staffing, etc.
- Encourage district and campus administrators to review annual reports provided by librarians and update the long-range plan.

NEED

Approval by campus and district administrators of the long-range plan to improve the school library in accordance with School Library Programs: Standards and Guidelines for Texas.

- Encourage campus and district administrators to work collaboratively with the librarians to prepare a long-range plan for improving the school library, based on annual evaluations conducted by the librarian in accordance with the School Library Programs: Standards and Guidelines for Texas.

NEED

Staffing for school libraries.

- Encourage district and campus administrators to provide professional, paraprofessional, and district level staff for school libraries at the levels recommended in the School Library Programs: Standards and Guidelines for Texas, Standard II, Principle II.
- Provide a website highlighting research on the impact of staffing in school libraries on student achievement.
- Provide training on the value of school libraries to district and campus administrators.

NEED

Funding for school libraries.

- Encourage district and campus administrators to provide funding for school libraries at the levels recommended in the School Library Programs: Standards and Guidelines for Texas, Standard II, Principle III.
- Provide a website highlighting research on the impact of adequate library resources, staffing, and collaboration on student achievement.
- Provide training on the value of school libraries to district and campus administrators

Standard III. Learner-Centered Technology and Information Access

Goal: To promote the success of all students and staff by facilitating the access, use, and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning.

NEED

Free and equal access to electronic databases.

- Provide all Texas schools access to informational databases, so students can get free access to information to enhance their educational achievement

NEED

Adequate and current resources in all formats to support curriculum

- Provide training to librarians on selection of resources, collection management, and weeding.
- Promote interlibrary loan.
- Encourage district and campus administrators to provide funding for a balanced and current collection of library resources in all formats, as outlined in professional, paraprofessional, and district level staff for school libraries at the levels recommended in the School Library Programs: Standards and Guidelines for Texas, Standard III, Principle 1.
- Provide a website highlighting research on the impact of adequate library resources on student achievement.
- Provide training on the value of school libraries to district and campus administrators

NEED

Adequate Technology for school libraries

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- Encourage district and campus administrators to evaluate library technology infrastructure and equipment in accordance with the campus STaR Chart and set goals for improvement in accordance with Standard III, Principle 1.
- Promote adequate technology for implementing the school library program as outlined in Standard III, Principle 3, including remote access to electronic library card and databases, and staff and student computers.
- Provide a website highlighting research on the impact of adequate technology on student achievement.
- Provide training on the value of technology in school libraries to district and campus administrators

NEED

Board-approved library policies

- Encourage district and campus administrators to work with librarians to develop written, board-approved board policies regarding access, copyright, plagiarism, Internet use policies, selection and reconsideration, intellectual freedom, confidentiality, the rights of users, and other intellectual property concerns and legal issues that affect the library media program.

Standard IV. Learner-Centered Library Environment

Goal: To provide design guidelines for facilities to allow for manipulation, production, and communication of information by all members of the learning community.

NEED

Library facilities that support the learning community

- Encourage district and campus administrators to review recommendations for size, furnishings, infrastructure, design, lighting, etc. for the school library as described in Standard IV and develop a long-range plan to improve the school library.
- Inform district and campus administrators planning new campuses of specifications for library facilities in **19 Texas Administrative Code (TAC) §61.1036, School Facilities Standards for Construction on or after January 1, 2004, Subchapter CC, Commissioner's Rules Concerning School Facilities.**
- Provide online resources for trends in design and specifications of school libraries.

Standard V. Learner-Centered Connections to Community

Goal: To provide information equity by working for universal literacy; defending intellectual freedom; preserving and making accessible the human record; ensuring access to print and electronic resources; connecting school faculty, staff, and students to community resources and services as needed; and by connecting community members to school resources and services as appropriate.

NEED

Collaboration and partnerships within the school and the community to support student and family success

- Design and implement a strategy for effective communication/ marketing of library vision, goals, services, and needs with school and community partners, public decision-makers, and the profit and non-profit sectors.
- Encourage formal and informal collaborations and partnerships within the school and the broader community for the purpose of advocacy and student success.
- Encourage families and the community to use school libraries.
- Design and deliver online training and web-based resources targeted to students, families, community partners and community members, and teachers for accessing and using learning resources.
- Promote access to school library resources, services, and programming to students, families, community partners, and community members beyond the instructional day and during the summer months.
- Promote acquisition of library resources to meet the needs and reflect the multi-cultural and diverse community.

Standard VI. Learner-Centered Information Science and Librarianship

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Goal: To promote the success of all students and staff by: providing information equity; working for universal literacy; defending **intellectual freedom**; preserving and making accessible the heritage of all cultures; and ensuring that equal access to resources in all formats is available for everyone.

NEED

Collaboration between school libraries, public libraries, and institutions of higher learning to promote student success

- Promote collaboration with libraries in institutions of higher learning to provide high school students with access to collections and services upon request.
- Promote collaboration with public libraries to ensure all students and staff have library cards and access to public library resources, to promote student participation in summer reading clubs, and to communicate assignment alerts.

NEED

Professional development

- Promote participation in local, state, and national associations and attendance at regional, state, or national professional association conferences.

NEED

Increased involvement in the broader school community

- Encourage district and campus administrators to include librarians in district and campus site-based decision making committees, grade level and departmental meetings, and curriculum development teams, textbook selection committees, and building level leadership teams.

ADDITIONAL NEED - NOT FROM SCHOOL LIBRARY STANDARDS

This need has been repeatedly expressed by school librarians yet does not specifically relate to provisions in School Library Programs: Standards and Guidelines for Texas

NEED

*Statewide statistics on Texas school libraries
Collect statewide data on school libraries.*

2. STEERING COMMITTEE

Charge

Work with Texas State Library and Archives Commission and Texas Education Agency staff on the study design, including activities and survey design, assist with the study, engage colleagues in the process, and review the draft report.

Roster

Steering Committee

Darlene Blair
Curriculum & Instruction/Assistant Superintendent, Tomball ISD

Carol Ann Bonds
Superintendent, San Angelo ISD

Shelia Brown
Principal, DeSoto Freshman Campus

Sharon Carr

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TSLAC Commissioner/Library Administrator, El Paso ISD

Darryl Cross
Curriculum & Instruction/Assistant Superintendent, Weatherford ISD

Carlyn Gray
Library Administration, Round Rock ISD

Lucy Hansen
Librarian, Biblioteca Las Americas, South Texas ISD

Jana Knezek
Library Administration, Northside ISD

Marti Turner
Librarian, Bellville High School

Micha Villarreal
Director of Instructional Technology, Ysleta ISD

TSLAC Staff

Deborah Littrell
Library Development Division Director

Beverley Shirley
Library Resource Sharing Division Director

Christine McNew
Youth Services Consultant

Ann Mason
TexShare Coordinator

TEA Staff

Anita Givens
Deputy Associate Commissioner for Standards and Alignment

Karen Kahan
Director of Educational Technology

John Lopez
Managing Director, Instructional Materials and Educational Technology

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3. Survey instrument

Who should complete the survey:
Public school staff in Texas

Introduction:

Your feedback on the needs of public school libraries would be much appreciated. Below you will find a survey for the public school community that will be used to help identify and prioritize the needs of public school libraries. Please take a few minutes to help provide useful data for this study!

Estimated time required to complete survey:
5 -10 minutes

Dates of survey:

Monday, February 4 - Friday, February 29, 2008

Purpose of survey:

This survey is designed to allow the school community to prioritize the needs of public school libraries.

The 80th Legislature delivered the following charge for a public school library needs study, (Government Code §441.021).

(a) The [Texas State Library and Archives] commission and the Texas Education Agency shall conduct a joint study to identify the needs of public school libraries in this state and determine which needs each agency is best suited to address.

(b) Not later than Dec. 31, 2008, the [Texas State Library and Archives] commission and the Texas Education Agency shall submit a joint written report containing the findings of the study and the recommendations of the commission and the education agency to the (1) governor, (2) lieutenant governor; (3) speaker of the house of representatives; and (4) appropriate oversight committees of each house of the legislature.

Background:

The needs statements in this survey were derived from the School Library Programs: Standards and Guidelines for Texas, which were developed by the school library community, and approved by both the Texas State Library and the Texas Education Agency. The Standards and Guidelines for Texas provide a framework for self-assessment and strategic planning for school library resources, services, and programs.

Gathering detailed data on the current status of school libraries with regard to the School Library Programs: Standards and Guidelines for Texas is beyond the scope of this survey.

Privacy policy:

No personally identifiable information is required to complete this survey. The IP

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address of your computer will not be collected.

For questions relating to this survey, please contact:

Deborah Littrell
Library Development Division
Texas State Library & Archives Commission
800.252.9386 (in Texas)
deborah.littrell@tsl.state.tx.us

OR

Anita Givens
Deputy Associate Commissioner for Standards and Alignment
Texas Education Agency
512.463.9400
anita.givens@tea.state.tx.us

Was this overview of the survey useful to you?

Yes/No

1. Select Eight Most Critical Needs

Please select the EIGHT (8) needs that you believe are most critical for successful Texas public school library programs.

COLLABORATION

1.1. Collaboration among librarians and teachers to integrate library resources in lesson plans to support student achievement, across the curriculum.

1.2. Collaboration between the school library and community organizations to support student and family success.

1.3. Collaboration with other libraries to share resources, programs, and expertise.

STAFFING

1.4. Professional library staff to meet the needs of students, teachers, and the school community, in accordance with the School Library Standards and the SBEC Standards for Certification.

1.5. Paraprofessional library staff to meet the needs of students, teachers, and the school community, in accordance with the School Library Standards.

1.6. Professional status of school librarians as teachers critical to student learning and achievement.

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FUNDING

1.7. Funding to enable school libraries to meet the recommendations of the School Library Standards and the Long-Range Plan for Technology, 2006-2020.

RESOURCES

1.8. Current library materials (such as books, journals, and multi-media) to support TEKS and student success.

1.9. Online databases to support TEKS and student success.

1.10. Technology to support TEKS and student success as specified in the Texas Campus and Teacher STaR Charts.

1.11. Access to school library resources beyond the instructional day and during the summer months, and beyond the physical boundaries of the library.

FACILITIES

1.12. Library facilities that support the learning community.

PROFESSIONAL DEVELOPMENT

1.13. Continuing education on topics critical for the success of students and the success of the school library program.

PROGRAM MANAGEMENT

1.14. A long-range plan for improving the school library program based on evaluation of the program using the School Library Standards and the Texas Campus and Teacher STaR Charts.

1.15. Board-approved policies on issues that affect the library program.

DATA COLLECTION

1.16. Collection of data and statistics on public school libraries statewide.

STANDARDS

1.17. Statewide standards for public school library programs.

OTHER

1.18. Other

2. Opinion regarding agency best suited to meet the critical needs

Please indicate which agency is best suited to meet the need, the local school district, or the Texas Education Agency (TEA), or the Texas State Library and Archives Commission (TSLAC).

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For information on the agencies see TEA and TSLAC

- 2.1. Collaboration among librarians and teachers to integrate library resources in lesson plans to support student achievement.
- 2.2. Collaboration between the school library and community organizations to support student and family success.
- 2.3. Collaboration with other libraries to share resources, programs, and expertise.
- 2.4. Professional library staff to meet the needs of students, teachers, and the school community.
- 2.5. Paraprofessional library staff to meet the needs of students, teachers, and the school community.
- 2.6. Professional status of school librarians as teachers critical to student learning and achievement.
- 2.7. Funding to enable school libraries to meet the Standards and Guidelines.
- 2.8. Current library materials to support TEKS and student success.
- 2.9. Online databases to support TEKS and student success.
- 2.10. Technology to support TEKS and student success.
- 2.11. Access to school library resources beyond the instructional day and during the summer months, and beyond the physical boundaries of the library.
- 2.12. Library facilities that support the learning community.
- 2.13. Continuing education on topics critical for the success of students and the school library program.
- 2.14. A long-range plan for the school library based on evaluation of the program using the Standards and Guidelines.
- 2.15. Board-approved policies on issues that affect the library program.
- 2.16. Collection of data and statistics on public school libraries statewide.
- 2.17. Statewide standards for public school libraries.
- 2.18. Other Need (as specified above in Question #1.18)
3. Demographic information

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Please select the category that best describes your role or position. *

Superintendent or other District Level Administrator

Campus Level administrator

Librarian / Library Coordinator / Library Director

Technology Specialist / Coordinator

Teacher

Other

4. What is your school district UIL designation? *

5. Please indicate the level for which you are responsible. *

District

Elementary School

Middle School

High School

Combined

6. What is your ESC number? *

Thank you for taking our survey.
Your response is very important to us.

We anticipate preparing a report of this survey by mid-April 2008.

To learn more about this initiative, please visit www.tsl.state.tx.us/schoolneeds

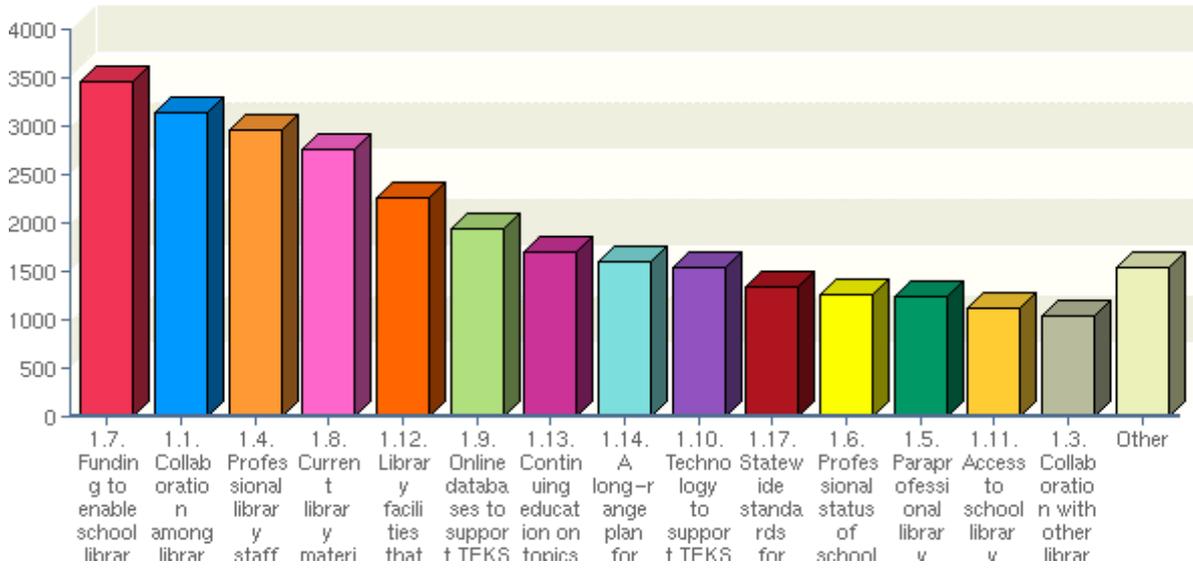
Thanks again for your assistance!

4. SURVEY RESULTS

Survey of the Needs of Texas Public School Libraries

Report of Survey Responses - March 12, 2008

Question 1: Please select the EIGHT (8) needs that you believe are most critical for successful Texas public school library programs.



Critical Need	Count	Percent %
1.7. Funding to enable school libraries to meet the recommendations of the School Library Standards and the Long-Range Plan for Technology, 2006-2020.	3,460	93.84%
1.1. Collaboration among librarians and teachers to integrate library resources in lesson plans to support student achievement, across the curriculum.	3,132	84.95%
1.4. Professional library staff to meet needs of students, teachers, & the school community, in accordance with the School Library Standards & the SBEC Standards for Certification.	2,954	80.12%
1.8. Current library materials (such as books, journals, and multi-media) to support TEKS and student success.	2,758	74.80%
1.12. Library facilities that support the learning community.	2,259	61.27%
1.9. Online databases to support TEKS and student success.	1,939	52.59%
1.13. Continuing education on topics critical for the success of students and the success of the school library program.	1,710	46.38%
1.14. A long-range plan for improving the school library program based on evaluation of the program using School Library Standards & Texas Campus and Teacher STaR Charts.	1,600	43.40%
1.10. Technology to support TEKS and student success as specified in the Texas Campus and Teacher STaR Charts.	1,546	41.93%
1.17. Statewide standards for public school library programs.	1,333	36.15%
1.6. Professional status of school librarians as teachers critical to student learning and achievement.	1,258	34.12%
1.5. Paraprofessional library staff to meet the needs of students, teachers, and the school community, in accordance with the School Library Standards.	1,239	33.60%
1.11. Access to school library resources beyond the instructional day and during the summer months, and beyond the physical boundaries of the library.	1,122	30.43%
1.3. Collaboration with other libraries to share resources, programs, and expertise.	1,035	28.07%
1.2. Collaboration between the school library and community organizations to support student and family success.	581	15.76%
1.16. Collection of data and statistics on public school libraries statewide.	466	12.64%
1.15. Board-approved policies on issues that affect the library program.	302	8.19%

Critical Need	Count	Percent %
Other critical needs submitted:		
Strong library standards need to be mandated by the legislature.	2	0.05%
"To provide educational instruction at the academic / certification	1	0.03%
A bill that would mandate standards and certified librarians on every campus.	1	0.03%
a flexible schedule to meet needs of teachers, students - out of conference rotation schedule	1	0.03%
A state governing body to evaluate each school district to determine if guidelines are being followed.	1	0.03%
Acknowledgement of librarians at TEA - their critical impact on education and students.	1	0.03%
Additional help in libraries. I serve 1800 patrons by myself. We need additional staff.	1	0.03%
Address individual concerns of each library	1	0.03%
Adequate Funding	1	0.03%
Administrators should be aware of the effects an effective library on student achievement	1	0.03%
Administrators that are informed about the link between libraries and student success and who support their library and its staff!	1	0.03%
aides for the library	1	0.03%
Align Texas school libraries with AASL Standards For the 21st Century Learner	1	0.03%
An open library for all to use throughout the whole day and during summer months.	1	0.03%
Any assistant in every library along with the professional librarian	1	0.03%
Author visits- promote reading and writing	1	0.03%
Available science journals	1	0.03%
better access to audio/off grade level selections for students with disabilities	1	0.03%
biggest need is money to keep the library up to date	1	0.03%
Bilingual materials(books, magazines, multimedia resources) for ESL students in Social Studies content needed for research projects	1	0.03%
books with higher reading levels to help students think more	1	0.03%
Books, books, books	1	0.03%
Bore class sets of novels for upper elementary grades and the tapes/cds' to go along with them, as well as teh technology for listening centers in the classroom!!!!	1	0.03%
Campus administrative support for the school library program.	1	0.03%
Cancel the need to accumulate 200 hrs for recently certified librarians to keep their library science certification. The certificate should be life time. Other professions just require additional hours to keep current but no pressure to accumulate hours to keep certification.	1	0.03%
Certified librarians with Library Science Hours!	1	0.03%
Collaboration on instructional plans with the librarian as an instructional partner	1	0.03%
COMMUNICATION	1	0.03%
Comparison with successful schools in other states and library staffing	1	0.03%
Continued state funding of databases across the state for access and uniformity of resources.	1	0.03%
Cross-curricular learning tools and resources for teachers and student to provide today's students with critical thinking and analyzation skills.	1	0.03%
Each campus, regardless of school population, should have a full-time librarian (no split campuses.)	1	0.03%
Educational instruction at the academic / certification levels to "pre-service" administrators regarding school libraries and the impact librarians and libraries make to student achievement AND statewide school library standards with TEETH...not "suggestions"...MANDATES!!	1	0.03%
Electronic access to wide-ranging educational research for professional staff through the library.	1	0.03%
enforced library standards	1	0.03%
Enforcement of School Library Standards and certified, degreed staff at all levels as well as adequate number of staff at all levels according to the School Library Standards	1	0.03%
Enforcement of standards adopted in 1.17. above.	1	0.03%
ENFORCEMENT of the library standards that are already in place.	1	0.03%
Enough materials for each student to meet acceptable standards	1	0.03%
Ensure accessibility of all functions and materials to all students, including those w/ disabilities	1	0.03%
Extended hours of operation. Currently our HS library is open 15 min. before school & 20 min. after school.	1	0.03%
find a librarian that likes all kids, not just Athens kids.	1	0.03%
For existing schools to retrofit rooms to be used for a library, the state must fund infostructure modifications to accomodate the databases & technology issues. Without funding for facility issues from the state, Texas will have the same reputation for condemned buildings being used for public schools as New York State.	1	0.03%
Force of law behind the statewide standards!	1	0.03%
Full-time Library Clerks, rather than 1 Clerk for 3 schools	1	0.03%
FUNDED Mandates	1	0.03%
Funded mandates to meet Library standards	1	0.03%
FUNDED state standards for public library, and staff to carry out.	1	0.03%
Funding for access of low socioeconomics students/families	1	0.03%
Funding for computers and other technology	1	0.03%
Funding for libraries to be provided by state and equal across the state.	1	0.03%
Funding for mandated standards for school library programs	1	0.03%
FUNDING for state mandates	1	0.03%
Funding to allow reading materials to be placed in every home that has a potential student(s). We must take the school to the home before the child reaches PK.	1	0.03%
Funding to keep collections current - print, media	1	0.03%
Funding to meet statewide standards for public school library programs	1	0.03%
Funding to update older schools to new technology standards (as found in recently built schools)	1	0.03%

Critical Need	Count	Percent %
Funds to purchase children's story books in other languages from other than district approved vendors	1	0.03%
Funds to secure books in other languages such as Vietnamese.	1	0.03%
Have a variety of current and up to date novels and resources for students and teachers.	1	0.03%
Having standards in place are necessary, but if the standards are not enforced, they are useless. So, there is a need for enforcing the standards.	1	0.03%
I believe state-wide standards and long-range plans are critical but these need to be funded mandates.	1	0.03%
Funding is essential to all aspects of improvement.	1	0.03%
I need help to be able to manage all I should be doing in the school library setting.	1	0.03%
I support librarians being able to enhance and add their own records as to the needs of their own school rather than having a district cataloger be the only one who can enhance a record. It should be the librarian's option to use the district cataloger or not.	1	0.03%
Information literacy curriculum (I see this as different that 1.17--it's a part of the standards, but is not developed with enough specificity that we can create consistency in the kinds of skills and knowledge that students need)-- including scaffolding of research process skills, examples of authentic assessments and student rubrics. The Resarch/Inquiry strand of the English Language Arts Revision document is a good start--IF is approved by the SBOE. If not, something very similar needs to be created showing alignment with TEKS in content areas	1	0.03%
Integration of information literacy standards into curriculum thus ensuring teacher/librarian collaboration	1	0.03%
Interest in the reality of what goes on in school libraries as determined by principals & SBDM committees, rather than continually trying to "fit square pegs into round holes" without intrest in why it's not happening!	1	0.03%
internet training (ie. efficient searching, how to handle inappropriate material, monitoring internet useage, how the web works, MySpace: How it can be used for Good, using Google, how to create simple webpages)	1	0.03%
It would help if all library standards, needs, & mandates were included in instructional technology responsibilities. Some areas match up well, but others tend to get lost in curriculum or technology departments.	1	0.03%
Libraries need to be part of instructional tech realms because they are so closely covered in Tech App TEKS. Align more library strategies with tech strategies.	1	0.03%
Its time to rethink the purpose of the Library and each district has to ask "What support do I need from my Library and what role will it play in our system	1	0.03%
Legal mandatory requirements for districts to meet the School Library Standards	1	0.03%
Librarian led classes on using school and public libraries.	1	0.03%
Librarians & libraries are quickly going the way of bank tellers & bank lobbies. Rarely needed or used.	1	0.03%
librarians not being used as ancillary staff in elementary schools like HISD does	1	0.03%
Libraries need more funding to purchase more reading materials and AR /RC test.	1	0.03%
Libraries should be user friendly, inviting children to read.	1	0.03%
Libraries should noot be used to house students that do not have a substiitute teacher even though it saves the district the cost of paying a substitute.	1	0.03%
Library class in school administrator professional development.	1	0.03%
Library Standards measured and used as part of the campus "report card" for TEA.	1	0.03%
library use beyond the confines of the walls of the local school; think much more futuristic - not confined to specific clientell's uses rather made available for all consumers. Consolidate public libraries and school libraries resources.	1	0.03%
Lone range financial planning for technology and books/AV acquisition	1	0.03%
Long range plans for each school in the district to meet the standards for the facility, budget, and staffing.	1	0.03%
Make standards part of School Criteria for Acceptable, Recommended or Exemplary	1	0.03%
Make the state standards mandatory and hold districts accountable to them.	1	0.03%
Mandate for Standards	1	0.03%
Mandated state standards for library programs, along w/ funds to meet the mandates.	1	0.03%
Mandating statewide standards for public school library programs	1	0.03%
Mandatory Budgets for Yearly purchasing of books	1	0.03%
Mandatory clerk assigned to the library in addition to a full time librarian.	1	0.03%
Mandatory requirements for districts to meet standards.	1	0.03%
Mandatory training for school administrators on school libraries and librarians and their effect on student achievement. Funding to support library standards.	1	0.03%
Manditory, extensive, library education for all going into the administration field.	1	0.03%
materials to support the art curriculum	1	0.03%
media tools	1	0.03%
money	1	0.03%
Money enough to support materials cost that is rising	1	0.03%
Money for collection replacement of out dated material such as geography section. Conference periods for librarians so we can work on collection gathering, weeding and ordering.	1	0.03%
Money to purchase more Accelerated Reading books and AR tests for the students.	1	0.03%
Money to purchase more books.	1	0.03%
More attention to the role of the librarian in education courses for administrators and teachers.	1	0.03%
More available grants to update materials so weeding is more effective.	1	0.03%
more books	1	0.03%
More books in different languages that represent student needs(spanish.)	1	0.03%
More books of all genres - not subscriptions to databases	1	0.03%
More books per student needed and more computers	1	0.03%
More collaboration with public libraries & community literacy programs	1	0.03%
More computers in the library, for students to use outside of classroom.	1	0.03%
More lessons from the Librarian, and an open door policy	1	0.03%

Critical Need	Count	Percent %
more money	1	0.03%
More money is needed to update the collection due to obsolete / outdated non-fiction books so that each student has access to the best information in book form.	1	0.03%
more resource materials, fiction and non-fiction in foreign languages to support the ELL communities and those studying a foreign language	1	0.03%
More resources available in spanish	1	0.03%
More time in students' day to spend in library.	1	0.03%
Need more books for our libraries:English and Spanish.	1	0.03%
Need professionals first and assistance from additional staff second	1	0.03%
new books that encourage pleasure reading, More books, more materials period!	1	0.03%
not having to have our aide worry if she works longer than 37.5 hours a week	1	0.03%
Not only should there be statewide standards but there should be incentives for school districts who follow the standards. As long as the standards are just suggestions many disticts will continue to ignore them.	1	0.03%
Not using Librarians for teacher planning time/co-curricular rotation	1	0.03%
Opportunities for students to participate in story time; funding for acquisition of high quality literature; implementation of reading programs and author visits to educate students and promote a love of reading.	1	0.03%
Our library has a collection, basically 15 years or more, outdated; however there is NOT budget money to bring it 'up to par'. It is really sad***	1	0.03%
our school has al of these things. Can not add to.	1	0.03%
para,s to aid librarians in relation to circulation stats	1	0.03%
Paraprofessional assistance in addition to professional librarians	1	0.03%
Paraprofessionals to support professional library staff in meeting the needs of the community.	1	0.03%
Perception by campus administration that library programs are important to the academic success of the campus.	1	0.03%
Principals being trained on what school librarians are. A special course would be nice in the principals certification.	1	0.03%
Programs for Life skills students	1	0.03%
Provide education instruction at the academic & certification levels to pre-service adminnistrators regarding school libraries and the impact libraries and librarians make to student achievement and to adopt state standards that have "teeth". They must be more than "suggestions" and there must be funding attached.	1	0.03%
Providing full-time certified librarians and a full-time paraprofessional for any school library with a student population over 400.	1	0.03%
Public school libraries should be on a flexible schedule, not the antiquated fixed schedules	1	0.03%
Public school library standards added as criteria for evaluating schools and districts	1	0.03%
Quiet is an essential attribute to encouraging solid study skills.	1	0.03%
Raise Taxes. Spend about a \$100 million & get new magazines & books into every library.	1	0.03%
Reading materials/programs for the home for preschool children	1	0.03%
real standards with TEETH. FUNDED mandates.	1	0.03%
Reasonable library surveys. This was a waste of my time, energy, and property taxes.	1	0.03%
Recognition of school administration of the importance of the library program	1	0.03%
Removing libraries from the co-curricular retoation which enable teacher to receive their planning time. This does not allow us as librarians to fulfill the majority of our job description which is collaborating with teachers to best meet our students needs. All I do I check-in & out books & deal with behaviors of large numbers of unsupervised students.	1	0.03%
Required college course for all school teachers & administrators on library collaboration & resources.	1	0.03%
required hours for library to remain open after school hours	1	0.03%
Requiring a certified librarians in every school and mandated standards, not guidelines, would go a long way toward assuring a truly literate population. Such mandates should be funded.	1	0.03%
Resources needed for the special needs population.	1	0.03%
School districts should be mandated to follow statewide standards.	1	0.03%
School library programs for Life skills students.	1	0.03%
Space to invite students and community intot he library	1	0.03%
special funding just for library computers and access to online data research sites. Funding to access online computer libraries.	1	0.03%
Specific book titles that can be used to teach the TEKS for reading.	1	0.03%
Staff development of teachers by librarians of resources available.	1	0.03%
Staffing in a library is very important even for the lower grades and up.	1	0.03%
Standards must me mandated by state, not a suggestion	1	0.03%
standards need to be mandated, if they are just suggestions, they will never be implemented.	1	0.03%
Standards not just written, but MANDATED.	1	0.03%
Standards should be enforced, not just recommended. There MUST be a school library media specialist working at TEA to assist with implementation of all of the above	1	0.03%
Standards that are not suggestions but MANDATES regarding school libraries & librarians	1	0.03%
Standards with teeth! and administrators who have been trained in the value of school libraries staffed by professionals.	1	0.03%
State FUned Mandates for above	1	0.03%
State funding to insure that all libraries meet a minimum acceptable for Standard III learner-Centered Technology and Information Access.	1	0.03%
State mandates that require both elementary & secondary schools have fully-licensed librarians (1 FTE for every 500 students). Consider also allowing experienced librarians w/ MLS but no teaching experiece to gain TX certification without the 2-year classroom teaching requirement (perhaps just an abbreviated	1	0.03%

Critical Need	Count	Percent %
alternate route). I say this because, to me, it's more important to have a candidate who is a fully-trained librarian who takes the minimum education classes than a teacher who takes the minimum library classes. Most of what we learn in college about teaching is better learned on the job whereas most of what we learn in library school cannot be learned on the job.	1	0.03%
Statewide library standards that are calculated in school ratings, not merely used as guidelines.	1	0.03%
Statewide standards for libraries that are required to be met by school districts. In the past, the standards have been regarded merely as "suggestions" and there was not any authority behind them. Most school districts ignore them if they are not required to be met.	1	0.03%
Statewide standards must have real value behind them, i.e. school district administrators must be mandated to follow the state library standards the same way we must follow the state curriculum.	1	0.03%
Statewide standards need to be mandated, not merely suggestions or guidelines for districts to follow. Administrators do not take this document seriously because it is not mandated.	1	0.03%
Statewide standards that are part of the accountability system, not just "suggested" standards -- we need them to be part of the schools' accountability rating.	1	0.03%
Student accessibility	1	0.03%
Students need access to library during the day, after school, weekends...not rely on the public library.	1	0.03%
School books should be available through the library. Tutoring/assistance with homework should be available. Buses need to run later routes to allow children time to spend after school at the library.	1	0.03%
TEA needs to take a very strong stand that schools need professionally staffed libraries. If a school doesn't have a professionally staffed library it shouldn't be designated Recognized much less Exemplary	1	0.03%
Teacher accountability for integrating library services into their curriculum	1	0.03%
Teachers should be able to suggest books for the library to buy and how many copies we might need	1	0.03%
The librarians must be certified librarians. (Stafford Primary School in Stafford Municipal School District)	1	0.03%
The library's resources are a critical component of &education. In the workplace, the ability to research through library and industry information a particular topic is more and more critical to the work force and an area we are lagging behind. The library is the tool to teach research with and must have contemporary and current information to teach the research skill with.	1	0.03%
The standards are in place, and they are good. Make them mandatory and fund them.	1	0.03%
The standards to be mandated ¬ just guidelines that are not adhered to by some districts.	1	0.03%
There are standards which no one adheres to - school libraries need to be viewed and used as an extension/addition to the class. The lip service of how important libraries are and then not supporting them needs to stop. We need a viable budget which truly represents an understanding of the needs a school library. Librarians are not just story tellers and the person who checks out the books - we are an academic classroom and truly what should be the hub of the school for student use.	1	0.03%
Time to educate teachers of new technology and resources for students.	1	0.03%
To ban the use of librarians for rotation/teacher conference times.	1	0.03%
To continue to be a teaching resource that student's value & become enthusiastic about books, resources	1	0.03%
Training and educating ADMINISTRATORS to the needs of libraries and the work that librarians do to ensure student success.	1	0.03%
Training for teachers & administrators in the meaning, purpose, &implementation of flexible scheduling (allows for effective collaboration btwn teachers & elementary school librarians).	1	0.03%
Training of preservice administrators and teachers on the research supporting the value of school libraries which operate according to library standards.	1	0.03%
Training of TEACHERS, by professional people who work for these companies, not by librarians, on how to use the state online databases	1	0.03%
unlimited funding in order to facilitate all document-based and digital based research	1	0.03%
Update the role and status of the library assistant who is vital to the program. Assistants are constantly being pulled out from the library as they are still considered "teacher aides". In order for the librarian to do all that is required of her, the library assistant should be in the library at all times.	1	0.03%
Updated educational DVDs	1	0.03%
Updated materials for use in the libraries	1	0.03%
Upper Elementary Grades to have a variety of selections to help with writing	1	0.03%
Utilizing the librarian collaboratively with the teachers rather than a teacher on the rotational schedule.	1	0.03%
Visiting authors-guests that promote reading/writing	1	0.03%
We have standards already. Pieces of them need to be required by TEA.	1	0.03%
We have standards in place, but districts and individual principals are not forced to take them seriously.	1	0.03%
Libraries are NOT high priority in the eyes of many administrators.	1	0.03%
We need adopted State Library Standards, not mandates. Texas needs to adopt Gary Hartzell's mandate and it should become a model for the rest of the country, also.	1	0.03%
Whatever decisions are made, fund them and put some teeth into the decision. My district often promises and then says that the state did not fund it so they are not responsible.	1	0.03%
When calculating books per student for library standards, factor in online resources.	1	0.03%

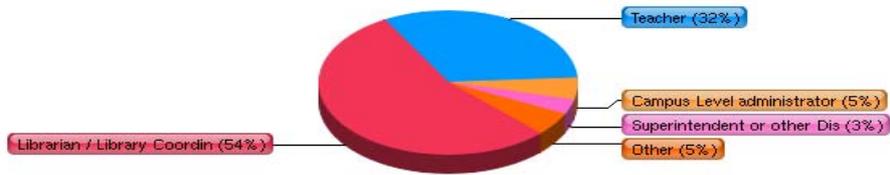
Total responses to this question: 3,687

Question 2: Please indicate which agency is best suited to meet the need, the local school district, or the Texas Education Agency (TEA), or the Texas State Library and Archives Commission (TSLAC). For information on the agencies see TEA and TSLAC

Item	Local district	TEA	TSLAC	Not sure	Total
2.1. Collaboration among librarians and teachers to integrate library resources in lesson plans to support student achievement.	<u>80.2%</u>	10.9%	5.1%	3.7%	3,435
2.2. Collaboration between the school library and community organizations to support student and family success.	<u>72.8%</u>	6.7%	12.0%	8.6%	3,435
2.3. Collaboration with other libraries to share resources, programs, and expertise.	<u>34.0%</u>	20.1%	<u>38.6%</u>	7.2%	3,437
2.4. Professional library staff to meet the needs of students, teachers, and the school community.	<u>54.7%</u>	34.7%	6.9%	3.7%	3,435
2.5. Paraprofessional library staff to meet the needs of students, teachers, and the school community.	<u>65.4%</u>	23.9%	4.9%	5.8%	3,435
2.6. Professional status of school librarians as teachers critical to student learning and achievement.	27.3%	<u>59.5%</u>	8.3%	4.8%	3,434
2.7. Funding to enable school libraries to meet the Standards and Guidelines.	21.1%	<u>59.3%</u>	10.9%	8.7%	3,436
2.8. Current library materials to support TEKS and student success.	<u>46.9%</u>	38.8%	10.0%	4.4%	3,434
2.9. Online databases to support TEKS and student success.	20.9%	<u>50.3%</u>	23.3%	5.5%	3,434
2.10. Technology to support TEKS and student success.	41.4%	<u>43.1%</u>	9.6%	5.9%	3,433
2.11. Access to school library resources beyond the instructional day & during the summer months, & beyond the physical boundaries of the library.	<u>60.9%</u>	15.1%	14.1%	9.9%	3,435
2.12. Library facilities that support the learning community.	<u>71.6%</u>	15.1%	8.0%	5.3%	3,435
2.13. Continuing education on topics critical for the success of students and the school library program.	<u>32.8%</u>	<u>35.7%</u>	25.2%	6.3%	3,435
2.14. A long-range plan for the school library based on evaluation of the program using the Standards and Guidelines.	29.9%	<u>37.6%</u>	26.9%	5.6%	3,435
2.15. Board-approved policies on issues that affect the library program.	<u>70.4%</u>	16.4%	8.1%	5.0%	3,436
2.16. Collection of data and statistics on public school libraries statewide.	7.7%	38.6%	<u>46.1%</u>	7.6%	3,435
2.17. Statewide standards for public school libraries.	3.9%	<u>60.8%</u>	29.7%	5.6%	3,435
2.18. Other Need (as specified above in Question #1.18)	15.3%	17.9%	7.7%	59.1%	1,813

Total responses to this question: 3,432

Question 3: Please select the category that best describes your role or position.

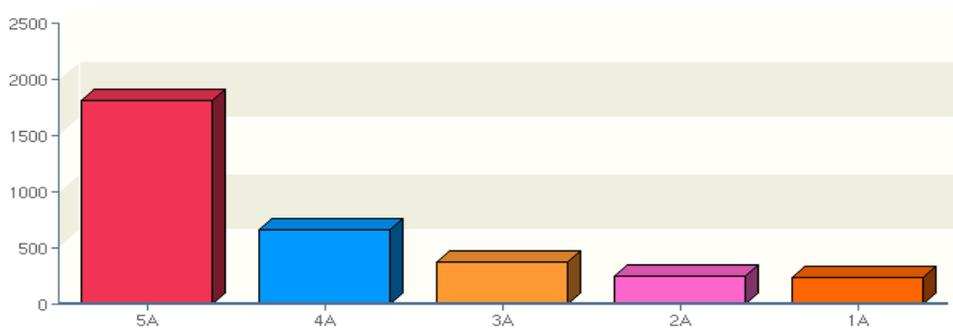


Category	Count	Percent %
Librarian / Library Coordinator / Library Director	1,834	54.32%
Teacher	1,086	32.17%
Campus Level administrator	166	4.92%
Superintendent or other District Level Administrator	114	3.38%
Technology Specialist / Coordinator	28	0.83%
Paraprofessional	24	0.71%
Counselor	21	0.62%
library aide	11	0.33%
Other	6	0.18%
Library paraprofessional	4	0.12%
School Counselor	4	0.12%
Instructional Specialist	3	0.09%
Library Clerk	3	0.09%
Curriculum Specialist	2	0.06%
Nurse	2	0.06%
para	2	0.06%
paraprofessional librarian	2	0.06%
Secretary	2	0.06%
speech pathologist	2	0.06%
teacher's aide	2	0.06%
administrative assistant	1	0.03%
aide	1	0.03%
Both Certified School Librarian & Technologist	1	0.03%
Campus Level Counselor	1	0.03%
campus level literacy specialist	1	0.03%
Campus Nurse and parent	1	0.03%
consultant/librarian	1	0.03%
Content Specialist	1	0.03%
counselor.	1	0.03%
counselor/registrar	1	0.03%
counselor	1	0.03%
Department Head	1	0.03%
Diagnostician	1	0.03%
District Librarian / Technology Coordinator	1	0.03%
District Library Resource manager	1	0.03%
District RN	1	0.03%
ed. aide	1	0.03%
Ed. Diagnostician	1	0.03%
Education Specialist	1	0.03%
Federal Program Director	1	0.03%
Guidance Counselor	1	0.03%
Library Aide	1	0.03%
Librarian & Tech Specialist	1	0.03%
Librarian AND technology coordinator	1	0.03%
librarian paraprofessional	1	0.03%
Librarian/ Distance Learning Coord.	1	0.03%
librarian/campus tech /teacher / reference desk / administrator	1	0.03%
Library assistant	1	0.03%
Library Assistant	1	0.03%
Library Asst.	1	0.03%
library para	1	0.03%
library secretary	1	0.03%
library supervisor	1	0.03%
Library Teacher -not certified	1	0.03%
LMS grad. student	1	0.03%
Para-Professional	1	0.03%
paraprofessional	1	0.03%
paraprofessional / library	1	0.03%
Paraprofessional Library Aide 15 years	1	0.03%
Paraprofessional Library Aide/Coach	1	0.03%
Paraprofessional	1	0.03%
paraprofessional	1	0.03%

Category	Count	Percent %
Reading dept head/Teacher	1	0.03%
Reading Renaissance Coach	1	0.03%
Reading Specialist	1	0.03%
registrar	1	0.03%
related service	1	0.03%
Retired /librarian library administrator	1	0.03%
Retired Campus librarian	1	0.03%
Retired Library Consultat	1	0.03%
retired school librarian	1	0.03%
retired teacher/librarian & library coordinator	1	0.03%
Spec Ed Coordinator	1	0.03%
teacher and lib. sciences student	1	0.03%
teacher as librarian role	1	0.03%
Teacher Librarian - I do not wish to lose my "teacher-first" role	1	0.03%
teacher/grad student: library science	1	0.03%
Technology Facilitator	1	0.03%

Total responses to this question: 3,370

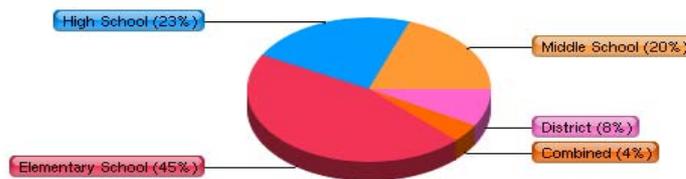
Question 4: What is your school district UIL designation?



UIL Designation	Count	Percent %
5A	1,816	54.40%
4A	659	19.74%
3A	377	11.29%
2A	246	7.37%
1A	240	7.19%

Total responses to this question: 3,332

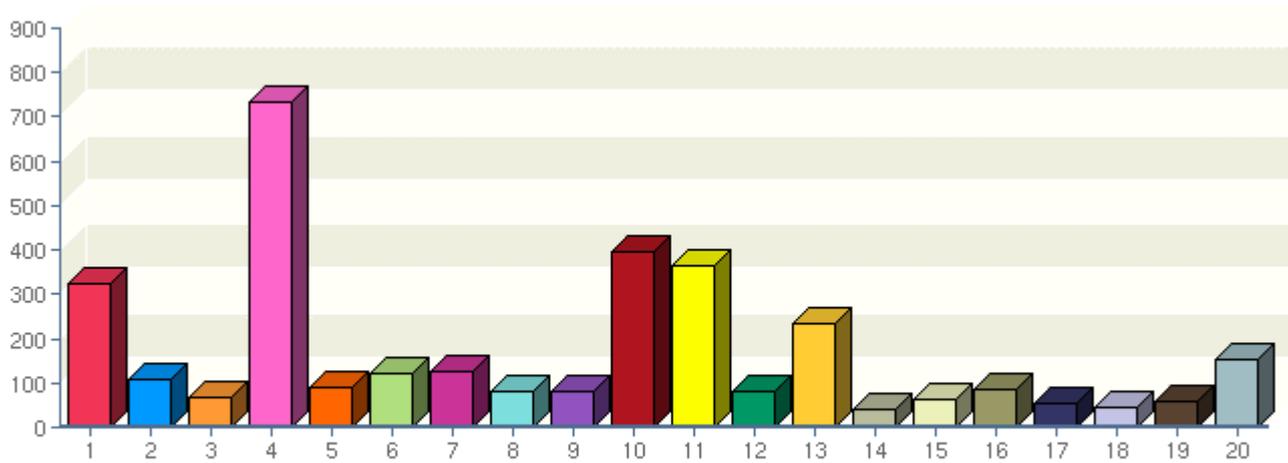
Question 5: Please indicate the level for which you are responsible.



Level	Count	Percent %
Elementary School	1,532	45.41%
High School	762	22.58%
Middle School	658	19.50%
District	283	8.39%
Combined	139	4.12%

Total responses to this question: 3,368

Question 6: What is your ESC number?



ESC Region	Count	Percent %
4	735	22.25%
10	397	12.02%
11	366	11.08%
1	323	9.78%
13	232	7.02%
20	154	4.66%
7	125	3.78%
6	121	3.66%
2	108	3.27%
5	90	2.72%
16	84	2.54%
12	82	2.48%
8	79	2.39%
9	79	2.39%
3	69	2.09%
15	63	1.91%
19	59	1.79%
17	53	1.60%
18	45	1.36%
14	39	1.18%

Total responses to this question: 3,297