ELA teacher perceptions of the school librarian's role in standards implementation

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Abstract
School library literature contains a wealth of ideas about the ways in which school librarians can be instrumental in implementing the Common Core State Standards for English language arts (CCSS ELA Standards). However, professional literature and important documents in other fields do not promote the school librarian's role in standards implementation. It is unclear whether or not ELA teachers are aware of how the school librarian can support CCSS instruction. The purpose of this research study was to ascertain the perceptions and values middle school ELA teachers have of the school librarian's role in implementing CCSS ELA standards. The research also sought to determine if differences in these perceptions exist between participants with full-time school librarians in their schools and participants with part-time school librarians. 28 middle school ELA teachers completed surveys containing a Likert-like scale and open-ended questions addressing the degree of input by the school librarian they valued in specific areas of standards implementation. Using quantitative and qualitative methods to analyze responses, findings indicate that ELA teachers envision the school librarian aiding in the instruction of reading, research, and technology standards. The school librarian's role as instructional partner is valued most highly in the implementation of the CCSS ELA Standards. Additionally, ELA teachers working with full-time librarians tend to value CCSS instructional support more than their counterparts with part-time librarians.

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ELA TEACHER PERCEPTIONS OF THE SCHOOL LIBRARIAN’S ROLE IN STANDARDS IMPLEMENTATION

A Graduate Research Paper
Submitted to the
Division of School Library Studies
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts
UNIVERSITY OF NORTHERN IOWA

by
Franny Frey
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has been approved as meeting the research requirement for the

Degree of Master of Arts.

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ABSTRACT

School library literature contains a wealth of ideas about the ways in which school librarians can be instrumental in implementing the Common Core State Standards for English language arts (CCSS ELA Standards). However, professional literature and important documents in other fields do not promote the school librarian’s role in standards implementation. It is unclear whether or not ELA teachers are aware of how the school librarian can support CCSS instruction. The purpose of this research study was to ascertain the perceptions and values middle school ELA teachers have of the school librarian’s role in implementing CCSS ELA standards. The research also sought to determine if differences in these perceptions exist between participants with full-time school librarians in their schools and participants with part-time school librarians. 28 middle school ELA teachers completed surveys containing a Likert-like scale and open-ended questions addressing the degree of input by the school librarian they valued in specific areas of standards implementation. Using quantitative and qualitative methods to analyze responses, findings indicate that ELA teachers envision the school librarian aiding in the instruction of reading, research, and technology standards. The school librarian’s role as instructional partner is valued most highly in the implementation of the CCSS ELA Standards. Additionally, ELA teachers working with full-time librarians tend to value CCSS instructional support more than their counterparts with part-time librarians.
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CHAPTER 1
INTRODUCTION

“If there ever was a future for school librarians, it is most certainly now,” reads the opening of one *Teacher Librarian* article (Lewis & Loertscher, 2014, p. 48). A 2014 issue of *Knowledge Quest* promises, “School librarians will play a crucial role in the support of the implementation of the English Language Arts Common Core State Standards (CCSS)” (Uecker, Kelly, & Napierala, p. 49). Likewise, a *School Library Monthly* article vows that the Common Core State Standards ensure that “there should no longer be any doubt that school librarians are essential” (Southworth, 2012, p. 15).

According to the library literature, the role of the school librarian has been more widely recognized and highly valued since the implementation of the Common Core State Standards (CCSS). These articles go on to describe the plethora of ways in which school librarians can support teachers’ instruction and student achievement in the English language arts (ELA) standards.

Celebrations of school librarians’ potential for contributions to CCSS implementation, like those in *Teacher Librarian* and *School Library Monthly*, however, are noticeably absent from English/Language Arts, school administrator, and general education publications. One wonders, then, how much awareness teachers have about how their school’s librarian can help students meet the standards. Alternatively, school librarians may lack awareness about their teacher colleagues’ perceptions of how the librarian should support the work of implementing these standards. While the importance of collaboration between the school librarian and teachers is well-documented through extensive studies conducted across the nation (Lance, Rodney, & Hamilton-Pennell,
2000, 2005; Rodney, Lance, & Hamilton-Pennell, 2002, 2003; Lance, Rodney, & Schwarz, 2010), those in the school library field may be uninformed about how teachers envision collaboration in CCSS work.

**Justification**

**Instructional Shifts of the Common Core**

The adoption of the CCSS has resulted in many major changes in the instructional practices of schools. The national standards are based upon the goal of ensuring every student graduates and is prepared for the rigor of post-secondary education or a career, a goal which is “unprecedented” (Smith, Schiano, & Lattanzio, 2014, p. 21). English language arts teachers are one group who has not been immune to the work of re-examining and reshaping traditional teaching practices to aim for this end goal. The CCSS website, www.corestandards.org, highlights a reliance on three key instructional shifts in the teaching of English language arts and literacy skills and concepts: exposure to and purposeful instruction in complex texts; an emphasis on students’ use of evidence in reading, writing, and speaking tasks to defend claims; and increased use of nonfiction texts in reading instruction, in addition to the work that is already being done within literature genres (CCSS, 2014). The American Association of School Librarians, or AASL (2013), breaks these down into six major shifts that are interwoven with the job of the school librarian. In their 2013 publication, *Implementing the Common Core State Standards: The Role of the School Librarian*, the AASL categorizes the shifts into “Balancing Informational and Literary Text (PK-5), Building Knowledge in the Disciplines (6-12), Staircase of Complexity, Text-Based Answers, Writing from Sources, and Academic Vocabulary” (p. 5). The AASL also developed the “Learning Standards &
Common Core State Standards Crosswalk,” a series of tables in which the CCSS, including the ELA standards, are aligned with *AASL Standards for the 21st Century Learner* (AASL, 2007). In examining these documents, one can infer that the shifts of CCSS ELA standards play to the strengths of the school librarian.

**Need for Support Cited by Teachers**

In its 2012 *Literacy Implementation Guidance for the ELA Common Core State Standards* white paper, the International Reading Association (IRA) Common Core State Standards Committee highlighted instructional shifts necessitated by the CCSS, and added that such shifts would create challenges for ELA teachers. The National Council of Teachers of English (2012), or NCTE, published a position statement specifically addressing these challenges, writing, “The current educational landscape creates tensions for teachers who are trying to align the standards with the needs of their students, schools, and communities” (para. 1). Outside of professional organizations, teachers are also sharing concerns about teaching to the CCSS and receiving support for this teaching. A 2013 survey of teachers in CCSS adoption states reveals that nearly one third of ELA teachers felt unprepared to teach the CCSS. The top three tools and resources the respondents selected that they believed would help with successful implementation of the standards were, “additional planning time to find materials and present lessons;” “quality professional development;” and “ways or ideas on how to teach in an inquiry-based way that promotes deep thinking among students” (Scholastic and Bill & Melinda Gates Foundation, p. 186). Interestingly, these tools or resources are a part of the school librarian’s repertoire: a school librarian is entrusted with finding instructional materials, providing professional development over many topics, and guiding teachers and students
through inquiry experiences. The AASL (2010) drafted the *Position Statement on the Common Core College- and Career- Readiness Standards* that charges school librarians with supporting school efforts to help students meet the standards (para. 1). Therefore, teachers’ needs for instructional support in adopting the ELA standards have been established, as well as the importance of the school librarian in providing some of that support.

**Collaboration is Key**

In 2006, the AASL conducted surveys with school librarians that would inform the organization’s Vision Summit. When asked what features school library programs needed to effectively address current educational demands and opportunities, many spoke to the idea of collaboration. Specifically, the survey participants shared the belief that effective school library programs should be led by a librarian who frequently seeks collaborative opportunities with classroom teachers, anticipates the teachers’ needs, and provides resources and information that support their teaching (AASL, 2009). These goals can be achieved through the roles of instructional partner, information specialist, teacher, and program administrator, which are listed in the order online survey participants designated as being important to the future success of the school library program. With the later addition of the role of leader by Vision Summit participants, each role includes elements of collaboration. The emphasis on educational collaboration continued with the onset of the CCSS adoption. The AASL’s (2010) *Position Statement on the Common Core College- and Career- Readiness Standards* states that school librarians must utilize all five roles, which will be defined later in this paper, to support effective teaching and learning. Collaboration is stressed in this position statement that
pertains to all areas within the CCSS, not just the ELA standards: “The school librarian leads in building 21st-century skills by collaborating with classroom teachers to design engaging learning tasks that integrate key critical thinking skills, technology and information literacy skills with subject area content” (para. 3).

**Lack of Awareness Regarding Collaboration Potential**

The NCTE (2005) and IRA (2011), now known as the International Literacy Association, have both developed resolutions about supporting school librarians. The *Resolution on Supporting School and Community Libraries* (NCTE, 2005) and *Resolution In Support of Credentialed Library Media Professionals in School Library Media Centers* (IRA, 2011) contain language about the positive impact on student achievement that can occur when teachers collaborate with school librarians for instruction. While such advocacy of the school librarian amongst ELA teaching organizations is promising, the promotion is inconsistent, even unclear. Other resolutions and position statements about issues such as adolescent literacy, student leisure reading, 21st century literacies, and Common Core State Standards do not reiterate ideas about partnering with the school librarian, let alone even mention this educator. Teachers seeking guidance in teaching to the CCSS ELA Standards may miss out on the idea of the school librarian as a valuable resource. Even the CCSS website, while affirming that the standards will create opportunities for collaboration with other educators, makes no mention of librarians or other school specialists (*Frequently Asked Questions*). Recommendations to collaborate with the school librarian, or even mention of this profession, are absent from the Iowa Core Literacy Standards website as well, as the only specific groups addressed are “teachers of ELA, history/social studies, science, and
technical subjects” (para. 7). The omission of information about potential partnerships with the school librarian in important education documents is cause for concern about whether collaboration in implementing the ELA standards is actually occurring--or to what extent awareness of collaboration opportunities exist outside of the librarian profession itself. The natural next steps, then, are to determine ELA teachers’ awareness of how the school librarian can help and to discover areas in which teachers would value such help.

Summary of Problem Statement

School librarians may be unaware of classroom teachers’ perceptions regarding their role in the implementation of sixth- through ninth-grade ELA standards. Additionally, there may be a lack of awareness in teachers’ understanding of how the school librarian can support standards implementation. The level of staffing of their school library may influence the perceptions held by ELA teachers.

Purpose Statement

The purpose of this research is to examine the understanding middle school/junior high ELA teachers have of the school librarian’s supporting role in CCSS ELA standards implementation. The research is structured to glean information about which actions of the school librarian these teachers perceive as being valuable in the ELA standards work. In addition, the research will also examine how these perceptions differ amongst participants with full-time school librarians compared to participants with part-time school librarians.
Research Questions

1. What understanding do classroom teachers have of the school librarian’s role in implementing the Common Core State Standards ELA standards?

2. What value do classroom teachers place on the various actions of the school librarian in supporting the ELA standards work?

3. Do any discrepancies exist between perceptions of ELA teachers with a full-time librarian and ELA teachers with a part-time librarian?

Assumptions

The research is based upon the assumption that the ELA teachers participating in the study understand and teach the Common Core State Standards. It is also assumed that the participants teach to each of the Common Core State Standards, due to the scheduling and organization of most middle schools and junior high schools. For simplicity purposes, the sixth-ninth grade levels will be referred to throughout this discussion as middle school. Also, the titles of school librarian and teacher librarian will be used interchangeably throughout this study just as they are in the professional literature of librarianship.
CHAPTER 2

LITERATURE REVIEW

While there is currently a dearth of empirical studies specifically related to the school librarian’s work in implementing Common Core ELA standards, much research exists related to the school librarian’s instructional role. It is through their instructional role that school librarians would collaborate with teachers in the implementation of content standards. Three areas create a context from which ELA teachers’ perceptions about librarians’ standards work can be investigated: teachers’ perceptions about the instructional role of the school librarian; school librarians’ perceptions about their instructional role; and current examples of school librarian collaboration in an instructional role.

Teachers’ Perceptions About the Instructional Role of the Teacher Librarian

Several studies illustrate the varying perspectives of classroom teachers regarding the instructional role of the school librarian. Each study addresses aspects of the school librarian’s collaborative efforts in implementing curriculum standards as a part of that instructional role. Montiel-Overall (2008) examined elementary teachers’ perceptions about collaborating with their school librarian. The research focused on the views of teachers who were already known to frequently collaborate with the school librarian. Therefore, this research addressed the previous lack of research studies addressing factors that teachers see as helping or hindering collaboration in environments where school librarians have had success as instructional partners. Montiel-Overall (2008) used a four-facet Teacher and Librarian Collaboration (TLC) Model to frame questions for a semi-structured interview of 15 teachers and three school librarians from primary, elementary,
and middle schools. The TLC Model was developed and tested in a preliminary study and it included the following facets of collaboration: coordination, or low levels of collaboration involving organizational tasks; cooperation, or collaboration involving divided but separately-completed tasks; integrated instruction, or collaboration including cooperatively planned, implemented, and evaluated instruction; and integrated curriculum, or integrated instruction collaboration across an entire school or district (p. 146). In addition to interview questions using the TLC Model, the researcher also used semi-structured observations of collaborative planning between the teachers and librarians, as well as field notes. Montiel-Overall (2008) found several common prerequisites and requisites to high-level collaborations. Prior conditions cited as being necessary before collaboration could occur included a positive school culture with an already-integrated library curriculum, certain personality traits of the librarian, expert knowledge of content standards by the librarian, and leadership qualities exhibited in the librarian. During collaborative efforts, the participants listed trusting relationships, professionalism, idea sharing, initiation of the collaboration (usually by the librarian), time to work, and a purpose for the collaboration.

The study of Montiel-Overall and Jones (2011) also sought to fill in knowledge gaps about teachers’ views of collaboration with school librarians. In this case, however, the researchers were specifically interested in gathering information about the frequency with which teachers and school librarians were collaborating, as well as teachers’ perceptions about the impact different types of collaboration with the school librarian could have on student learning. In order to gain this information, Montiel-Overall and Jones (2011) created and conducted a survey that was self-administered by 194
elementary teachers from two different school districts. The 16-item survey examined their perceptions about the frequency with which they engaged in different levels of collaboration with the school librarian and the importance these levels of collaboration had on student learning. The participating teachers’ responses pointed to less frequent collaboration involving integrating instruction than collaboration involving coordination or cooperation, levels of collaboration that do not directly involve the librarian in teaching to curriculum standards. Interestingly, in terms of scale, the participants’ ratings of the importance of collaboration with the school librarian was higher than the actual frequency with which the collaboration was occurring; again, though, instructional collaboration was viewed as “Important” or “Always Important” less often than more traditional types of collaboration, such as coordinating schedules or discussing resources.

Another study of elementary teachers’ views about the school librarian’s instructional role was conducted by Kimmel (2012). In this study, the researcher addressed concerns about division of and confusion over the different roles of the school librarian. In particular, the researcher cited conflicting theories about the importance of the instructional role. Kimmel (2012) hypothesized that in tapping into the different roles of the school librarian, an act referred to as “brokering” across roles (p. 89), librarians could make positive contributions to the curriculum planning and professional development of teachers. The researcher interviewed three second-grade teachers with whom she had collaborated as the school’s librarian. The semi-structured interviews occurred halfway through the school year and again at the end of the school year. Findings revealed participants’ views that the most important contributions of the school librarian in collaborative work were knowledge and support. Knowledge was said to
include expertise on resources, technology, and the state curriculum. Support was broken down as meaning contribution of ideas, pulling resources prior to meeting, and “helping to realize objectives” (p. 91). The teachers who collaborated with the school librarian mentioned several ways in which this individual supported implementation of the curriculum; their conclusion, however, pointed to curriculum implementation through professional development rather than direct teaching.

**Perceptions about the Instructional Role of the Teacher Librarian Within the Profession**

In order to develop a context for classroom teachers’ perceptions of the school librarian’s instructional role, it may be necessary to gain an understanding of the librarian’s self-perceptions. O’Neal (2004) addressed both the teacher’s and librarian’s views about the instructional role with the addition of the views of a third stakeholder: the school administrator. The goals of the research were threefold. First, the researcher would examine any differences between the stakeholders’ perceptions of the school librarian’s roles, also comparing these to LIS literature and the standards set forth in *Information Power: Building Partnerships for Learning* (AASL, 1998) and *Information Power: Guidelines for School Library Media Programs* (AASL, 1988). Secondly, the researcher planned to use these findings to uncover any potential lack of awareness of the roles held by stakeholders. The research findings could also be used to build library programs and guide advocacy efforts. O’Neal (2004) surveyed teachers, school librarians, and administrators in elementary, middle, and high schools. The survey, which was created using the roles of the librarian as laid out in *Information Power*, asked respondents to identify their school media specialist’s current role-related tasks and the
ideal role-related tasks for their media specialist. In comparing responses, O’Neal (2004) found that classroom teachers differed significantly from librarians in seeing the current school librarian as a teacher. Significant differences between the groups also existed in currently and ideally seeing the librarian as an information specialist. Additionally, amongst the school librarians surveyed, significant differences existed in current perceptions of librarians as teachers; school librarians in suburban schools gave this role higher importance than their urban school counterparts. The researcher chose to focus on comparisons between stakeholders, so conclusions cannot be drawn about each stakeholder group’s views of the school librarian’s roles. O’Neal’s research did reveal that differences of opinion between librarians and teachers do exist.

Before O’Neal’s (2004) survey, McCracken (2001) surveyed a larger sample of school librarians about the same four roles from AASL’s (1998) Information Power: Building Partnerships for Learning and Information Power: Guidelines for School Library Media Programs (1988). These roles include information specialist, program administrator, teacher, and instructional partner/consultant. As in the O’Neal research study, McCracken identified a need to ascertain school librarians’ perceived importance of each role. Furthermore, the researcher sought information about whether or not these roles matched the existing practice. Of the 505 school librarians surveyed, the researcher discovered that the majority found the role of information specialist to be most important as well as most practiced. The roles of instructional partner and consultant rated last in importance and practice. In the open-ended question portion of the survey, support by teachers was cited as a top reason for enabling role expansion. Likewise, lack of teacher support and lack of interest in collaborating were often cited as barriers to role expansion.
While the O’Neal (2004) and McCracken (2001) studies provide information about the current instructional role of the librarian and the importance librarians place on this role, these studies do not examine school librarians’ views specifically regarding the implementation of content-area student learning standards. How do school librarians feel when they have an instrumental role in helping to adopt content standards? Kelsey (2006) sought answers to this question following the Profile of Learning reform movement in Minnesota. This 1998-2003 standards adoption resulted in what the researcher explained was a higher demand for library resources and an increased instructional role for the school librarians serving high schools. Kelsey stated, “This made the library a natural focal point in the school and contributed to two gradually evolving librarian roles: assistance with curriculum development (albeit limited) and initiation of course-integrated library instruction” (p. 2). Survey questionnaire responses from 112 Minnesota school librarians were used, as well as 12 interviews with selected school librarians. Respondents identified increases in instructional and collaborative roles. Rather than feeling negative or burnt out by the increased activity, the school librarian respondents reported having increased feelings of excitement, engagement, and positivity toward their job. Unfortunately, once new, less process-focused standards were implemented, school librarians’ perceived instructional roles decreased and more negative feelings were reported.

**Current Examples of School Librarian Collaboration in an Instructional Role**

Perceptions of both teachers and school librarians can either encourage or impede collaborations. Montiel-Overall and Grimes (2012) examined the role of professional development in facilitating collaboration in science inquiry instruction. They conducted a
longitudinal study of elementary teachers and school librarians engaging in professional
development around collaboration and scientific inquiry, and their collaborative teaching
experiences. While the researchers sought information about teachers’ perceptions of the
librarian’s role, the focus in this study was on the preparation and implementation of
collaborative science instruction. Montiel-Overall and Grimes (2012) found, through
participants’ journals, field notes, and semi-structured interviews, that professional
development opportunities and experience in collaborating were necessary to
collaboratively implement the inquiry-based instruction. Among identified challenges to
collaborating was a lack of knowledge and communication about different
disciplines. Once again, this study referenced the participant teachers’ lack of awareness
about school librarians’ role in teaching.

In another longitudinal study of elementary school librarian collaboration, Beard
and Antrim (2010) focused on instructional reading interventions implemented by the
school librarian in support of the classroom teacher’s reading workshop. The researchers
questioned the impacts a teacher librarian could have on student reading achievement
when using student reading data to help students select independent reading materials. A
group of 19 below-grade-level readers were assessed using the Scholastic Reading
Inventory (SRI) and the Developmental Reading Assessment 2 (DRA2). In the first
semester of the study, the school librarian intervention was not implemented. Baseline
reading data was gathered, and in the second semester of the study, students were
directed to seek the help of the school librarian when choosing an independent reading
book. Mean scores on the SRI and DRA2 increased after the second semester; in
addition, mean scores in reading engagement tests, which test reading frequency and
purpose, and oral reading fluency tests increased. As an additional benefit, teacher and school librarian collaboration also increased as a result of the reading workshop interventions.

Beard and Antrim’s (2010) research study focused on the curriculum implementation element of supporting students’ reading endeavors. A study led by Collins and Doll (2012) also addressed student reading, but with an emphasis on the school librarian’s development of the library collection. These researchers wondered about high school teachers’ perceptions of how well their school library’s resources could support their instruction. Surveys were given to public high school teachers representing multiple content areas who had used the school library’s resources within the semester of study. Four of these teachers were later interviewed. Based on responses, Collins and Doll (2012) concluded that teachers at the participant high school identified library resources as being useful to their instruction, but that they may not always use the library or the support of the school librarian. In fact, the interview revealed that the participant teachers admitted to spending a great deal of time to independently locate instructional resources, rather than seek help from the librarian or look in the library. In this way, the school librarian has a very limited role in helping implement curriculum standards.

Summary

Current research has not addressed teachers’ perceptions of the school librarian’s role in CCSS ELA standards implementation. However, valuable information can be derived from existing research related to the school librarian instructor role.

Research related to teachers’ perceptions about school librarians frequently reveals a disconnect between SLS literature/ SLS standards’ aims and teachers’
awareness about librarians’ instructional capabilities. Montiel-Overall (2008) concluded that teachers might feel encouraged to engage in instructional collaboration with the school librarian under certain conditions. Montiel-Overall and Jones (2011) found that, amongst their research participants, collaboration between the professions often did not involve direct implementation of the curriculum by the school librarian, but that this sort of collaboration could have an impact on student learning. Similarly, Kimmel’s (2012) research yielded the idea that the school librarian’s teaching of standards was not occurring. However, the teachers in this study did value the librarian’s knowledge of standards and other forms of curricular support offered by the librarian.

School librarians’ views also appear in research studies but, as with the teachers’ views, discrepancies are evident. The research of O’Neal (2004) focused on finding potential differences in views about these roles between librarians, teachers, and administrators. This research did uncover that the groups did not see the current practice of librarian as teacher in the same way, nor did they share a common outlook on the ideal role of librarian as teacher. McCracken’s (2001) research that examined school librarians’ outlooks on the former AASL (1988, 1998) recommended roles found that school librarians believe the role of information specialist to be more important than that of teacher or instructional partner. However, when placed in the instructional partner or teacher role, Kelsey (2006) found that teacher librarians can feel more energized and positive about their job.

Whether supporting the content curriculum through reading interventions (Beard & Antrim, 2010) or through the library’s collection itself (Collins & Doll, 2012), school librarians can help implement the curriculum. Montiel-Overall and Grimes (2011),
through a longitudinal study of science inquiry collaboration, specifically address the kind of time, support, and awareness needed by teachers to successfully collaborate. This study, as with the other studies, reveals that teachers may be unaware of how school librarians can help them implement content standards. Acknowledgment of the research gap may be critical in these early stages of CCSS implementation.
CHAPTER 3

METHODOLOGY

This research study examines the awareness middle school English / Language Arts (ELA) teachers have of the school librarian’s role in achieving the goals of the Common Core State Standards (CCSS) for ELA. It also addresses the actions of the school librarian that teacher participants regard as being valuable in ELA standards implementation and maintenance.

Research Design

In order to gain a better understanding of how ELA teachers see school librarians fitting into the implementation of the CCSS, this research study uses both quantitative and qualitative analyses of survey research. A cognitive construct, such as one’s views of the school librarian’s job, cannot be directly observed and, thus, may be challenging to measure (Choemprayong & Wildemuth, 2009, p. 278). A survey with statement stems and value anchors in a Likert-like scale measure provides the means from which information about teachers’ perceptions was gathered. Additionally, because it would be “impossible for the researcher to know all the possible responses” (Hank, Jordan, & Wildemuth, 2009, p. 258) with a phenomenon such as attitudes and perceptions, open-ended questions were included in the survey.

Participants

The population in this study includes survey respondents from nine school districts within the Heartland Area Education Agency in Iowa. These school districts were selected for several reasons. First, each of the nine districts is located within larger suburbs of Des Moines, Iowa that have similar demographics and school
systems. Secondly, the level of professional librarian staffing and library program structures were key selection aspects. Only schools employing a full-time librarian, a librarian employed full-time across secondary buildings, or a full-time, certified staff member who fulfills duties in addition to library work were included. The researcher is employed as a secondary school librarian in one of the districts included in this study. This insider role, sharing equal status as the participants in the study and faced with similar challenges, assisted in gaining participation of potential subjects. Participants remained anonymous, as described below, remaining free to respond to questions as they saw fit. Within the nine school districts, the survey (see Appendix C) was distributed via email to ELA teachers at the middle school and junior high levels, or sixth- through ninth-grades. Middle school ELA teachers were selected because they are often charged with teaching all of the ELA standards, rather than specializing, and they often teach only the ELA standards rather than multiple subjects. Of the 158 ELA teachers who received the email, 28 completed the survey for a response rate of 18%.

**Procedure**

Survey research allows the researcher to collect data from a sample of a focus population, and it can be designed to generate respondents’ values, opinions, traits, or behaviors (Hank, Jordan, & Wildemuth, 2009, p. 256). In seeking to discover which standards implementation actions of the school librarian that ELA teachers value, or are even aware of, a survey provides the groundwork for uncovering these complex answers. Design and administration issues were carefully considered, as Dillman (as cited in Hank, Jordan, & Wildemuth, 2009) suggests, “in a way that encourages most people to respond and minimizes inaccurate or inadequate answers” (p. 257). Survey
sections were built around each of the four strands of the Common Core State Standards ELA strands: Reading, Writing, Speaking/Listening, and Language. First, the survey utilized a combination of open-ended questions and Likert-like scales. The Likert statement stems were based upon the CCSS ELA Anchor Standards. Each point on this Likert scale was labeled to align with the research objectives; a five-point scale was used with the third, or neutral, point to account for respondents who are uncertain about the school librarian’s role given an ELA Anchor Standard. Respondents selected Strongly Disagree, Disagree, Uncertain, Agree, or Strongly Agree for each of the standards, based on the level of agreement with the prompt, “The school librarian should contribute to the instruction of the CCSS ELA Standard.” For each list of Anchor Standards, an open-ended question asked respondents how they envision the school librarian supporting instruction with the given CCSS Standard strand. Following these sections, two open-ended questions asked respondents how they envision the school librarian supporting the teaching of all Common Core Standards and to provide any final thoughts or comments.

The final section of the survey asked participants to provide their grade level, subject(s) taught, and employment status of the school librarian at their building. The first two questions were intended to eliminate the inclusion of respondents who did not meet the intended population sample’s characteristics. The question about school librarian employment status helps to answer the third research question.

The survey was designed using Qualtrics with the access link and informed consent statement distributed via email (see Appendix A). To encourage responses, five respondents were randomly selected to win a $15 Amazon gift card. In order to contact winners and separate contact information from survey responses, participants in the
drawing were prompted to click on a link that directed to a new page for providing an email address (see Appendix D). Additionally, two reminder emails were sent to encourage participation (see Appendix B).

**Data Analysis**

Through the survey’s Likert-like scale responses, a quantitative data analysis involving the measure of frequency distributions was used. According to Wildemuth (2009), frequency distribution is the “simplest” means to determine the quantity of responses across categories and variables (p. 338). Numbers and percentages of Likert scale responses are used to help draw conclusions about the participating ELA teachers’ perceptions of the school librarian’s role in CCSS implementation. This information is presented in tables and bar graphs. The researcher also analyzed and categorized open-ended responses for common themes. The individual CCSS ELA Anchor Standards formed one set of themes. Themes were also derived from the AASL (2009) publication *Empowering Learners* and AASL Learning4Life Sample Job Description (Johns, McBroom, Osterloh, & Prestebak, 2010) regarding the five roles of the school librarian. These include: 1) instructional partner, with jobs that include collaborating with classroom teachers, developing instruction that supports classroom learning, creating assessments with classroom teachers, and co-teaching; 2) information specialist, with jobs that include sharing expertise about digital tools and devices, culling Internet resources, communicating knowledge of literature, and evaluating collections of both print and digital materials; 3) teacher, with jobs that include educating students in the areas of reading comprehension, ethical information use, and collaborative work, not reliant upon classroom content; 4) program administrator, with jobs that include making
resources accessible to the entire learning community, managing the program budget, overseeing the library space, and leading support staff; and 5) leader, with jobs that include development of a library program that meets the demands of 21st-century learning, leading technology integration efforts, and forging connections with stakeholders and those outside of the immediate learning community (pp. 16-18). Other open-ended response themes related to experiences with the school librarian and general attitudes about the school librarian. The frequency of emergent themes is displayed in bar graphs.
CHAPTER FOUR

FINDINGS

Middle school ELA teachers may not be aware of the ways in which school librarians can support the implementation of CCSS ELA standards. Moreover, school librarians may be uncertain as to how ELA teachers envision the librarian’s role in supporting the teaching of these standards. Thus, the purpose of this research is to learn about perceptions middle school ELA teachers have of the school librarian’s role in CCSS ELA standards implementation, as well as the value ELA teachers place on these roles.

Perceptions and Values Regarding CCSS Reading Standards

For simplicity purposes, each anchor standard will be referred to by its number within the list of CCSS ELA Reading Anchor Standards, rather than the statement(s) comprising the standard. Table 1 contains a key for the standards and their corresponding numbers.

When asked an open-ended question about what specific ways, if any, the school librarian could contribute to the instruction of CCSS ELA Reading Anchor Standards, 22 participants, or 79%, responded. These responses provided insight into the ways in which the ELA teachers envisioned school librarians helping, as well as the reading skills and subjects that could be addressed through this help. Quantitative data about school librarian standards support was also analyzed from the Likert scale scores.
### Table 1

**CCSS Reading Anchor Standards Key**

<table>
<thead>
<tr>
<th>Reading Anchor Standard Number</th>
<th>Reading Anchor Standard Text/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Standard 1</td>
<td>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</td>
</tr>
<tr>
<td>Anchor Standard 2</td>
<td>Determine central ideas or themes of a text and analyze their development.</td>
</tr>
<tr>
<td>Anchor Standard 3</td>
<td>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</td>
</tr>
<tr>
<td>Anchor Standard 4</td>
<td>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
</tr>
<tr>
<td>Anchor Standard 5</td>
<td>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</td>
</tr>
<tr>
<td>Anchor Standard 6</td>
<td>Assess how point of view or purpose shapes the content and style of a text.</td>
</tr>
<tr>
<td>Anchor Standard 7</td>
<td>Integrate and evaluate content presented in diverse media and formats.</td>
</tr>
<tr>
<td>Anchor Standard 8</td>
<td>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td>
</tr>
<tr>
<td>Anchor Standard 9</td>
<td>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
</tr>
</tbody>
</table>

**Perceptions of School Librarian as Reading Instructional Partner**

Eight, or 29% of ELA teacher respondents, referred to collaborative instruction, or co-teaching and/or co-planning, within their written responses. Respondent J identified that collaboration between ELA teachers and school librarians can be
beneficial to students: “Co-teaching with the core teacher, school librarians can assist to expand students’ knowledge base regarding the content and provide helpful suggestions for resources that can be utilized in the media center.” While most of these responses made broad, non-specific references to collaboration, Respondent F envisioned the school librarian aiding in the instruction of Anchor Standard 7.

**Perceptions of School Librarian as Reading Information Specialist**

While the term “collaboration” was not necessarily used, eight respondents, 29%, saw the school librarian supporting reading instruction through resource provision. Some respondents reflected that a diverse collection could minimize the challenges of differentiated teaching, while others sought resources to meet curricular goals. “I feel that the school librarian should be able to not only support some of the above CCSS but also have ideas of texts that teachers could use to support them,” wrote Respondent R. Respondent D shared this opinion and referenced the school librarian helping to find mentor texts, or published texts that can be read and analyzed to model writing skills. Like Respondent W, several survey participants were more likely to envision the school librarian taking on a reading information specialist role when helping students locate resources. Respondent W explained, “The school librarian plays an important role in helping students find reading materials that are a good fit for them (academically and personally).”

**Perceptions of School Librarian as Reading Teacher**

Thirty-two percent of respondents, nine ELA teachers, acknowledged the school librarian’s role as teacher, supporting the implementation of CCSS Reading Standards
through independent delivery of instruction. Respondent B noted the distinction between the teaching role of the school librarian and more traditional roles:

Ideally, a school librarian is trained in reading and, thus, should be available to assist with and support reading instruction. They should not be a glorified shelver, cleaner, or bulletin board maker. As trained professionals, they should also deliver instruction as a teacher would (hence teacher librarian).

Lessons delivered in the library is one setting in which this could occur, according to some respondents. Book clubs were also mentioned, where the librarian could be “recommending books and discussing [their] theme with [book club] students.”

**Perceptions of School Librarian as Reading Leader**

Several respondents identified tasks within the librarian’s role as a school leader that would support the implementation of CCSS ELA Reading Standards. In particular, the promotion of literature was a task frequently suggested. Eighteen percent of respondents referred to the idea of book talks within their responses. Respondent C envisioned the school librarian simply providing “book talks about books that are popular.” Respondent G shared similar thoughts, adding that, “As a librarian, her knowledge of YA books should be great.”

Often, the school librarian’s leadership role includes planning and/or delivering building- or district-level professional development for staff members. Only one respondent, A, wrote that the “education of teachers” would be a job that the school librarian could fulfill to aid in CCSS ELA Standards implementation.

**ELA Teacher Values of the School Librarian in Supporting Reading Instruction**

Through their open-ended responses, as well as their anchor standard Likert scores, survey respondents disclosed the specific reading subjects and skills with which
they envisioned school librarians helping students. The distribution of all scores for each Reading Anchor Standard can be examined in Table 2.

Table 2

*Perceptions of School Librarian Contributions to CCSS Reading Standards*

<table>
<thead>
<tr>
<th>Reading Standards</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Standard 1</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>13</td>
<td>5</td>
<td>3.57</td>
</tr>
<tr>
<td>Anchor Standard 2</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>12</td>
<td>6</td>
<td>3.64</td>
</tr>
<tr>
<td>Anchor Standard 3</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>13</td>
<td>3</td>
<td>3.39</td>
</tr>
<tr>
<td>Anchor Standard 4</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>13</td>
<td>2</td>
<td>3.37</td>
</tr>
<tr>
<td>Anchor Standard 5</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>11</td>
<td>4</td>
<td>3.39</td>
</tr>
<tr>
<td>Anchor Standard 6</td>
<td>0</td>
<td>6</td>
<td>5</td>
<td>11</td>
<td>6</td>
<td>3.61</td>
</tr>
<tr>
<td>Anchor Standard 7</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>16</td>
<td>8</td>
<td>4.14</td>
</tr>
<tr>
<td>Anchor Standard 8</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>3.63</td>
</tr>
<tr>
<td>Anchor Standard 9</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>14</td>
<td>6</td>
<td>3.82</td>
</tr>
</tbody>
</table>

On the Likert scale, Anchor Standard 7 received the highest mean score of 4.14. Twenty-four respondents indicated some level of agreement for Anchor Standard 7, and no respondents indicated any level of disagreement with the idea of school librarians supporting instruction of reading diverse media and formats. Respondent D wanted school librarians to “support the diverse media and formats [standard] because classroom teachers don’t always have time to find these resources.” Respondent L shared the belief that a school librarian should be able to find and share texts to meet the requirements of this and several other anchor standards, but additional standards were not addressed directly through other respondents’ open-ended answers.
Not all standards received the positive backing Anchor Standard 7 received. Anchor Standard 4 held the lowest mean score for responses. With six respondents expressing disagreement, this standard, related to the comprehension of vocabulary, had a mean response total of 3.37. No respondent spoke to the reasons school librarians’ instructional support of vocabulary teaching was not valued. However, over 20% of respondents did communicate trepidation in expecting school librarians to teach to any of the CCSS Reading Standards. Respondent L concluded the open-ended response by writing, “Some of these standards are very specific to what would be covered in a language arts classroom, so I feel it wouldn't have to be the librarian’s role to give instruction on the standard.” Respondent E shared, “I don't usually think about the librarian contributing to reading instruction other than helping to find books that might be useful for the instruction.” Other respondents echoed Respondent E’s thought that they had not previously considered the librarian’s support in implementing CCSS ELA Reading Standards. Following the prompt about how one envisions specific ways in which the school librarian could aid instruction, Respondent N wrote, “Wow - this is something I haven't thought much about until now. I like the idea, I'm just unsure of how I see it working...would it be all students, select students, resource? enrichment?”

**Perceptions and Values Regarding CCSS Writing Standards**

Table 3 contains the key for the CCSS ELA Writing Anchor Standards and their corresponding numbers. Again, both the Likert scale scores of the anchor standards and the open-ended responses to the question, “In what specific ways, if any, do you envision the school librarian contributing to the instruction of CCSS Writing Anchor standards?”
were analyzed in terms of both the ways of providing support as well as the content to be covered through support. Nineteen responses to the open-ended question were recorded.

Table 3

**CCSS Writing Anchor Standards Key**

<table>
<thead>
<tr>
<th>Writing Anchor Standard Number</th>
<th>Writing Anchor Standard Text/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Standard 1</td>
<td>Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant, sufficient evidence.</td>
</tr>
<tr>
<td>Anchor Standard 2</td>
<td>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
</tr>
<tr>
<td>Anchor Standard 3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
</tr>
<tr>
<td>Anchor Standard 4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</td>
</tr>
<tr>
<td>Anchor Standard 5</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
</tr>
<tr>
<td>Anchor Standard 6</td>
<td>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
</tr>
<tr>
<td>Anchor Standard 7</td>
<td>Conduct short, as well as more sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>Anchor Standard 8</td>
<td>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
</tr>
<tr>
<td>Anchor Standard 9</td>
<td>Draw evidence from literary or informational texts to support written analysis, reflection, or research.</td>
</tr>
</tbody>
</table>
Perceptions of School Librarian as Writing Instructional Partner

Six respondents, 29%, wrote that they envisioned the school librarian acting as an instructional partner in teaching to the CCSS ELA Writing Anchor Standards. Interestingly, all of these respondents addressed the more specific opinion that school librarians should help ELA teachers meet Anchor Standard 7, the standard requiring students to conduct research. Respondents C and AA wrote about co-teaching research lessons, and Respondent M reflected on “the ‘rotation’ schedule we did when we’re doing our Movement essay writing and [the school librarian] took on print.” This refers to the support the school librarian at Respondent M’s school provided when she assisted students in their research project by conducting a mini-lesson about utilizing print sources. Respondent L referenced the school librarian helping students find resources for their class debates.

Perceptions of School Librarian as Writing Information Specialist

Resource provision and knowledge of resources, important parts of the school librarian’s role as information specialist, were again cited as ways in which ELA teachers could be supported in implementing CCSS Writing Standards. Five survey participants, or 18%, provided responses that alluded to this role. “Again, I think [school librarians] can be instrumental in finding mentor texts to support the standards,” wrote Respondent D. Respondent A added the idea that the school librarian can assist with “finding resources to help classroom teachers with identifying plagiarism [sic].” School librarians were seen as being instrumental in providing resources to students, too. Some ELA teachers mentioned that the school librarian could gather resources for student research, rather than helping students locate these for themselves.
Perceptions of School Librarian as Writing Teacher

While some ELA teachers saw the school librarian in the role of pulling resources, others shared that the librarian could instruct students about the skills of writing, as referenced in Anchor Standard 8. Eighty-six percent of respondents held some level of agreement that the school librarian should contribute to the instruction of Anchor Standard 8 by teaching to it. Six ELA teachers, or 29% of survey participants, added open-ended responses related to this standard. Respondent C suggested “teaching a lesson on paraphrasing.” Respondent E wrote that “he or she could help by providing instruction about sources, how to research, citing sources, etc.” As with the instructional collaboration role, respondents only mentioned teaching in terms of which specific skills or subjects should be taught.

Perceptions of School Librarian as Writing Leader

Only one respondent suggested leading writing efforts throughout the larger school community. This respondent, Respondent G, envisioned the school librarian hosting writing contests and creating other programming that would encourage narrative writing, a writing style addressed in Anchor Standard 3.

ELA Teacher Values of the School Librarian in Supporting Writing Instruction

The ELA teacher research participants placed value on the school librarian’s help in supporting the instruction of particular writing standards, while other standards were seen as not falling within the librarian’s job. Table 4 displays the mean scores for all CCSS Writing Anchor Standard statements.

Anchor standard 4, addressing students’ need to develop organized writing products, received the lowest mean score of the anchor standards statements at 2.64.
Sixty-one percent of respondents selected some level of disagreement that the school librarian should help with instruction over this standard. Respondent J did not reflect this belief, however, writing, “School librarians can assist students to organize their ideas effectively when writing research essays.” Other respondents did not offer explanations as to why they did not envision the librarian helping with the teaching of this standard.

Table 4

*Perceptions of School Librarian Contributions to CCSS Writing Standards*

<table>
<thead>
<tr>
<th>Writing Standards</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Standard 1</td>
<td>1</td>
<td>11</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>2.96</td>
</tr>
<tr>
<td>Anchor Standard 2</td>
<td>1</td>
<td>11</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>3.07</td>
</tr>
<tr>
<td>Anchor Standard 3</td>
<td>1</td>
<td>12</td>
<td>4</td>
<td>9</td>
<td>1</td>
<td>2.89</td>
</tr>
<tr>
<td>Anchor Standard 4</td>
<td>1</td>
<td>16</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>2.64</td>
</tr>
<tr>
<td>Anchor Standard 5</td>
<td>1</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>2.71</td>
</tr>
<tr>
<td>Anchor Standard 6</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>11</td>
<td>4.14</td>
</tr>
<tr>
<td>Anchor Standard 7</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>13</td>
<td>8</td>
<td>3.96</td>
</tr>
<tr>
<td>Anchor Standard 8</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td>4.36</td>
</tr>
<tr>
<td>Anchor Standard 9</td>
<td>0</td>
<td>5</td>
<td>7</td>
<td>13</td>
<td>3</td>
<td>3.5</td>
</tr>
</tbody>
</table>

While assembling a writing product’s ideas was not perceived as being an area that could be supported by the school librarian, using technology to publish writing was. Seventy-nine percent of respondents either agreed or strongly agreed that school librarians should assist with the instruction of Anchor Standard 6. The technology expertise of the school librarian was touched upon in four open-ended question responses. These responses ranged from referring to school librarians as “tech support”
to suggesting that help with technology is one of few skills school librarians can use in supporting writing instruction. Respondent G stated, “I'm not sure how a librarian would contribute to writing instruction, but since libraries are now ‘media centers,’ the librarian should be able to help with technology and research a bit.”

The highest frequency of respondent selections of Uncertain across all standards occurred within the writing standards. Both Anchor Standard 1 and Anchor Standard 9, somewhat related standards about written argumentation and using evidence in writing, respectively, received seven responses of Uncertain. In the case of Respondent N, this may be due to a lack of experience in receiving support with these standards from the school librarian. “My experience is with the Teacher Librarian helping with the gathering, evaluation, and citing of sources. I haven't thought about including the TL within the other areas of writing instruction, but I like the idea!”

**Perceptions and Values Regarding CCSS Speaking and Listening Standards**

Of the 28 research participants who completed the survey, 17 wrote answers to the open-ended question about how school librarians could support the instruction of the CCSS ELA Speaking and Listening Anchor Standards. Table 5 contains the full text of each Speaking and Listening Anchor Standard. Responses to the open-ended questions were coded using the same criteria as the other CCSS ELA Standards, yet, as compared to the Reading and Writing Standards, fewer of the AASL described roles of the teacher librarian were referenced.
Table 5

**CCSS Speaking/Listening Anchor Standards Key**

<table>
<thead>
<tr>
<th>Speaking/Listening Standard Number</th>
<th>Speaking/Listening Anchor Standard Text/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Standard 1</td>
<td>Prepare for and participate effectively in a range of conversations and collaborations with partners, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>Anchor Standard 2</td>
<td>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
</tr>
<tr>
<td>Anchor Standard 3</td>
<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</td>
</tr>
<tr>
<td>Anchor Standard 4</td>
<td>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and organization, development, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>Anchor Standard 5</td>
<td>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</td>
</tr>
<tr>
<td>Anchor Standard 6</td>
<td>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>

**Perceptions of the School Librarian as Speaking/Listening Instructional Partner**

Within the open-ended responses, four respondents, 14%, alluded to the school librarian acting as an instructional partner and two of these respondents envisioned co-teaching to specific standards: Respondent G discussed collaboration related to Anchor Standards 2 and 5, and Respondent S discussed Anchor Standard 1. Even when these specific co-planning and co-teaching situations are not readily apparent, Respondent D shared the belief that collaboration of some sort on speaking and listening-related skills is feasible: “I don't think the role of the school librarian is as strong in the CCSS Speaking
and Listening standards, but I think they can be beneficial in collaborating with classroom teachers to meet the standards.”

**Perceptions of the School Librarian as Speaking/Listening Information Specialist**

As information specialist, school librarians may be charged with locating print and digital resources for teachers and students. While the terms *technology* and/or *digital resources* were used by 32% of respondents, it was not always made clear whether the ELA teacher imagined the school librarian finding and providing such resources or teaching to the use of the resources (or perhaps both). Respondent U valued the school librarian’s position in being able to help find and order support materials for ELA teachers.

**Perceptions of the School Librarian as Speaking/Listening Teacher**

Two respondents directly addressed technology instruction. Respondent E reflected, “I usually think of [the] school librarian as helping with technology aspects of instruction, so they could be useful in teaching students about technology they could use for presentations.” Anchor Standard 2 and its focus on the evaluation of information from diverse formats, to which Respondent E refers, had the highest number of respondents strongly agree regarding school librarian instructional support on the CCSS ELA Speaking and Listening Likert scale. Ten respondents, or 36%, selected Strongly Agree.

Two respondents wrote that they envisioned the school librarian teaching students about engaging in collaboration and discussion with their peers. Anchor Standard 1 is referred to by Respondent G, who wrote, “They could also facilitate collaborative
discussions by creating book clubs or inviting classes into the library for [literature] circles.”

**ELA Teacher Values of the School Librarian in Supporting Speaking/Listening Instruction**

Several ELA teacher respondents revealed that they saw opportunities for school librarians to support the instruction of some CCSS ELA Speaking and Listening Standards. Teaching digital media uses in presentations, Anchor Standard 5, was one of these standards. Table 6 displays this response distribution, as well as those of other speaking and listening standards. In the Likert scale measures, Anchor Standard 5 received the highest average score at 4.11. As Respondent N explained, “I think the Teacher Librarian is a great resource to help implement technology into presentations and evaluate many different types of media. I see the TL role moving toward more of a Media Literacy one.” Respondent BB also saw potential for the school librarian’s help with this standard. “It would be nice to have a librarian as a resource for students especially in the area of using all kinds of media to enhance presentations.”

Perceiving the school librarian as an instructional partner with the CCSS ELA Speaking and Listening Standards was more difficult for other respondents. Respondent W was one such respondent, commenting:

I'm not sure if/how school librarians should be involved in S/L standards. I am not saying that they should NOT be involved -- I am just saying that I don't have any background/experience in working with school librarians in this area.

This feeling was reflected in the low mean score for Anchor Standards 3 and 6 with respective average scores of 2.82 and 2.93.
As with CCSS Writing Anchor Standards 1 and 9, Speaking/Listening Anchor Standards 3, 4, and 6 received seven respondent selections of Uncertain. In regard to these Speaking and Listening Standards, Respondent R noted, “I feel that a school librarian might be able to assist students with preparation of speaking assessments, but I do not feel that [school librarians] will need to necessarily help them understand how to deliver and listen for others’ arguments.”

Table 6

*Perceptions of School Librarian Contributions to CCSS Speaking/Listening Standards*

<table>
<thead>
<tr>
<th>Speaking/Listening Standards</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Standard 1</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>3.39</td>
</tr>
<tr>
<td>Anchor Standard 2</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>10</td>
<td>4.04</td>
</tr>
<tr>
<td>Anchor Standard 3</td>
<td>2</td>
<td>11</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>2.82</td>
</tr>
<tr>
<td>Anchor Standard 4</td>
<td>2</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>3.11</td>
</tr>
<tr>
<td>Anchor Standard 5</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>14</td>
<td>9</td>
<td>4.11</td>
</tr>
<tr>
<td>Anchor Standard 6</td>
<td>2</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>2.93</td>
</tr>
</tbody>
</table>

*Perceptions and Values Regarding CCSS Language Standards*

Data from the Likert scale responses of the 28 survey participants, as well as the 15 open-ended responses from those participants who provided them, were analyzed to gain information about ELA teacher perceptions of the school librarian’s role in supporting CCSS Language Standards. Anchor Standards will be referred to by their number, and a key for Anchor Standard numbers and their descriptions can be found in Table 7.
Table 7

**CCSS Language Anchor Standards Key**

<table>
<thead>
<tr>
<th>Language Anchor Standard Number</th>
<th>Language Anchor Standard Text/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Standard 1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage.</td>
</tr>
<tr>
<td>Anchor Standard 2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</td>
</tr>
<tr>
<td>Anchor Standard 3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>Anchor Standard 4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</td>
</tr>
<tr>
<td>Anchor Standard 5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>Anchor Standard 6</td>
<td>Acquire and use accurately a range of general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</td>
</tr>
</tbody>
</table>

**Perceptions of School Librarian as Language Instructional Partner**

Only 11% of respondents included suggestions about the school librarian acting as an instructional partner with the teaching of CCSS ELA Language Standards. This was the smallest number of open-ended responses mentioning the instructional partner role of all the CCSS Standards strands. All three respondents wrote that the school librarian could help with vocabulary instruction, which could entail teaching to Anchor Standards 4 or 6. These two standards received the highest mean scores within the CCSS ELA Language Likert responses. Speaking to these standards, Respondent C shared the
idea that the librarian could be “helping students understand the language in a story when asked or even co-teaching vocabulary lessons.”

Perceptions of School Librarian as Language Information Specialist

When considering the school librarian’s role in supporting CCSS ELA Language instruction, only two survey participants provided responses that related to the information specialist role. Respondent R envisioned the school librarian maintaining “resources students can use and have access to when working towards completing certain activities related to these learning targets.” Respondent U also added the opinion that the librarian could provide “new resources,” although neither respondent specified what these resources might be or which standards the resources might reinforce.

Perceptions of School Librarian as Language Teacher

Respondents were more likely to view the school librarian as a teacher, rather than an instructional partner or information specialist, with the CCSS ELA Language Standards. Eight survey participants, 29%, shared ideas that would utilize the school librarian as a teacher. Often, as with references to the instructional partner role, the respondents specifically viewed this teaching occurring in the implementation of the vocabulary standards. Whole group instruction over vocabulary and comprehension skills was one idea proposed by Respondent B. Respondent C envisioned vocabulary teaching, not with an entire class, but “to a small word study group.” Respondent M, on the other hand, described an idea in which library programming could reinforce vocabulary learning: The school librarian could create a word wall, and students could record in which books they had discovered any of the words. “That could be interactive
and fun,” the respondent added. “Also, it would show the kids how often these words are used!”

While still involving the school librarian in the teaching role, some open-ended responses did not credit librarians with having any special expertise or skills that would lend themselves to language standards instruction; rather, these responses contained the opinion that all school staff members have an obligation to contribute to CCSS ELA Language instruction. “I think this is where Teacher Librarians, like any professional, model what’s best. By having high expectations for oneself and modeling life-long learning, hopefully students will realize some of the benefits of strong language skills,” wrote Respondent N. Respondent J also spoke to the need for school librarians to have knowledge of English grammar and conventions, insofar that they could help students edit their projects and work.

**ELA Teacher Values of the School Librarian in Supporting Language Instruction**

ELA teachers placed varying values on school librarians’ support of different CCSS ELA Language Standards, although, in general, less value was placed on the support of these standards compared to reading, writing, and speaking/listening standards. These Likert scale responses contained the lowest overall mean at 3.14. Table 8 shows the distribution of Anchor Standard responses and their mean scores.

Two Language Anchor Standards responsible for lowering the mean total were Anchor Standards 1 and 2. These standards address the learning goals of mastering the use of English grammar and conventions. Thirteen respondents, or 46%, indicated some level of disagreement when presented with the idea that the school librarian should contribute to the instruction of both Anchor Standard 1 and Anchor Standard 2. This
resulted in an average Likert score for each of the two Language Anchor Standards of 2.93. In their open-ended responses, no respondents provided reasons as to why the school librarian may not be seen as a support for the teaching of these standards, although Respondent D wrote, “I am not sure how they could contribute to this area of the standards.”

Respondent S provided an open-ended response that reflected the Likert scale scores: “I think the librarian can help with building vocabulary but when it comes to the specific writing traits of students, that is the classroom teacher’s work.” While Anchor Standards 1 and 2 received a low frequency of agreement, many respondents could envision the school librarian’s support with the teaching of vocabulary-related Anchor Standards 4 and 6. These standards had higher Likert scale scores of 3.39 and 3.46, respectively. In response to the CCSS ELA Language open-ended question, Respondent E shared opinions about Anchor Standard 4: “The school librarian might be useful in helping students learn how to find the meanings of words, how to use reference materials for those purposes, etc. (especially with younger grades).”
Table 8

*Perceptions of School Librarian Contributions to CCSS Language Standards*

<table>
<thead>
<tr>
<th>Language Standards</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Standard 1</td>
<td>2</td>
<td>11</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>2.93</td>
</tr>
<tr>
<td>Anchor Standard 2</td>
<td>2</td>
<td>11</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>2.93</td>
</tr>
<tr>
<td>Anchor Standard 3</td>
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<td>10</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>3.07</td>
</tr>
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<td>Anchor Standard 4</td>
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<td>6</td>
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<td>11</td>
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<td>3.39</td>
</tr>
<tr>
<td>Anchor Standard 5</td>
<td>2</td>
<td>9</td>
<td>5</td>
<td>10</td>
<td>2</td>
<td>3.04</td>
</tr>
<tr>
<td>Anchor Standard 6</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>12</td>
<td>5</td>
<td>3.46</td>
</tr>
</tbody>
</table>

**Perceptions of the School Librarian Contributing to the Teaching of CCSS ELA Standards**

Following the CCSS ELA strand sections, survey participants were posed the open-ended question, “How would you envision your school librarian contributing to the teaching necessitated by the CCSS ELA standards?” Twenty-one out of twenty-eight participants, or 75%, responded. As with the CCSS ELA strands’ open-ended responses, these responses were also analyzed and categorized through the lenses of school librarian roles for the delivery of instruction and the subjects with which librarians should support instruction.

**Perceptions of the School Librarian’s Roles in Teaching to CCSS ELA Standards**

Seventeen respondents, 81% of those who responded to the final open-ended question, included ideas related to the AASL’s articulation of the five roles of the school librarian within their responses. The AASL acknowledges that these roles overlap—“one cannot be performed without the support of the others” (2009, p. 18). Therefore,
responses were categorized based on their relation to the major responsibilities associated with each role, as described in *Empowering Learners: Guidelines for School Library Programs* (AASL, 2009) and the Learning4Life *Sample Job Description Title: School Librarian* (Johns et al., 2010). In cases in which the major responsibility was unclear, or sufficient context was not provided, a response may have been tabulated to reflect more than one role. For responses that directly referenced more than one role, each role reference was tabulated. Additionally, each role was tabulated no more than once per response. See Figure 1 for the distribution of roles discussed in open-ended responses.

**Figure 1**  
*Number of Responses Related to School Librarian Roles*

<table>
<thead>
<tr>
<th>School Librarian Roles</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader</td>
<td>2</td>
</tr>
<tr>
<td>Program Administrator</td>
<td>2</td>
</tr>
<tr>
<td>Information Specialist</td>
<td>7</td>
</tr>
<tr>
<td>Instructional Partner</td>
<td>14</td>
</tr>
<tr>
<td>Teacher</td>
<td>4</td>
</tr>
</tbody>
</table>

**School librarian as leader.** The leadership role of the school librarian involves guidance in the areas of technology, community relations, literacy, curriculum, and other domains within and outside of the school. Only two respondents included ideas that
would engage the school librarian in leadership tasks. Book talks can be used by librarians to promote books and reading across the school, and Respondent G wrote, “Perhaps while the teacher is re-teaching some students, the librarian could book talk with others.” However, Respondent G’s idea would need to be utilized by ELA teachers across the school building to truly engage the librarian in literacy leadership. Respondent R alluded to the school librarian’s role as leader more directly. Identifying that the librarian should work with all teams across the school, this respondent stated that the school librarian should be “providing a level of expertise in the area of materials and strategies for teachers.”

**School librarian as program administrator.** In previous sections of the survey responses, the school librarian’s role as program administrator, or overseer of the library space, materials, and staff, had not been addressed. Here, however, one respondent proposed an idea for CCSS instructional support that would require the school librarian to ensure access and an organizational setup, skills falling under the role of program administrator. Respondent L wrote, “A lot could be done in both the classroom and the library. I think it'd be cool to have a ‘publishing’ station in the library. That way students could move at their own pace and check in with the librarian when they are ready to publish their products.” Respondent C recognized the school librarian’s program administrator job of ensuring 24/7 access to resources, via a library website.

**School librarian as information specialist.** A higher number of respondents included acknowledgement of the school librarian’s role as information specialist in their answers to the final open-ended question. Eight, or 29% of all respondents, shared their perceptions of the school librarian contributing to CCSS ELA instruction through
expertise of print and digital sources. Some of the respondents expressed the idea that school librarians should find and supply teachers with resources to support CCSS ELA standards. Respondent D wrote of the librarian providing mentor texts, and Respondent K also commented on the need for help in finding texts. “I envision our school librarian helping with pairing both fiction and nonfiction books with interdisciplinary units and helping us acquire those,” this respondent wrote. Respondent Y, on the other hand, shared the opinion that school librarians should use information specialist skills by helping “kids with tools and knowledge of how to access tools…” Both ELA teachers and students could benefit from Respondent C’s idea regarding the school librarian “providing resources on [the library’s] blog.”

**School librarian as instructional partner.** Nearly half of the survey participants referred to collaborative work with the school librarian in teaching to the CCSS ELA Standards. Response content varied from discussing co-planning to co-teaching, with two respondents even addressing hindrances to the school librarian serving as an instructional partner. Reflecting a perceived importance for the librarian to help with team or department planning, Respondent R wrote, “The school librarian must be in collaboration with all teams in all grade levels within the building(s) they serve.” Respondent B echoed these sentiments, and added that co-planning lessons could also occur with individual teachers. As far as carrying out the instruction of CCSS ELA Standards collaboratively, the ideas presented in responses varied. Respondent G spoke to the format of such collaboration: “[School librarians] could workshop with students as a pull-out group.” Respondents E and K did not address the delivery method of the co-
teaching, but rather expressed a need for the school librarian to help with technology instruction.

Two respondents communicated possible hindrances to co-planning and co-teaching, despite wanting to engage in collaboration with the school librarian. Respondent N addressed conflicting views about the school librarian’s job priorities, stating, “I know there is the question of ‘removing’ the TL from the library, but our Teacher Librarians need to be more than the keepers of the books.” Respondent O cited a different obstacle to the school librarian carrying out the instructional partner role: insufficient staffing. “In an idea [sic] world, we would have at least a full time librarian if not two. In that scenario, we would be able to tap into more opportunities for co-planning and co-teaching surrounding the writing and research standards.”

**School librarian as teacher.** The majority of references to the school librarian’s CCSS ELA contributions as a teacher were framed in terms of co-teaching or collaborative teaching efforts. However, Respondent V did write that the school librarian could “teach mini-lessons in the library that relate to the appropriate standards. Then apply the lessons by doing various activities in the library especially pertaining to research and using technology”, and Respondent Y agreed that ELA teachers should deliver the instruction of CCSS standards. Respondent J suggested that school librarians could aid ELA teachers through the use of formative assessments of CCSS ELA Standards. More common than these examples of providing direct instruction were the responses to the effect that the school librarian should not be responsible for independently teaching to the CCSS ELA standards. “Librarians should supplement
CCSS, but not have to give instruction on them like the ELA teachers do,” wrote Respondent L.

Perceptions of the CCSS ELA Subjects School Librarians Should Teach

Survey participants made many references to the subjects and/or skills integrated within the CCSS ELA Standards. Eleven respondents, 39%, discussed subjects and skills they believed school librarians could aid ELA teachers in teaching. See Figure 2 for the distribution of subjects in open-ended responses.

Figure 2

Number of Responses Related to CCSS Standards

Reading support. Six respondents, or 21%, answered the question, “How would you envision your school librarian contributing to the teaching necessitated by the CCSS ELA standards?” with responses that cited reading standards or subjects. The majority of
responses related to the task of helping students or teachers select reading materials, as with Respondent BB’s proposal that the librarian help students choose books for free reading. Respondent E, one of two respondents who did not focus on text selection, viewed the school librarian as teaching students differences between primary and secondary sources.

**Writing support.** CCSS ELA Writing Standards, or the subjects and skills addressed within them, were mentioned by 39% of respondents. Similar to responses in the writing strand section of the survey, many focused on the idea of the school librarian teaching research process skills. Respondent E envisioned the school librarian helping with the instruction of such skills as evaluating the credibility of sources, citing information, and “anything else to do with the research process.” Five other respondents agreed that teaching research skills would be an area in which school librarians could contribute to CCSS ELA Standards implementation. Even Respondent Y, who wrote that CCSS content should be taught by literacy teachers alone, added, “The exceptions would be researching and evaluating sources or other skills related to such tasks.”

**Speaking and listening support.** Skills and subjects found within the CCSS ELA Speaking and Listening Standards were referred to in five open-ended responses to the final open-ended survey question. These references reflected those shared in the speaking and listening strand section, with multiple mentions of the school librarian helping students prepare presentations. For instance, Respondent G wrote, “During projects, librarians could directly instruct about different project or presentation methods available to them.” Technology, especially, was seen as an area of expertise for school librarians, and some respondents saw this expertise as being useful to CCSS Speaking
and Listening Standards instruction. Respondent E was one of these respondents and explained, “I also envision their help teaching students how to use various technology for projects, research, presentations, etc.”

**Language support.** Only one respondent, K, mentioned the school librarian’s teaching support in regards to CCSS Language Standards. Respondent K commented, “I also envision the school librarian assisting with technology instruction in the classroom as it applies to each discipline.” No responses referred directly to contributions of CCSS Language teaching by school librarians.

**Additional Reflections on the Instructional Support of School Librarians**

Respondents were given the final open-ended response prompt, “Please share any remaining thoughts you have concerning the role of the school librarian in the implementation of the Common Core ELA standards.” Additional response trends were noted from the respondents’ comments. The 13 ELA teachers who responded provided insight into their views on the job of the school librarian as well as possible reasons behind their perceptions and values pertaining to the school librarian’s role in implementing standards.

Some survey participants’ perceptions of the school librarian may have formed from the lack of experience they have had in instructional collaboration with individual school librarians. Fourteen percent of respondents commented on their lack of experience in seeing the school librarian in an instructional support role. After stating a desire for the school librarian to be more active with teaching, Respondent D wrote, “I know in the schools I have worked in they basically do no teaching at all.” Respondent G
expressed the opinion that insufficient instructional support from the school librarian may be attributed to the demands of more menial library tasks:

My concern is that many librarians seem too busy with the day-to-day workings of the library to devote such time to helping instruction. They are too busy checking out books and shelving and whatnot to collaborate with teachers in order to make some of the ideas listed earlier a reality.

As for reasons instructional collaboration has not been established between ELA teachers and school librarians, Respondent G added, “I do not blame the school librarians, but rather the lack of knowledge of how to aid in instruction.” Respondent Y cited the implementation of 1:1 devices, or the issuing of a digital device to each student for academic purposes, as a cause for the lack of CCSS support from school librarians. Two respondents blamed the part-time status of their buildings’ school librarians.

Despite respondents’ lack of collaborative experiences with the school librarian and existing hindrances to future collaboration, many respondents indicated that they would welcome the librarian’s support in implementing CCSS ELA Standards. Seven out of the 13 respondents, or 25% of all survey participants, expressed this opinion. Respondent B, for example, wrote:

By pushing into classrooms or holding mini lessons in the media center/library space, teacher librarians should take an active role in instruction. Associates can shelve, clean, and cover books. As a trained [sic] professional, teacher librarians should be able to take an active role in the teaching process.

Two respondents saw potential in the school librarian building cross-curricular connections and incorporating ELA skills and subjects across the building. Respondent R explained:

I feel that the school librarian should also be able to communicate with other curricular areas outside of ELA and be able to integrate some of those skills
learned through ELA and show how to apply them across the board. They will more than likely be able to help students (and teachers) see a connection with what they're doing in those curricular areas with what's going on in ELA.

Respondent BB added that ELA standards should be practiced in other disciplines, and that the school librarian could help with this.

The benefit to students was cited by several respondents as a reason for backing the school librarian’s supporting role with CCSS ELA Standards implementation. Respondent C simply wrote, “I love working with our school librarian and think she has brought a lot to our school in enhancing student learning.” Respondent J echoed this opinion, writing:

Collaboration between content area teachers and the school librarian(s) is essential to ensure the students' success. The more communication and opportunities for collaboration between them, the greater the impact on the students who will utilize the resources provided in their media center on a regular basis.

Further elaboration on what on the benefits for students might be was not provided.

School Librarian Employment and ELA Teacher Perceptions

In the final section of the survey, respondents were asked to select the employment status of their school’s librarian with the following choices: Full-time librarian at the building in which I work; Full-time at the building in which I work, but fulfills duties other than library work (i.e. teaches a class in addition to library work); Part-time librarian at the building in which I work; Other; and Uncertain. Table 9 shows these responses.
Table 9

Employment Status of School Librarians

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time librarian at the building in which I work</td>
<td>14</td>
<td>50%</td>
</tr>
<tr>
<td>Full-time at the building in which I work, but fulfills duties other than library work (i.e. teaches a class in addition to library work)</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Part-time librarian at the building in which I work</td>
<td>11</td>
<td>39%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Uncertain</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Upon examination of the explanations given with the selection of Other, it was determined that the responses could be divided into two groups: ELA teachers with a full-time librarian and ELA teachers with a part-time librarian. Thus, 14 respondents (50%) indicated having full-time librarians and 14 respondents (50%) had part-time librarians. In order to determine the existence of differences between the groups’ perceptions of the role of the school librarian in standards implementation, the response score means for each CCSS Anchor Standard were calculated. The mean scores for Reading Anchor Standards between the two groups can be seen in Figure 3. In all but one Anchor Standard, respondents with a full-time librarian tended to answer with higher levels of agreement than those with a part-time librarian. The largest discrepancies between mean scores could be found with Anchor Standard 1 and Anchor Standard 2.
Discrepancies between mean scores were also evident in the CCSS Writing Anchor Standards, displayed in Figure 4. The mean score for the respondents with full-time school librarians was higher than that of the respondents with part-time school librarians in each of the Anchor Standards. The differences in mean scores for Anchor Standard 2 were the largest of any Anchor Standard, across all strands.
The CCSS Speaking and Listening Anchor Standards mean scores for the full-time librarian and part-time librarian groups are shown in Figure 5. As with the Writing Anchor Standards, each Speaking and Listening Anchor Standard held a higher mean score for the ELA teachers with a full-time librarian compared to those with a librarian staffed part-time. The largest difference in responses, a difference of .79, occurred with Speaking/Listening Anchor Standard 4.
ELA teachers with a part-time librarian indicated higher levels of agreement than the full-time librarian group for several CCSS ELA Language Anchor Standards. All mean scores for this standard are shown in Figure 6. Mean differences of 0.14 existed between the responses of the two groups with Anchor Standards 1, 2, and 3. ELA teachers with a full-time librarian, however, had a mean score 0.5 higher than the mean score for teachers with a part-time librarian in Anchor Standards 4 and 5.
The qualitative and quantitative data collected in the research survey offer some insight into ELA teachers’ perceptions about how school librarians can help implement the CCSS ELA Standards and which standards should be supported through school librarians’ work.

Depending on the concept or skill being taught, respondents had varying views on the role the school librarian could take in contributing to CCSS ELA Standards instruction. With the CCSS Language Anchor Standards, most ELA teachers’ survey responses included mentions of the school librarian working in a teaching role. For all other CCSS strands, the roles of teacher and instructional partner received the highest
number of references. The role of leader was only acknowledged in reference to supporting the instruction of reading and writing; only one respondent addressed a leadership task with teaching to the CCSS Writing Standards, however, while 18% of respondents envisioned the school librarian’s leadership aiding in CCSS Reading Standards.

Survey responses also yielded insights into the standards with which ELA teachers would value receiving support from the school librarian. The CCSS ELA Standards strand most agreed upon by respondents as being an area in which school librarians could aid instruction was reading. Language Anchor Standards were least likely to be viewed by respondents as being included in school librarian instructional support. Overall, Writing Anchor Standard 8, the standard devoted to the research process, received the highest Likert score mean. Reading Anchor Standard 7, integrating and evaluating diverse media; Writing Anchor Standard 6, using technology with writing; and Speaking and Listening Anchor Standard 5, using digital media in presentations, received high levels of responses of agreement, as well. Those with lower mean scores included Writing Anchor Standard 4, producing clear and coherent writing; Writing Anchor Standard 5, developing writing through the editing process; and Speaking and Listening Anchor Standard 3, evaluating a speaker’s evidence and point of view.

Overall, 25% of survey participants expressed that they would value the school librarian’s support in implementing CCSS ELA Standards. Several respondents shared that collaboration with the middle school or junior high teacher was not currently occurring, and some respondents mentioned hindrances to this collaboration. Within open-ended responses, some hesitation to place the responsibility of CCSS ELA
Standards instruction on school librarians was also expressed. Often, opinions that CCSS instruction is the sole responsibility of the ELA teacher were shared within discussions of specific strands.

Discrepancies between the perceptions of respondents with a full-time school librarian in their building and those with a part-time school librarian were evident. Across CCSS strands, for all but four Anchor Standards, ELA teachers with a full-time school librarian responded with a higher frequency of agreement when considering the Likert scale prompts about librarians aiding instruction. For Language Anchor Standards 1, 2, and 3, ELA teachers with a part-time school librarian had higher mean scores on the Likert scale; this was also the case with Reading Anchor Standard 4, regarding in-text vocabulary comprehension.
CHAPTER 5
DISCUSSION AND CONCLUSIONS

Despite the wealth of ideas in school library literature about the ways in which school librarians can be instrumental in implementing CCSS ELA Standards, literature and important documents in other fields do not promote the school librarian in these ways. It is unclear, then, whether or not ELA teachers are aware of how the school librarian can support standards implementation. The purpose of this research study was to ascertain the perceptions and values middle school ELA teachers have of the school librarian’s role in implementing CCSS ELA standards. The research also sought to determine if differences in these perceptions exist between participants with full-time school librarians and participants with part-time school librarians.

Conclusions

Responses about the necessity of the school librarian contributing to the instruction of different CCSS ELA standards varied. Examining responses through the lenses of standards and school librarian roles, however, yields much insight into what middle school ELA teachers understand and value of the librarian’s role in aiding instruction. Greater awareness about how those perceptions can be impacted by the school library’s staffing levels can also be gained.

ELA Teacher Understanding of the School Librarian’s Role in CCSS Implementation

Not surprisingly, ELA teachers having varying levels of understanding about what their school librarian can do to support CCSS Standards instruction. Comparing trends and themes in the survey data with AASL documents is useful in analyzing ELA
teachers’ general understanding, as well as translating these suggestions into leadership actions and opportunities for school librarians. The AASL (2013) publication *Implementing the Common Core State Standards* proposes ten initiatives school librarians can launch in order to help successfully implement the standards. Many ideas ELA teachers presented about the school librarian supporting CCSS ELA instruction align with these initiatives.

AASL (2013) initiative 2 reads, “Building appreciation of the best literature and informational materials together across the curriculum as a part of a literature culture.” ELA teachers frequently referenced book talks, a literature promotional activity with the potential to build appreciation of quality texts.

ELA teachers also appear to agree with Initiative 4, “Building co-taught research projects in blended learning experiences.” Instructional partnerships with research were among the most frequent responses given, and Writing Anchor Standards 7 and 8, those addressing research, had relatively high average scores in the Likert scale responses.

In addition, ELA teachers understand the expertise school librarians have in integrating technology. Initiative 6 reads “Using technology to boost teaching and learning together,” and technology-related Anchor Standards, including Reading Anchor Standard 7, Writing Anchor Standard 6, Speaking/Listening Anchor Standard 2, and Speaking/Listening Anchor Standard 5, were of the highest mean scores of all Anchor Standards.

Certainly, school librarians can build upon these practices that ELA teachers recognize as a part of the school librarian’s work in supporting CCSS Standards instruction. With agreement across the school library and ELA fields, school librarians
should recommend and promote literature, support student research, and help to integrate technology across ELA subjects.

**ELA Teacher Lack of Understanding of the School Librarian’s Role in CCSS Implementation**

Within the AASL (2013) *Implementing the Common Core State Standards* initiatives were lists of proposed action steps school librarians can take to fully implement each initiative, and ELA teachers are not aware of, or do not agree with, many of the action steps. Even though many ELA teachers see the delivery of book talks as a way for school librarians to promote literature in the leadership role, this is a limited view of literature promotion. The AASL (2013) presents 19 action steps for Initiative 2, and only book talks, literature circles, and text selection were mentioned by ELA teachers. Actions like engaging students in digital storytelling, leading reading initiatives, and creating opportunities to reflect on literature are action steps that were missed, despite clear connections to CCSS ELA standards. Communicating and modeling such tasks with ELA teachers may create greater awareness of the ways in which school librarians can lead school-wide efforts to promote quality literature.

Additionally, ELA teachers may not fully realize the school librarian’s potential in integrating technology, as cited in Initiative 6. Action steps engaging the school librarian in a leadership role, such as leading professional development on technology tools or creating a digital citizenship program for students, were overlooked or not considered important. School librarians should work with both administrators and classroom teachers to incorporate other important technology integration action steps.
Other initiatives, not just steps, from AASL’s (2013) *Implementing the Common Core State Standards* may be entirely unknown or are not seen as being important to the school librarian’s role. Initiatives about building a participatory culture, creating cultural experiences, and developing a makerspace were absent from ELA teachers’ responses. While the ideas included within these initiatives do not appear to directly connect with CCSS Standards, one initiative that is integral to all standards was noticeably absent from responses: “Assessing the results of collaborative experiences.” Only one ELA teacher mentioned that the school librarian could help with the teaching of the CCSS Standards by using formative assessments. Collaborative creation of an assessment tool is integrated instruction, a high level of collaboration, according to Montiel-Overall (2008). Successfully engaging in integrated instruction involves prerequisites and requisites of the school librarian: maintaining knowledge of the learning standards, exhibiting leadership qualities, displaying professionalism, sharing ideas, and initiating the collaboration (Montiel-Overall, 2008).

Another difference between ELA teachers’ perceptions and AASL beliefs about the role of the school librarian in CCSS ELA implementation relates to the language standards. When prompted to indicate agreement with the idea that the school librarian should contribute to CCSS Language Anchor Standards, 64%, or 18 respondents, did indicate some level of agreement for one or more standards. Yet the AASL Crosswalk (2011) shows no alignment between sixth- and seventh-grade CCSS ELA Language Standards and the AASL Standards; there are varying numbers of language standards that align at the eighth- and ninth-grade levels. While language instruction may be out of the realm of a school librarian’s expertise, some ELA teacher survey respondents simply
expressed the desire for librarians, as with all school staff members, to help model and promote correct language usage.

Additional indications that ELA teachers may lack understanding of the school librarian’s role in implementing CCSS ELA Standards may be drawn from responses of Uncertain in the Likert-like scale statements. Writing Anchor Standards 1 and 9, as well as Speaking/Listening Anchor Standards 3, 4, and 6 received the highest frequencies of the Uncertain response; thus, ELA teachers may not know if, or how, school librarians can aid in the instruction of these standards. School librarians, then, may find it necessary to communicate with ELA teachers regarding their ability to help with the instruction of written argumentation, using evidence in writing, evaluating a speaker’s point of view, organizing a speech, and adapting a speech for audience or purpose.

**ELA Teacher Values of School Librarian’s Role in CCSS Implementation**

Value is held for the school librarian’s support in teaching several CCSS ELA standards. ELA teachers place the highest value on receiving instructional support from the school librarian with reading standards. Far less value is held for support with language standards, but, across strands, instructional support is envisioned with individual anchor standards rather than overarching ELA subjects. For instance, ELA teachers believe school librarians should support the instruction of Writing Anchor Standard 8, which reads, “Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.” ELA teachers did not hold the same levels of agreement that school librarians should aid in the instruction of organizing, developing, and addressing the style of written work, Writing Anchor Standard 4. Across reading, writing, speaking,
listening, and language strands, ELA teachers perceive the school librarian as being a valuable resource and partner when teaching to the research process, technology integration, and interactions with diverse media. Instruction over English grammar and usage, organizing the communication of ideas, and analyzing the communication of ideas are not seen as areas in which the school librarian can help implement the CCSS. School librarians may look to the AASL Crosswalk (2011) to discover how these reading, writing, speaking/listening, and language standards overlap with the AASL Standards for the 21st-Century Learner (2007). These overlaps can be shared with ELA teachers as ways in which the school librarian can support the instruction of standards ELA teachers had not previously considered.

How the school librarian helps to implement instruction over the CCSS ELA skills and concepts can occur in different ways, according to ELA teachers. In Empowering Learners, the AASL (2009) referenced school librarian perceptions that the role of program administrator would be least important to the school library program. ELA teachers seem to agree with this, at least in relation to the implementation of CCSS ELA standards.

The role of instructional partner was identified in the AASL (2009) survey as the most important in fostering collaboration and building a successful library program. ELA teachers do not disagree with this. Middle school ELA teachers envision the school librarian contributing to CCSS implementation most effectively through teaching and instructional collaboration. The brevity of survey responses did not allow for analyzing the levels of collaboration cited in terms of the Montiel-Overall (2008) TLC Model. However, responses did reveal perceptions about how ELA teachers
currently, and hope in the future, to continue collaborating with school librarians. As with the Montiel-Overall and Jones (2010) research findings, coordination and cooperation are facets of collaboration that are currently occurring and are desired by ELA teachers. These teachers, however, may not consider or may not have interest in engaging in integrated instruction with school librarians. Co-evaluation and co-assessment are not tasks ELA teachers see as being ways in which school librarians can contribute to CCSS instruction. Assessment is a teaching guideline in AASL’s (2009) Empowering Learners, and it is a necessary part of reflective teaching. School librarians should share ideas with classroom teachers about formative and/or summative assessments for co-planned or co-taught lessons.

ELA teachers may also fail to see how school librarians can support CCSS instruction through a leadership role; conversely, ELA teachers may not envision school librarians in the leadership role at all. Middle school ELA teachers do value the school librarian culling print and digital resources that support instruction, but the survey revealed that few consider the school librarian going a step further by providing professional development for teachers or reaching out to the community for resources. Whether ELA teachers believe that school librarians are capable of these leadership actions, or if they simply believe the leadership actions are not realistic given the job demands placed on the school librarian, is an important distinction to make. Regardless, with the identification and subsequent emphasis of the leadership role for school librarians, the AASL (2009, 2010, 2013) has established the necessity of a strong leader for the success of the school library program.
Perceptions of ELA Teachers with Full-Time and Part-Time School Librarians

Many studies of school libraries across states reveal that the level of staffing can impact student achievement, amongst other factors (Lance, Rodney, & Hamilton-Pennell, 2005; Rodney, Lance, & Hamilton-Pennell, 2002, 2003). The staffing of a middle school library may impact the perceptions of the school’s ELA teachers as well. ELA teachers who work with a full-time school librarian may tend to be more likely to see the school librarian as a staff member who can make valuable contributions to CCSS ELA instruction than ELA teachers with a part-time librarian. A lack of time, or perceived lack of time, to collaborate; scheduling conflicts; and too many other demands placed on the school librarian may be some reasons that explain these differences in perceptions. The study of successful teacher and librarian collaboration of Montiel-Overall (2008), for instance, involved school librarians who worked with volunteers and support staff, enabling the librarians to meet, teach, and assess with teachers. Full-time school librarians without support staff or school librarians who work in their libraries on a part-time basis may get bogged down by library tasks that have little to no impact on CCSS instruction and student achievement, but are nevertheless necessary to the functionality of a library. Many ELA teachers recognize that these are tasks that could, and should, be completed by support staff or volunteers. Due to the small research sample size, definitive conclusions cannot be drawn about the perceptions of ELA teachers with full-time versus part-time librarians. The results do, however, provide sufficient fodder for future explorations and considerations.
Recommendations

This research study examined a small sample population, and more valid conclusions could be drawn from a larger population of middle school and junior high ELA teachers. The survey was distributed to secondary ELA teachers in nine suburban school districts of similar student enrollment size and other demographics. Replicating the study in smaller, rural schools and larger, urban schools may yield interesting findings, especially when examining perceptions of ELA teachers at buildings with different levels of library staffing. Extending the study to school administrators and school librarians may also supply data useful for comparison.

While much information could be gleaned about perceptions of the school librarian’s role in implementing CCSS ELA standards from the current survey, additional questions about the librarian’s current role in this work could provide valuable information. Discovering factors that impact ELA teachers’ perceptions could better guide and inform school librarians and school library training programs.
REFERENCES


APPENDIX A

SURVEY EMAIL INVITATION AND CONSENT FORM

Good afternoon,

My name is Franny Frey, and I am a graduate student at the University of Northern Iowa. As a part of my master's program in School Library Studies, I am conducting a research study to learn more about English language arts, or ELA, teachers' views of the role of the school librarian in implementing learning standards. You are being asked to complete this research study survey because you are an employee in a Heartland AEA middle school or junior high school, and you are employed as a teacher in an English/language arts subject area.

Participation in this study is voluntary. The survey will take approximately 30 minutes or less to complete. Participants may discontinue participation at any time during the survey.

This study involves no foreseeable risks. I ask that you try to answer all questions; however, if there are any items that make you uncomfortable or that you would prefer to skip, please leave the answer blank. Your responses are anonymous; no personal information (e.g. name or email address) will be collected as part of the survey. In addition, all identifying information supplied will be removed and replaced with codes or pseudonyms. Your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

This study involves no direct benefits to participants but may help to inform educators and educator training programs about collaborations between ELA teachers and school librarians.

In appreciation for participating in this study, you may enter to win one of five $15 Amazon gift cards. After completing the survey, you may leave the page or redirect to the drawing. Participating in the drawing requires an email address, but this will only be used to notify winners and deliver the electronic gift cards. Participation in the drawing is voluntary.

If you have questions or concerns, feel free to contact my faculty advisor or myself:

Franny Frey
Graduate Student
(712) 898-0854
franh550@uni.edu

Dr. Joan Bessman Taylor
Advisor, School Library Studies
(319) 273-2192
joan.taylor@uni.edu

You can also contact the office of the IRB Administrator, University of Northern Iowa, at (319) 273-6148 for answers to questions about rights of research participants and the
participant review process.

If you would prefer not to participate, please do not fill out a survey.

If you consent to participate, please complete the survey within the next two weeks using the link below:

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Follow the link to opt out of future emails:
${l://OptOutLink?d=Click here to unsubscribe}
APPENDIX B
SURVEY EMAIL INVITATION REMINDER AND CONSENT FORM

Good morning,

Recently, you received an email from me inviting you to participate in a research study as part of my graduate studies in the School Library Studies master’s program at the University of Northern Iowa. I am conducting a research study to learn more about ELA teachers’ views of the role of the school librarian in implementing learning standards. You were asked to complete a survey related to this topic. If you have not yet completed the survey, I ask that you still consider completing the survey. **The last day to complete the survey will be Friday, May 8th.** Once again, participation is voluntary. The survey will take approximately 20 minutes or less to complete.

In appreciation for participating in this study, you may enter to win one of five $15 Amazon gift cards. After completing the survey, you may leave the page or redirect to the drawing. Participating in the drawing requires an email address, but these will only be used to notify winners and deliver the electronic gift cards. Participation in the drawing is voluntary.

This study involves no foreseeable serious risks. I ask that you try to answer all questions; however, if there are any items that make you uncomfortable or that you would prefer to skip, please leave the answer blank. Your responses are anonymous; no personal information (e.g. name or email address) will be collected as part of the survey. In addition, all identifying information supplied will be removed and replaced with codes or pseudonyms. Your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

This study involves no direct benefits to participants but may help to inform educators and educator training programs about collaborations between ELA teachers and school librarians.

If you have any questions or concerns feel free to contact my faculty advisor or myself:

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Graduate Student
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franh550@uni.edu

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If you consent to participate, please complete the survey within the next week using the link below:

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Follow the link to opt out of future emails:
${l://OptOutLink?d=Click here to unsubscribe}

Thank you for your consideration,

Franny Frey
APPENDIX C

SURVEY OF ELA TEACHERS

Perceptions of the School Librarian’s Role
Survey

I am a graduate student in the College of Education at the University of Northern Iowa and am completing a research project required for the degree. My project seeks to learn more about English language arts, or ELA, teachers’ views of the role of the school librarian in implementing learning standards. In order to ascertain the perceived role of librarians in the implementation of the CCSS ELA Standards, I am conducting a survey. You are being asked to complete the survey because you are currently an ELA teacher. Participation in the study is entirely voluntary. Completion of this survey includes implied consent to your participation in the research study. Please indicate your feelings regarding the possible role school librarians can take in supporting the teaching and learning of Common Core State Standards ELA standards. Participation in this study is voluntary. The survey will take approximately 30 minutes or less to complete. Participants may discontinue participation at any time during the survey. If you have any questions, please contact Franny Frey at franh550@uni.edu.
Reading Anchor Standards
Please indicate your feelings regarding the possible role school librarians should take in contributing to the teaching and learning of Common Core State Standards ELA Reading Anchor standards.

Q1 The school librarian should contribute to the instruction of the CCSS ELA standard:

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text. (1)</td>
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<td>Determine central ideas or themes of a text and analyze their development. (2)</td>
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<td>Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (3)</td>
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<td>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (4)</td>
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<td>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. (5)</td>
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<td>Assess how point of view or purpose shapes the content and style of a text. (6)</td>
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<tr>
<td>Integrate and evaluate content presented in diverse media and formats. (7)</td>
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<td>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (8)</td>
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<tr>
<td>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (9)</td>
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</table>

Q2 In what specific ways, if any, do you envision the school librarian contributing to the instruction of CCSS Reading Anchor standards?
Writing Anchor Standards  Please indicate your feelings regarding the possible role school librarians should take in contributing to the teaching and learning of Common Core State Standards ELA Writing Anchor standards.

Q5 The school librarian should contribute to the instruction of the CCSS ELA standard:

<table>
<thead>
<tr>
<th>Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant, sufficient evidence. (1)</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (2)</td>
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<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (3)</td>
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<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (4)</td>
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<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (5)</td>
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<td>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (6)</td>
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<td>Conduct short, as well as more sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation. (7)</td>
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<td>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (8)</td>
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<tr>
<td>Draw evidence from literary or informational texts to support written analysis, reflection, or research. (9)</td>
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</table>

Q6 In what specific ways, if any, do you envision the school librarian contributing to the instruction of CCSS Writing Anchor standards?
Speaking and Listening Anchor Standards  Please indicate your feelings regarding the possible role school librarians should take in contributing to the teaching and learning of Common Core State Standards ELA Speaking and Listening Anchor standards.

Q13 The school librarian should contribute to the instruction of the CCSS ELA standard:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>Prepare for and participate effectively in a range of conversations and</td>
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<td>collaborations with partners, building on others’ ideas and expressing</td>
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<td>their own clearly and persuasively. (1)</td>
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<td>Integrate and evaluate information presented in diverse media and formats,</td>
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<td>including visually, quantitatively, and orally. (2)</td>
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<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and</td>
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<td>rhetoric. (3)</td>
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<td>Present information, findings, and supporting evidence such that listeners</td>
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<td>can follow the line of reasoning, and organization, development, and style</td>
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<tr>
<td>appropriate to task, purpose, and audience. (4)</td>
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<td>Make strategic use of digital media and visual displays of data to express</td>
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<td>○</td>
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<tr>
<td>information and enhance understanding of presentations. (5)</td>
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<tr>
<td>Adapt speech to a variety of contexts and communicative tasks,</td>
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<td>demonstrating command of formal English when indicated or appropriate.</td>
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<td>(6)</td>
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</table>

Q15 In what specific ways, if any, do you envision the school librarian contributing to the instruction of CCSS Speaking and Listening Anchor standards?
Q16 The school librarian should contribute to the instruction of the CCSS ELA standard:

| Demonstrate command of the conventions of standard English grammar and usage. (1) | Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|——|——|——|——|——|——|
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. (2) | | | | | |
| Use knowledge of language and its conventions when writing, speaking, reading, or listening. (3) | | | | | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (4) | | | | | |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (5) | | | | | |
| Acquire and use accurately a range of general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (6) | | | | | |

Q17 In what specific ways, if any, do you envision the school librarian contributing to the instruction of CCSS Language Anchor standards?
Comments About CCSS ELA Standards Implementation

Q19 How would you envision your school librarian contributing to the teaching necessitated by the CCSS ELA standards? Please explain.

Q20 Please share any remaining thoughts you have concerning the role of the school librarian in the implementation of the Common Core ELA standards.

Additional Information

Q22 Please check any grade levels you currently teach (within the 2014-15 school year).

- 5th Grade (1)
- 6th Grade (2)
- 7th Grade (3)
- 8th Grade (4)
- 9th Grade (5)
- 10th Grade (6)
- 11th Grade (7)
- 12th Grade (8)
- Other (9) ____________________

Q24 Please list below the titles of all courses that you currently teach (within the 2014-15 school year).

Q25 Please select the option below that best describes the status of your school librarian.

- Full-time librarian at the building in which I work (1)
- Full-time at the building in which I work, but fulfills duties other than library work (i.e. teaches a class in addition to library work) (2)
- Part-time librarian at the building in which I work (3)
- Uncertain (4)
- Other (5) ____________________
APPENDIX D

SURVEY PARTICIPATION DRAWING

Survey Participation Drawing

Five survey respondents will be randomly selected to win a $15 Amazon gift card. You must provide your email address in the space below in order to be eligible to win. Your email address will only be used for notification of winning and delivery of the gift card if you are selected as a winner; it will be kept confidential and will not be linked with any of your survey responses.

Q3 Please enter your email address in the space provided if you wish to be entered in the drawing to win a $15 Amazon gift card.