

TEACHER LIBRARIANS

RESEARCH SHOWS TEACHER LIBRARIANS IMPACT IOWA STUDENTS

TEACHER LIBRARIANS IMPROVE QUALITY OF STUDENT WORK

Students in rural, high poverty schools in Iowa staffed with more teacher librarian hours outperformed students in schools with inadequate teacher librarian staffing in critical literacy and ethical use of information, as demonstrated through an analysis of fourth grade research projects about the U.S. states. Classroom teachers were asked to submit the three best examples of their students' work and have the students respond to a questionnaire. See samples below (Krueger & Donham, 2013).

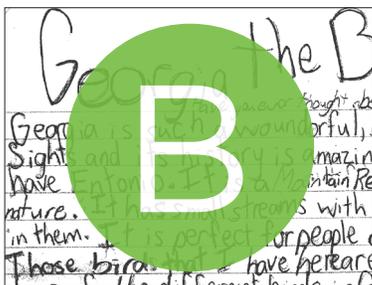


School A: No endorsed teacher librarian.

School A: The state report consisted of students answering basic worksheet questions.

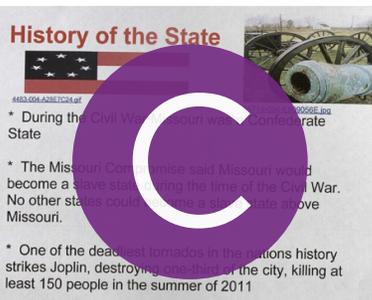
Question: How did you know you had good information?

Student reply: I just guest [sic].



School B: Teacher librarian one day a week.

School B: The state report was a research paper, and while the student used a lot of sources, she did not know how to find relevant sources and included no citations.



School C: Half-time teacher librarian.

School C: The state project showed deeper thinking and conclusions about information and cited eight quality print and digital sources, demonstrating high levels of critical literacy and digital citizenship.

Question: How did you know you had good information?

Student reply: I used information that was reliable and I new [sic] I could trust it.

Question: Why is it important to list your sources of information?

Student reply: I gave credit to the people who wrote that information because I am just borrowing the information from them.

IOWA STUDY: LIBRARIAN HOURS, COLLECTION SIZE PREDICT ACHIEVEMENT

Iowa reading test scores rise incrementally with the development of school library programs including professional librarian staffing hours (Rodney, Lance, & Hamilton-Pennell, 2002, p. viii).

This is supported by 22 state studies that confirm teacher librarians support achievement (Gretes, 2013).

REFERENCES

Gretes, F. (2013). *School library impact studies: A review of findings and guide to sources.*

Krueger, K.S. & Donham, J. (2013). *Professional staffing levels and fourth-grade student research in rural schools with high-poverty levels. School Library Research, 16.*

Rodney, M. J., Lance, K. C., & Hamilton-Pennell, C. (2002). *Make the connection: Quality school library media programs impact academic achievement in Iowa.* Bettendorf, IA: Mississippi Bend Area Education Agency.

Although half time was the highest level of teacher librarian staffing that occurred in the research sample of high poverty, rural Iowa schools, this minimal level does not support best practice.

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