

In TUSD Schools, the Teacher-Librarian promotes...

Leadership:

- facilitates staff development.
- serves on committees to implement site goals.
- partners with the principal to mentor teachers.

Collaboration:

- partners with teachers to promote students' academic success.
- is proactive in integrating information literacy standards throughout the teaching and learning process.
- partners with the extended community to promote relevant and authentic learning experiences.

Technology:

- develops the library collection and resources in multiple formats to meet the needs of diverse learners.
- advocates excellence and the ethical use of information, communication, and technology tools.
- engages students in reading, writing, viewing, and listening for instruction and enjoyment.

Research Summary: The **Impact** of School Libraries on Student Achievement

Findings from the Alaska, Colorado, and Pennsylvania Studies

Test scores, particularly in reading, tend to be higher for all types of schools where there is a professional teacher-librarian.

When school library staff collaborates with classroom teachers, fourth-grade reading scores average increases of 8% and seventh-grade reading scores increase between 18% and 21%.

Full-time professional teacher-librarians are more likely to engage in key instructional activities than either part-time or non-librarian staff.

Scores rise when library staff spends more time:

- engaging in collaboration with teachers on instructional units;
- training teachers in information access;
- and delivering library/information literacy instruction to students.

Test scores rise when students visit the library more frequently.

In all three studies, these predictors of academic achievement cannot be explained away by school differences, including expenditures per student, teacher characteristics such as education, experience, or salaries, student/teacher ratio, and student/community characteristics such as poverty, race, or ethnicity.

This research information is used with permission from the Library Research Service: lrs.org

Students need to know: Information Literacy Standards

Reprinted with permission from the American Library Association

Copyright © 1997 American Library Association. All rights reserved. Permission granted for nonprofit educational purposes.

Information Literacy

The student who is information literate:

- accesses information efficiently and effectively,
- evaluates information critically and competently,
- and uses information accurately and creatively.

Independent Learning

The student who is an independent learner is information literate and:

- pursues information related to personal interests,
- appreciates literature and other creative expressions of information,
- and strives for excellence in information seeking and knowledge generation.

Social Responsibility

The student who contributes positively to the learning community and to society is information literate and:

- recognizes the importance of information to a democratic society,
- practices ethical behavior in regard to information and information technology,
- and participates effectively in groups to pursue and generate information.

Specific Indicators from the

Teacher-Librarian Appraisal

<intranet/Human%20Resources/Documents/LIBRARYeval.doc>

Instruction

“13. ...collaborates with teachers, individually and in department or grade level meetings, to design, implement and evaluate units of instruction.”

Curriculum

“6. ...initiates curriculum planning with administrators and teachers to integrate information seeking strategies in all content areas, using print, non-print, and human resources of the library media center and the global community.”

Environment

“7. ...creates a welcoming and user-friendly environment to stimulate excitement for lifelong learning.”

Diversity Appreciation

“8. ...selects, displays and utilizes materials reflecting the diverse cultures of the school, community and the world at large.”

Home and Community Partnership

“6. ...involves students, parents and the community in library management and learning experiences.”

Leadership

“8. ...assumes a leadership role in bringing information technology to the school and training students and faculty to use it.”

Human Resources

“4. ...ensures that all library staff, from volunteers to paid employees are warm, friendly, and welcoming to the center.”

Organization and Management

“7. ...manages daily operations of the library media center, including selection/deselection, circulation, inventory, interlibrary loan, and supervision of support staff, and organizes the library media center to assure optimal access to materials and equipment by students and staff.”

What can a principal do?

1. In your evaluations of classroom teachers, are you asking how they collaborate with the teacher-librarian?
2. Do you include the teacher-librarian in professional development initiatives at your school?
3. Have you supported your teacher-librarian in implementing an open access, flexibly scheduled library?
4. Have you included information about the library program in the school newsletter?
5. Do you know how to utilize the technology tools and resources available through your school library?
6. Have you asked your teacher-librarian to recommend a book, a Web site, and/or to answer a reference question?

This pamphlet is brought to you by
your teacher-librarian –
your partner for
SUCCESS!

Revised May 2006

TUSD Teacher- Librarians:

A Critical Component in 21st Century Education

published by the Tucson Unified
K-12 Teacher-Librarian Cadre
for the TUSD Principal Cadre

Everything you need
to know about evaluating
your professional
teacher-librarian –
but were afraid to ask...

**Because student learning
is the bottom line.**
