

AASL Executive Summary

2012 NCLE Survey

Prepared by the AASL Research & Statistics Committee

Data analysis and report preparation
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Empowering Learners: Guidelines for School Library Programs (AASL 2009) encourages school librarians to collaborate with members of professional communities as both learners and teachers. School librarians fulfill this role through participation in their own library communities in their school districts and through the American Association of School Librarians (AASL) and other national and state organizations. Recently members of the AASL community participated in a National Center for Literacy Education (NCLE) survey in October 2012. The following is an overview of the results provided by members of the AASL community.

AASL Executive Summary

2012 NCLE Survey

Participation in Professional Learning

More than half of respondents participated in the following professional learning monthly or more often during the previous 12 months (school year and summer):

- Of 740 respondents, 644 (87.0%) engaged in professional reading.
- Of 741 respondents, 539 (72.7%) went online to seek and share ideas with other educators through social networks, wikis, etc.
- Of 741 respondents, 444 (59.9%) met regularly with a collaborative inquiry group (i.e., data team, professional learning community, community of practice, professional reading or book study, etc.).
- Of 734 respondents, 405 (55.2%) co-planned lessons/units with colleague(s).
- Of 735 respondents, 380 (51.7%) participated in formal online educator communities or networks.

University/college courses, peer observation, participating in mentoring or coaching, and developing, scoring, or analyzing student work or assignments with colleagues were never participated in by 61.6%, 37.2%, 31.3%, and 29.4% of the respondents, respectively.

When asked which single experience had the greatest impact on their professional practice, the top five answers were (n=725):

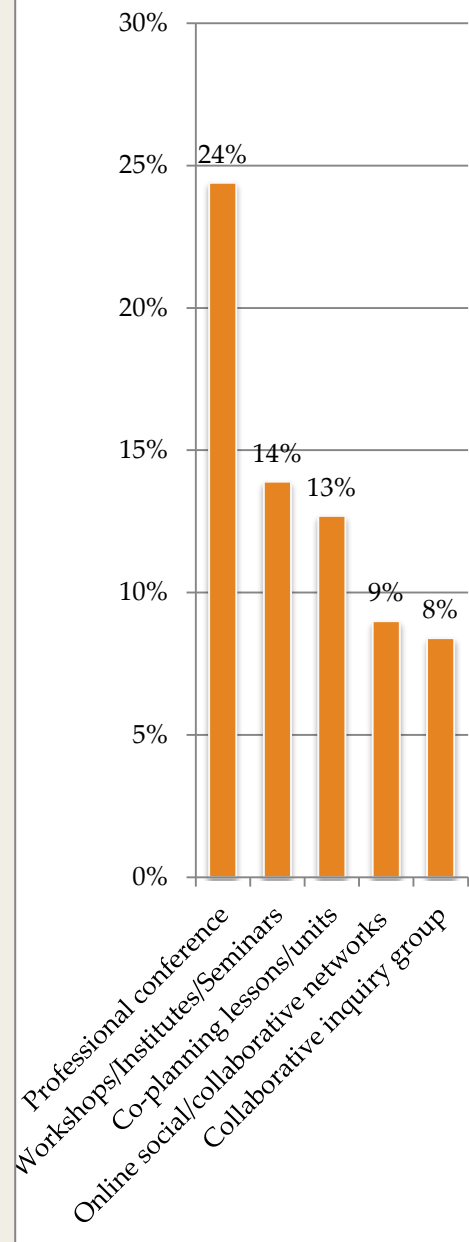
- Attending a professional conference (177, 24.4%)
- Participating in workshops, institutes, or seminars I chose myself (101, 13.9%)
- Co-planning lessons/units with colleague(s) (92, 12.7%)

NCLE Survey Data Highlight



Professional Activities

■ Most Impactful on Practice



- Going online to seek and share ideas with other educators through social networks, wikis, etc. (65, 9.0%)
- Meeting regularly with a collaborative inquiry group (i.e., data team, professional learning community, community of practice, professional reading or book study, etc.) (61, 8.4%)

When asked to select up to three responses that were particularly impactful in their professional practice, the top five answers were (n=706):

- New lessons, materials, or instructional strategies I could use immediately (398, 56.4%)
- Opportunities for active learning, discussion, and reflection on my practice (289, 40.9%)
- Opportunity to learn from recognized experts in my field (263, 37.3%)
- Opportunity to collaborate with other educators/Provided me with a support network (259, 36.7%)
- Deepened my content knowledge (250, 35.4%)

Developing Student's Literacy Skills

86.81% of respondents agreed to some degree that developing students' literacy was one of the most important parts of their job. In the previous 12 months, respondents spent 15.45 hours participating in professional learning about digital literacy, 11.04 hours about reading instruction, 10.81 hours about content area literacy, 7.25 hours about writing instruction, and 3.13 hours about teaching English language learners.

Thinking about the most pressing literacy needs of the students in their building, the respondents thought the following professional learning topics were most vital to the staff in their building:

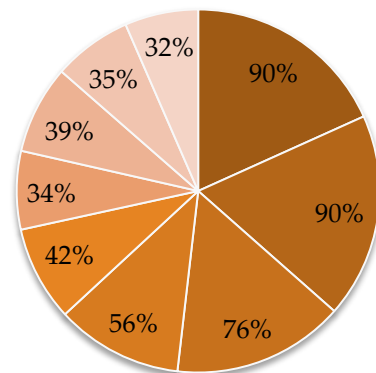
- 21st-century skills (283, 41.8%)
- Common Core State Standards (276, 40.8%)
- Integrating technology and digital tools into instruction (274, 40.5%)
- Developing student literacy in content areas (257, 38.0%)
- Differentiating instruction (167, 24.7%)
- Reading instruction (155, 22.9%)

NCLE Survey Data Highlight



Literacy Support Activities

- Individual assistance
- Assistance locating resources
- Collaborative planning
- PD for the whole school
- PD for a specific department
- PD for a specific grade-level
- Modeled lessons
- Student assessment
- Critical feedback



As school librarians, the respondents provided the following literacy support for the teachers in their school (n=552): Individual assistance (90.0%); assistance identifying and locating resources (89.9%); collaborative planning (75.5%); professional development for the whole school (55.6%); professional development for a specific department (41.7%); modeled lessons (38.8%); professional development for a specific grade level (34.4%); student assessment (34.06%); and critical feedback (32.25%).

Collaboration with Other Educators

When asked how much time per week they spent working in structured collaboration with other educators, 24.8% of 673 respondents answered 1–30 minutes, 23.8% answered 31 minutes to 1 hour, 20.5% answered between 1 and 2 hours, and 9.2% answered between 2 and 3 hours. Only 13.52% answered they spent more than 3 hours per week working in structured collaboration with other educators, and 8.2% said they did not dedicate time to collaborating with other educators at all.

The most popular group or team that the respondents participated in at least monthly was subject area teams (347, 54.1%), followed by other school-based teams (professional learning community, community of practice, etc.) (327, 51.0%), grade-level teams (216, 33.7%), book or study groups (194, 30.3%), cross-school teams (164, 25.6%), and groups related to an external network or project (139, 21.7%).

The respondents used various tools to seek and share ideas with other educators (n=598):

- 64.1% used Google Docs
- 41.1% used Facebook
- 36.5% used Pinterest
- 34.5% used Twitter
- 26.1% used Edmodo
- 16.8% used PBworks

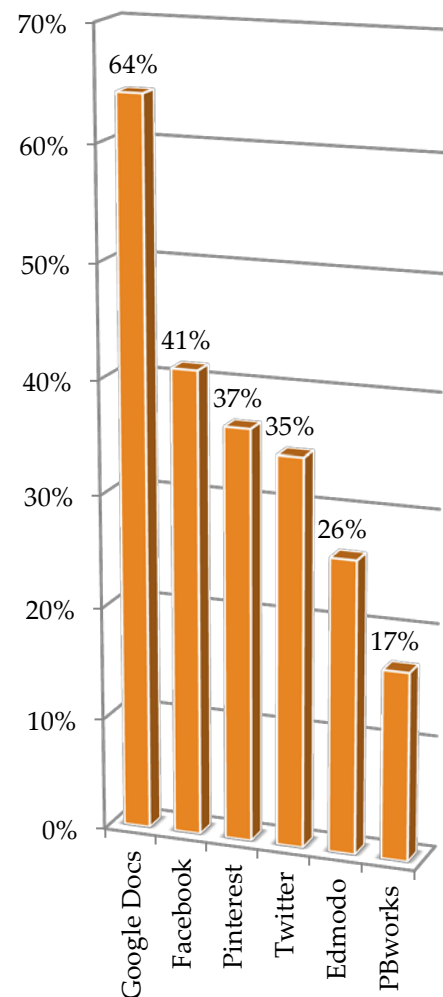
Of 645 respondents, 424 (65.7%) regularly participated in any type of collaborative group or team within their building, while 221 (34.3%) did not.

NCLE Survey Data Highlight



Collaborative Activities

■ Online Networks Used to Collaborate with Educators



Of 628 respondents, 394 (62.7%) participated in any kind of ongoing collaboration with a group or team of educators beyond their school, while 234 (37.3%) did not. Of 389 respondents, 88 (22.6%) answered their group collaborated online at least monthly, 87 (22.4%) face to face at least monthly, and 214 (55.0%) collaborated both online and face to face.

For more data pertaining to school librarian responses to the NCLE survey, visit www.ala.org/aasl/research/ncle-infographic to view an infographic created by AASL.

Data represented is among the key findings of the National Survey of Collaborative Professional Learning Opportunities, a study conducted by the National Center for Literacy Education (NCLE). The study was completed in October 2012 with responses from 2,404 educators nationally. For more information, visit www.literacyinlearningexchange.org.

The American Association of School Librarians, www.aasl.org, a division of the American Library Association (ALA), promotes the improvement and extension of library services in elementary and secondary schools as a means of strengthening the total education program. Its mission is to advocate excellence, facilitate change and develop leaders in the school library field. AASL is one of 30 professional education associations, policy organizations and foundations part of the NCLE coalition.