

KRC RESEARCH

**AMERICAN ASSOCIATION OF
SCHOOL LIBRARIANS**

**a division of
THE AMERICAN LIBRARY
ASSOCIATION**

**A REPORT OF FINDINGS FROM SIX FOCUS GROUPS
WITH K-12 PARENTS, TEACHERS, AND PRINCIPALS,
AS WELL AS MIDDLE AND HIGH SCHOOL STUDENTS**

**Prepared by
KRC RESEARCH**

**ÓAmerican Library Association
January 2003**

BACKGROUND AND METHODOLOGY

KRC Research is the full-service public opinion and market research firm of Weber Shandwick. Our strategic research and analysis clarify situations and issues, anticipate changes and trends, identify and take advantage of opportunities, and solve problems. KRC's research can be used as a guide to develop messages that are important and persuasive to target audiences.

The following report is based on the results of six focus groups with K-12 parents, teachers, and principals, as well as middle and high school students.

Research Objectives

The objectives of this research program were:

- To assess awareness and knowledge of school libraries and librarians;
- To explore the attitudes about and perceived value of school libraries and librarians among key internal and external audiences; and,
- To find language that most effectively communicates about school libraries, while still fitting within the overall communications of the @your library campaign.

Teacher/Principal Focus Groups

Two focus groups were conducted among teachers and principals who currently work in an elementary, middle or high school. The two combined teacher/principal groups were held on November 19th in Baltimore, MD and November 21st in Phoenix, Arizona. Each focus group was approximately two hours in length, consisted of 8 to 10 participants, and was facilitated by a professional moderator. In addition, each group represented a mix of public and private schools, gender, race and ethnicity.

Parent Focus Groups

Two focus groups were conducted among parents who have one or more children in grades K-12. The two parent groups were held on November 19th in Baltimore, MD and November 26th in Indianapolis, Indiana. Each focus group was approximately two hours

in length, consisted of 8 to 10 participants, and was facilitated by a professional moderator. In addition, each group represented a mix of public and private schools, gender, race and ethnicity.

Student Focus Groups

Additionally, a total of two focus groups were conducted among middle and high school students. The two evenings of focus groups were held on November 21st in Phoenix, Arizona (high school students) and November 26th in Indianapolis, Indiana (middle school students). Each focus group was approximately two hours in length, consisted of 8 to 10 participants, and was facilitated by a professional moderator. In addition, each group included a mix of public and private schools students, gender, race and ethnicity.

Qualitative Methodology

In opinion research, qualitative research (i.e. focus groups) seeks to develop insight and direction rather than quantitatively precise or absolute measures. Qualitative research allows us to explore key audiences' thoughts and concerns in their own words; determine the intensity of their attitudes; and discover the sources of their ideas and opinions.

Because of the limited number of respondents and the restrictions of recruiting, this research must be considered in a qualitative frame of reference. This study cannot be considered reliable or valid in the statistical sense. This type of research is intended to provide knowledge, awareness, attitudes, and opinions about issues and concerns and to inform message development.

KEY FINDINGS: CHALLENGES & OPPORTUNITIES

- Significant differences exist in the perceptions of school libraries and librarians among students, parents, and teachers/principals. However, nearly all of the participants acknowledge that school libraries are important and have value to their school and to them personally.
- The introduction to a vast array of books is highly valued for younger students. In elementary schools, the library is seen as a warm, inviting place that serves as “a window to the world” for young children.
- Importantly, the perceived value of the school library and librarians is lower for middle and high school students than for elementary students – particularly among parents and students. Only teachers and principals seem to place importance on school libraries and librarians in the upper-grades.
- School library usage also appears to drop off as students move into the older grades, with Internet use on home computers and school computer lab visits replacing trips to the library.
- Likewise, parents feel the school library and librarian continue to be critical within elementary schools, though most are more ambivalent regarding the value to middle and high schools. Articulating the value of school libraries and librarians for older students to both parents and students is of particular importance in this campaign.
- Teachers and principals are most likely to see the value in school libraries and librarians – especially for students. However, most use it very little for their own purposes. Principals rarely use the library and tend to rely on the reference materials in their own offices.

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- Unlike parents and older students, teachers and principals tend not to need to be persuaded that school libraries and librarians are a critical component of education. Teachers and principals do, however, need to be reminded and refreshed about the unique value of today's school libraries and librarians.
 - Participants believe librarians are the most important piece of the library experience and critical to guiding them to the information and resources they want or need.
 - However, most believe school librarians primarily play a support role – finding the information or resources needed in the most efficient way. Many, especially parents and students, do not see librarians as educated professionals who play an active role in the academic community. Addressing these misperceptions is a major challenge in future communication campaigns.
 - In terms of professional titles, “library media specialist” is a more positive and professional label than “school librarian” – especially looking to the future. “Library media specialist” brings to mind a younger, more professional, computer literate person who can consult with students and teachers alike on their modern day information needs. This title also tends to make students of both genders more interested in the possibilities of the profession.
 - Likewise, participants are comfortable with the label of “library media center.” In fact, many are already using this language regularly. The only caveat is that participants believe this label is only fitting if their library is truly equipped with computers and other technology.
 - Across all audiences, technology is the main and best change that most say they have seen and/or will see in the future in school libraries. However, students, teachers and principals say that allowing new technology to replace the physical library and resources or the human connection of librarians would be a serious mistake, resulting in chaos.

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- Overall, potential campaign messages tend to be well received and viewed as credible. The messages that are most believable across all of the audiences are the ones that focus on preparing students for their lives ahead: “School libraries ensure lifelong learning” and “School libraries are a place of opportunity.” These are also the messages that tend to excite the participants the most about the future of school libraries.
 - And, teachers and principals respond to the message that “School librarians are critical to the learning experience.”
 - A message portraying the school librarian as the information specialist also fares equally well on credibility, though garners less enthusiasm: “School librarians are the ultimate search engines.”
 - Generally, parents and students tend not to like messages that they feel overstate the role of the librarian: “School librarians are technological innovators” and “School librarians are active partners in student education.” Teachers and principals, however, are more likely to view the librarian as a collaborator, though still not a technological innovator.

GENERAL ATTITUDES & USAGE

Significant differences exist in both the perceptions and relationships of students, parents, teachers and principals towards their school libraries. However, nearly all of the participants acknowledge that school libraries are important and have value to their school and to them personally, especially in the early years where students are taught lifelong skills and their curiosity is awakened.

Today, the prevalence of home computers has made Internet usage the primary means of doing research for middle and high school students. As a result, the perceived value of the school library and librarians is lower for middle and high schools than for elementary schools among both parents and students. Teachers continue to believe the school library, and more importantly the school librarian, are a critical component of the learning experience and are concerned about the librarian being replaced by untrained adults/aides who simply become room monitors.

Many participants say librarians are the most important piece of the library experience and critical to guiding them to the information and resources they want or need. However, these participants – especially parents and students – characterize the role of librarians as a support role and tend not to see librarians as professionals with an active role in the larger academic community.

Libraries

When asked in a general sense to discuss the best and worst “facilities, resources, or services” available to them at their or their child’s school, not one participant cited their libraries or librarians as candidates for either category. Further, no students mention the library when asked to name their favorite place to go to within their school. Simply put, libraries and librarians are not top-of-mind in the education community.

When probed, most respondents believe their school libraries have value and are important, especially in the elementary years. The introduction to a vast array of books

is highly valued for elementary and middle school students. However, by middle school, access to technology becomes a more important aspect of school libraries; by high school, students are largely doing their research on home computers.

Overall, top-of-mind associations about school libraries are quite positive among faculty members, though less so in general among parents and students. Teachers and principals feel that school libraries can be a great resource to students and that they offer a relaxing and comfortable environment unique from anywhere else in the school. At the same time, they readily complain about having too little space for the library and insufficient funds, which they view as critical to being able to provide both enough and up-to-date resources, as well as a trained librarian.

Parents tend to see school libraries as a great place for young children, though somewhat of “a joke” for the older students (e.g., outdated resources and physical facilities and too few or no computers, which are often housed in the school’s computer lab). Middle school students think immediately, and positively, of the wide variety of books available to them in the school library. In contrast, high school students tend to associate the library with mostly negative thoughts: a nagging/yelling librarian, absolute silence required, an irritating need to show their ID in order to use the school library, and restricted Internet access and checkout limits.

One key area of difference is between those affiliated with a private school versus a public school. Private school resources vary widely. Some seem to be even smaller physically and have far fewer materials versus public schools (or are even non-existent), while others seem to be able to offer much more to their students and faculty: lots of computers, plush couches for lounging, sound-proof work rooms, class-only chat rooms, and movies available for students to check out. However, attitudes about private school libraries are generally similar overall versus public school libraries.

Since it is a private high school, it has a fabulous selection and resource materials. According to my nephew (at a public high school), nothing is good.

I feel that a school library is a great place to explore and learn in a safe setting. I don't have to worry that my child will read something or pick up something that goes against my wife and my values. (private religious elementary school)

In elementary schools, the library is seen as a warm, inviting place which serves as “a window to the world” for young children. Story time is a favorite for many of the respondents. According to participants, it is here that boys and girls get their eyes opened to things they could not have experienced otherwise.

(The librarian) had a mural painted on the wall with different characters and added unique furniture, which made the library a welcoming environment.

The library staff provides children with opportunities that probably don't go on in the home as far as exposing them to children's literature, to engaging their curiosity about things, to allowing them simply to explore.

It offers broad-based exposure, it's encouraging, thoughtful and creative.

As they reach the upper grades, students begin to learn about the wealth of information available to them and how to use it effectively. The perception exists that children should have become independent researchers by the time they leave grade school – lessening the need for librarians.

In middle and high school, the school library is frequently viewed as a physical escape from the rest of the school – especially by students and teachers.

It's an easy place to do work because they keep you quiet.

It's a nice change of pace from being in the classroom all day. They get to be in a wide open, more comfortable place than the typical classroom.

Again, the library is seen as a resource that can take children far out into the world, and begin to fuel their unique interests, even if that is reading about the Worldwide Wrestling Federation (the most requested book at one principal's school). The main negatives include being inaccessible to students and faculty and having limited/outdated resources.

Library Usage

Frequency of visits varies by respondents, ranging from every day to once a week for a very few students and teachers, to a handful of times per year for most students and teachers, to never for some high school students, principals and parents.

Some teachers do go weekly and have a permanent library time or take their students every few months as needed. However, teachers rarely go to the school library on their own. The annual Science Fair and the every semester research project are key drivers to get the teachers and their students to the school library.

Not surprisingly, parents have the least experience with their child's school library, with most never having been inside. A few have attended parent-teacher conferences or book/science fairs in the school library but did not spend much time inside.

Additionally, some of the students – especially private school students with more limited library resources – use the community library instead of their school library for convenience (open hours when they need to do the work) and for greater resources.

Our school library is often closed and is too small.

Whenever I do research, I do it at the public library. We don't get time to do it at our school library.

Other students do their research in the school's computer lab or their home computer as opposed to the school library.

Our library is pretty nice, lots of furniture to hang around and it's cool in summer, but it's not very useful because it's not very big. We have a huge computer lab, so if you need to use the computer it's better to go there because there are people who can help you, unlike in the library.

The books in the Information Technology Center (ITC) are usually in use already, so you usually go to the computer lab or the Internet.

Faculty tend to go to the libraries for their students, not for themselves. The faculty seldom, or never, use the school library for their own use, choosing instead to go to the

community library or rely on their own resources. The lack of time during the school day and limited resources are the two main explanations for not personally using the school library.

There's usually not much in the library in my subject area, so I have to go to the public library.

I keep a library of what I use in my office. Our(school) library is rather clinical.

The activities taking place in the school library vary tremendously (see full listing in Appendix III), with the primary activities listed below.

Students: doing research/using the computers, checking out books, making up tests/taking tests, doing assignments.

I only use the library for teachers to assign us books to read.

Every class I've had, we go there just to do research and reports. I don't think I have ever gone in there and checked out a book to read.

Teachers: attending staff meetings/parties, helping students select/research topics for the annual Science Fair or the every-semester research project, getting results of student tests taken in the library (e.g., AR program, STAR), teaching social skills, having the librarian teach effective research skills, trying to get students to enjoy reading, and picking out books to read out loud to elementary students.

I teach the kids behavioral skills such as how to wait in line and to ask for help.

Principals: say they are not using the school library.

To help increase usage, teachers wish they had their own resource center within the library and students wish for more lenient rules regarding Internet access and acceptable library behavior (e.g., allowing some talking for group projects and being able to eat and drink, at least water), and a more comfortable physical setting (e.g., lounge chairs, soundproof study rooms).

School Library versus School Library Media Center

Students are using both library and media center monikers. Schools seem more likely to use the label of “media center,” though a clear tendency exists for students, parents and teachers to still refer to it as the “school library.” The exception for this seems to be with younger students, who have been trained to think of it as the media center from Kindergarten on.

It doesn't make a difference to me. It's the same thing inside.

It doesn't really matter what you call them, we will probably still call it the library.

Most participants across the board respond favorably toward the “media center” label – seeing it as a more contemporary space with both traditional and new technological resources. For some, “media center” also connotes a space more appealing to older middle and high school students.

However, they also point out that it can only be called the media center if it houses adequate technology resources, including current model computers in sufficient quantities. Those that do not have these technological resources should remain a “school library.”

It's fine to be called a media center if the resources are available and not so out-of-date.

Librarians

Nearly all respondents see the librarian as the key to a successful school library. She (nearly all view the school librarian as a female) brings organization, a sense of curiosity, and a helpful demeanor to what would otherwise be simply a messy room full of books and other useless resources.

Teachers and principals place the greatest value on the librarian. They tend to see the librarian as an information specialist who is there to help both the students and faculty, and as the creator of the library's inviting atmosphere. Most view the librarian as a well-educated partner who is well-read and passionate about books and knowledge. Still, they

acknowledge they take the school librarian for granted and do not do enough to take advantage of this valuable in-house resource. Many clearly had not thought or spoken in-depth about the librarian in quite a while.

She's always warm and welcoming with the kids.

Our media specialist is one of the most knowledgeable people I've ever met.

She has the respect of a lot of kids because she is so good at what she does. She makes the kids want to learn.

Our librarian is worth her weight in gold, but we do not use her enough.

Without a librarian, teachers and principals feel the library would be nothing but chaos.

There would be no organization. The library would be a useless building part.

It would be a mess. No one would be able to find anything.

Students, on the other hand, show less regard for the school librarian. Most appreciate what their school librarian did for them in elementary school (e.g. got them interested in books and reading or topics of personal interest). Although, as they have gotten older they tend to view the librarian as someone that is there mainly to monitor their behavior and is too out of touch with today's technology or issues to fully help them with their research projects. The students feel the most important thing the school librarian does for them is to help them find books.

Some middle school students speak warmly of their librarian, describing them as *friendly*, *nice* and *helpful*. The high school students, however, and the rest of the middle school students have a negative overall image of the school librarian. They see librarians as introverts and not someone they relate to. In their language, the librarian is:

- An “old lady” with a white-haired bun, glasses, a cane and black, stocky shoes;
- An expressionless, bitter, frustrated women with a monotonous voice;
- Grouchy, uptight, obsessive, moody, boring, and mean;

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- At work, she organizes books, sometimes helps kids (or tries to help), yells at kids, monitors behavior, and hands out detentions; and,
 - In her spare time, she likes to read, watch educational television shows, sew, organize/ clean her house, cook and go to church.

She's stressed out and just wants to keep kids in line.

She's mean and cruel. She spends most of her time putting books away.

However, without a librarian, students feel the school library would be a noisy, chaotic, less productive place to work; as a result, all prefer a school library with a librarian.

Parents are the least connected with what is happening in school libraries today. They do not seem to have a clear picture of how their children interact with the librarian, what their children are doing in the library, nor how often they are going.

As a result of this disconnect, parents tend to rely on their own image of school libraries and librarians from their youth. They see the librarian and library as playing an extremely important role during the elementary years (e.g., to teach children how to find something, to encourage a life long love of reading and learning). However, with the prevalence of Internet access at home, they tend to place less value on the role of school library/librarian at the middle and high school levels.

The school libraries are only really useful, or enjoyable, for younger kids.

It was a treat when our elementary librarian would read us a story, which always continued "next week." That was exciting!

Their image of the librarian is neutral to negative. Parents see her as a woman in her late 50's-60s who is *studious, a bookworm, boring, quiet and dry*. When asked what they see as the value of school librarians for their children today, several immediately respond, "Nothing!" These parents see their children utilizing resources outside the school library more frequently and efficiently.

It's faster to go online

The resources are outdated in the school library.

Even those parents who see value at the older levels raise concerns that their children do not have adequate access to those resources.

We were encouraged to use the library. Today, there's not even time in a normal day for the kids to use the school library...

School Librarian versus School Library Media Specialist

A preferred title for the school librarian is “library media specialist,” as it generates much more contemporary and relevant connotations for most respondents, especially the students. It is important to note that the label “school library media specialist” is seen as too wordy/too long; dropping “school” seems to address this concern.

The title “school librarian” brings to mind the stereotypical old lady with a bun and stocky black shoes pushing a book cart across the library and holding a finger to her mouth in the perennial “Shhh!” position.

On the positive side, most feel the “school librarian” is well read, passionate about books, eager to help find information/resources for students and teachers, and is well organized. Conversely, they are also seen as not being computer literate, not necessarily being a certified teacher, and being somewhat uptight and passive (e.g., responds to requests versus takes initiative). Students also say they cannot imagine anyone actually aspiring to be a school librarian – they believe its just a job some people fall into.

It's not an aspirational job, not something you try to achieve. Being a school librarian is a fallback, probably for someone who is retired and just fell into it or something you can do until you get a steady teaching job.

They're the “Shhh!” monitors.

When you think school librarian, you think “old” (lady), shuffling around a cart pushing books. She doesn't want to be bothered by a computer. She may have one, but she doesn't know how to use it.

A “library media specialist,” on the other hand, is seen as a younger, more professional person who is more in-tune with what students like and are doing, and is someone who did go to school specifically for this job (and therefore is even more educated than the librarian). They are also seen as much more savvy on the technological and media fronts.

Interestingly, many participants say that “library media specialists” are more likely to be male than “school librarians.” Also, some of the students say they could imagine *wanting* to be a “school library media specialist.”

This sounds more technology focused, like someone who really knows the Internet.

The library media specialist is someone who is involved with everything from the traditional to introductory technology to helping teachers with a web page.

I think of a media specialist as knowing technology and the librarian as not even necessarily knowing how to turn a computer on.

Library media specialist sounds more professional, they sound more educated.

I still think of that person as a librarian, but the kids won't. They will think of this person as more high tech versus a policeman. They're degreed with more computer experience and less attitude.

CHANGE

Across all audiences, technology is the main and best change respondents have seen and/or will see in the future in school libraries, as well as at home.

A lot of stuff we used to do at school, the kids are expected to do at home today. Now it's rare to have a school aged child without a computer in the home.

I don't think the library/media center is utilized the way it was when we were in school because now you go home to do your research on the Internet.

However, most respondents also say they do not want increased technology at the expense of the physical library and resources or the human connection of librarians – at least not at the elementary level.

All parents feel that a school librarian is essential at the elementary level to give children a necessary foundation. Although, given the move to more and more Internet use, some parents feel that replacing the librarian *in middle and high schools only* with any adult would be acceptable to monitor students, while other parents still feel strongly that this would be a negative move.

A regular adult, other than the librarian, is OK in high school to baby-sit, but in elementary school it is critical to give that guidance: how to act and how to use the library, how to do research, knowing where to go to get information, and learning to enjoy reading.

Among faculty respondents, there has been a positive shift in how the school librarian interacts with the rest of the staff. They believe the librarian has become more of a partner-collaborator and is more active in educating the students than in the past.

Overall, the profession seems much more collaborative where that control-freak image, the traditional librarian that controls the resources, where now they seek more input and are more of a team player.

MESSAGES

The messages that are most believable across all of the audiences are the ones that focus on preparing students for their lives ahead: “School libraries ensure lifelong learning” and “School libraries are a place of opportunity.” These are also the messages that tend to excite the participants the most about the future of school libraries.

The message that portrays the school librarian as the information specialist also fares equally well on credibility, though garners less enthusiasm: “School librarians are the ultimate search engines.”

Finally, students gravitate to the message that describes a very lively school library (“What’s happening at your school library?”). However, many students tend to doubt whether this really exists, as do most adult respondents.

MESSAGES: TRUE OR FALSE	TRUE			FALSE		
	Teachers/ Principals	Parents	Students	Teachers/ Principals	Parents	Students
School libraries ensure lifelong learning. School libraries and librarians help students become effective users of information, strengthen critical thinking skills, and create a love of reading and learning that lasts a lifetime.	17	16	14	2	2	6
School librarians are critical to the learning experience. School librarians collaborate with students, teachers and principals to offer a unique perspective, share new information, guide students and faculty to the resources they need, introduce new technologies, and assist in the development of lesson plans and new curricula.	13	9	11	5	7	8

MESSAGES: TRUE OR FALSE	TRUE			FALSE		
	Teachers/ Principals	Parents	Students	Teachers/ Principals	Parents	Students
What’s happening at your school library? On a typical day at 2:00, a group of students are leading a book club, a study group is preparing for tomorrow’s science test, some students are browsing through the library’s magazine collection and checking out books while others are using the Internet to gather information for their assignments.	6	7	10	12	10	9
School librarians are technological innovators. School librarians are at the forefront of the information age, searching out and evaluating new technologies, teaching students and teachers how to use various technologies, and helping incorporate these tools into the library & classroom.	7	6	5	11	11	14
School librarians are the ultimate search engines – clearing a path and pointing you toward the information you need, when you need it, and adding value to your research by helping you find information you didn’t expect.	18	11	13	1	6	6
School librarians are active partners in student education. School librarians are professional educators with a unique perspective – they teach students information literacy and technology skills and partner with teachers on how to integrate these skills into classroom lessons.	13	7	7	4	10	12
School libraries are a place of opportunity. School libraries offer all children refuge to dream and pursue personal interests, as well as access to information and technology to prepare them for their future.	17	17	12	2	0	7

Generally, parents and students tend not to like messages that they feel overstate the role of the school librarian: “School librarians are technological innovators” and “School librarians are active partners in student education.” Teachers and principals, however, are more likely to view the librarian as a collaborator, though still not a technological innovator.

Specific Comments

“School libraries ensure lifelong learning” is well liked for its long-term benefits and foundation in reality. It intuitively rings true for participants. Many see this in their own school library experiences and recognize the value it provides both today and in the future.

A good librarian does all these things.

Their own passion for books comes through in attempting to create a love of reading. People who like to read are life long learners.

A good librarian can take the responsibility that a parent should take to foster insatiable curiosity in children.

They create an environment where learning and studying are respected.

One suggested change for the message is changing “ensure” to “encourage” because many participants believe the educational system simply cannot ensure anything today.

“School libraries are a place of opportunity” is also highly credible and very appealing to all audiences. Participants focus on the ability of students to follow-up on personal interests or thoughts – which often leads to more reading and engagement in other educational or career areas.

They can be whatever they want to be for the time they’re there. The opportunity to just day dream, explore, stretch your mind, reach for places you didn’t think you could reach.

They were for me, and I hope they will continue to be for our students.

This statement is definitely true. That’s why librarians, libraries are needed.

Everything a student needs for their future is in the library.

Most respondents, especially teachers and principals, see truth in the statement “**School librarians are the ultimate search engines**” and believe it is one of the most important functions of the profession. They see this message as highly credible, relevant and appealing. However, it generates somewhat less excitement about school libraries.

They will go to the ends of the earth to find information and get what you need.

I like the last statement about helping you find the information you didn't expect. That's often what happens.

They are around information all day, so when you ask they immediately know.

That's where I always go if I need an answer. It makes it easier, saves time.

Students are the most likely to find the activity statement credible: “**What's happening at your school library?** Even those who do not find it realistic find it appealing. Some suggest not mentioning a specific hour (because all schools have a different schedule) but using language such as “In a typical hour, a group....”

Our library is like that, with different sections and things like that.

That goes on all day long at our school.

Parents tend to be less clear on how their school libraries are being used today, so have a difficult time assessing this statement. Parent and teachers find this statement largely false because of the students' limited access to the library.

I'm not sure! Possibly.

Groups are not just “left” in the library. They have teachers/librarians helping to manage their work.

They're not doing this unless it's their scheduled time, and then only one of these happens (checking out books).

Students do not have free time during our school day to go to the library.

Teachers and principals are most likely to agree with “**School librarians are critical to the learning experience.**” Yet even some of these respondents doubt if this is really

happening today – though they believe this is what *should* be happening. Several suggest changing “critical to” to “beneficial to” to make the statement more realistic and believable.

All of this should, and could, happen but it is not properly coordinated or funded in most school systems

I’ve seen our librarians doing all of the above.

Whenever I’ve designed curriculum, the first place I go to is the library to get resources and explore.

In my experience, some of this isn’t happening.

The students who consider this statement to be true interpret it to be more focused on the librarian helping them “find books” and “information.” None seem to get the main point of collaboration with the teachers and principals. Many of the students and parents feel this is just not an accurate portrayal of what is going on in their schools.

At my school, the library/librarian doesn’t really work with the classroom.

I doubt teachers ask librarians for help on lesson plans.

I believe this is done by the teachers.

Teachers and principals are also most likely to find the message that “**School librarians are committed to student achievement**” to be credible. However, several are skeptical of the reference to research – pointing out that better funding period typically means better test-scores. A few also see this as suggesting the teachers are irrelevant in increasing testing skills.

A good librarian is committed to seeing growth in the student body.

A gut feeling. Reading opens and exercises your mind. This must lead to academic success when the librarian is used.

Some parents want to believe this statement, but tend to be more skeptical of the validity of the research and causal link. They want the research documented and cited. Others feel that teaching “information literacy skills” is the parents and/or teachers’ job and do

not see a role for librarians.

If you choose that as your job, then the person is going to be committed to student achievement, not just babysitting books.

I need more information, the data and the sources of the data, and then I can make a judgment.

I believe this is more importantly taught at home.

Students tend to not accept this statement because they see it as over promising on the role of the librarian.

They just help you find books... nothing more.

We don't do projects or really sit down and work with the librarian.

Librarians just help find books and not teach.

The statement “**School librarians are active partners in student education**” gets mixed reactions. Teachers and principals like the idea, and find it to be true *at times*. However many parents and students question its validity because of the reference to technology, being professional educators, and taking an active role (versus what they see as a more “traditional” reactionary and monitoring role). Several across groups suggest taking out the word “active” to make the message more believable.

They have a broad range of skills, from academic and child development.

Not today. School librarians seem to be more like police than educators.

I don't think we ever saw or heard of a librarian partnering with teachers.

[She] uses a cane and isn't active.

Our librarian doesn't teach us things. She just helps with finding things.

Finally, most respondents, across all audiences, feel that the statement “**school librarians are technological innovators**” is simply not true. In fact, it is seen as the statement that is most off the mark.

Most kids right now know more about technology than librarians.

They're all about books, not technology, the OLD way of finding information.

They respond, but they don't innovate.

They are all old and out of the scene. They act like pioneers that live by no technology.

Our librarians don't even do anything with technology and computers.

**APPENDIX I:
PARENT AND FACULTY
DISCUSSION GUIDE**

**FOCUS GROUP DISCUSSION GUIDE:
PARENTS, TEACHERS, PRINCIPALS
Current Timing: 115 Minutes
Baltimore (Nov 19th); Phoenix (Nov 21st); Indianapolis (Nov 26th)**

I. Introduction (15 minutes)

- Moderator’s introduction
- Ground Rules.
- Participant introductions

II. Context (5 minutes)

- What are the best things about your [child’s] school?
 - What are the best facilities, resources or services your [child’s] school offers?
- What are the not so good or negative things about your [child’s] school?
 - What facilities, resources or services at your [child’s] school are not as good or not as helpful?

III. Value and Use of School Libraries (20 minutes)

Now, let’s talk about your [child’s] school library.

- What are the first things you think of when I say the words “school library”?
 - **WRITE.** What are the positive or good things about [your/your child’s] school library?
 - **WRITE.** What are the not so good or negative things about [your/your child’s] school library? **Discuss Positive and Negative (probe if comment about how school libraries have changed over time).**
- Have you ever heard [your/your child’s] school library called a “school library media center”?
 - How do you feel about using “school library media center” to describe school libraries?
 - Is it appropriate? Does it fit?
 - If “school library media center” was used to describe school libraries, would it change how you view them? If so, how?

-
- What is the value of school libraries?
 - **TEACHERS/PRINCIPALS:** As a professional, what is the most important thing that your school library does or has done for you?
 - **TEACHERS/PRINCIPALS:** What is the most important thing that your school library does for the students?
 - **PARENTS:** Thinking back, what do you think was the most important thing that your school library did for you when you were your child's age?
 - **PARENTS:** What do you think is the most important thing that your child's school library does or has done for them?

PARENTS:

- How often does your child use their school's library?
- **EASEL.** What do they do when they use the school library?
 - Which of these things are unique to school libraries?
 - Does your child ever have additional needs that their school library cannot meet? If so, what are they?
- How often does your child use other libraries? [**probe:** community or local university libraries]
- What do these libraries offer that the school library does not?

TEACHERS/PRINCIPALS:

- How often do you use your school library?
- **EASEL.** When you use your school's library, what do you do?
 - Which of these things are unique to school libraries?
 - Do you have additional needs that your library cannot meet? If so, what are they?
- How often do you use other libraries? [**probe:** community or local university libraries]
- What do these libraries offer that your schools' library does not?

IV. Value of School Librarians (15 minutes)

- Now, what are the first things you think of when I say the words “school librarians”? [Probe positive and negative thoughts]
- Have you ever heard school librarians called “school library media specialists”?
 - How do you feel about using the title “school library media specialists” for school librarians?
 - Is it appropriate? Does it fit?
 - If “school library media specialists” was used to describe school librarians, would it change how you view them? If so, how?
- What is the value of school librarians?
 - **TEACHERS/PRINCIPALS:** As a professional, what is the most important thing that your school’s librarian does or has done for you?
 - **TEACHERS/PRINCIPALS:** What is the most important thing that your school’s librarian does for the students?
 - **PARENTS:** Thinking back, what do you think was the most important thing that your school librarian did for you when you were your child’s age?
 - **PARENTS:** What do you think is the most important thing that the librarian in your child’s school does or has done for them?
- Imagine the school library without librarians. What would be different?
 - What would be better? What would be worse?
- Due to budget cuts and staffing considerations, some schools no longer have professional school librarians managing their libraries, but instead use aides or other staff to oversee their libraries who are not academically trained or certified in the profession. How do you feel about that? [Probe positive and negative reactions]

V. Change (15 minutes)

- **TEACHERS/PRINCIPALS:** How do you think school libraries or librarians have changed since you started working in education?
- **PARENTS:** How do you think school libraries have changed since you were in school?

-
- **EASEL.** What do you think are some of the new or different things about school libraries? [**LIST IN COLUMN ON RIGHT**]
 - Now, what do you think are some of the more traditional things? [**LIST IN COLUMN ON LEFT**]
 - Looking at our list on the right – the new things, which of these things do you like?
 - Which don't you like?
 - Looking at our list on the left – the more traditional things, which of these things do you like?
 - Which don't you like?
 - Imagine ten or fifteen years into the future, what would be the *most valuable or helpful* changes school libraries or librarians could make? (**probe:** information, services, collaborations, resources, physical space vs. internet, etc)
 - What would be the least helpful changes school libraries or librarians could make?

VI. Messages (40 minutes)

Now, I'm going to show you some statements about school libraries and librarians and I'd like to hear your reactions.

Each statement describes a different aspect of school libraries and librarians. Read through the messages and use your handout to tell me whether each strikes you as true or false and tell me a little bit about why you feel that way. After you are done, we will discuss the messages.

READ AND MARK ALL STATEMENTS:

- School libraries ensure lifelong learning. School libraries and librarians help students become effective users of information, strengthen critical thinking skills, and create a love of reading and learning that last a lifetime.
- School librarians are critical to the learning experience. School librarians collaborate with students, teachers and principals to offer a unique perspective, share new information, guide students and faculty to the resources they need, introduce new technologies, and assist in the development of lesson plans and new curricula.

-
- School librarians are committed to student achievement. School librarians teach students information literacy skills and research shows students who attend schools with professional librarians and well-equipped libraries perform better on academic achievement tests.
 - What’s happening at your school library? On a typical day at 2 o’clock, a group of students are leading a book club, a study group is preparing for tomorrow’s science test, some students are browsing through the libraries magazine collection and checking out books while others are using the Internet to gather information for their assignments.
 - School librarians are technological innovators. School librarians are at the forefront of the information age – searching out and evaluating new technologies, teaching students and teachers how to use various technologies, and helping incorporate these tools into the library and the classroom.
 - School librarians are the ultimate search engines – clearing a path and pointing you toward the information you need, when you need it, and adding value to your research by helping you find information you didn’t expect.
 - School librarians are active partners in student education. School librarians are professional educators with a unique perspective - they teach students information literacy and technology skills and partner with teachers on how to integrate these skills into classroom lessons.
 - School libraries are a place of opportunity. School libraries offer all children refuge to dream and pursue personal interests, as well as access to information and technology to prepare them for their future.

DO A HANDCOUNT ON “TRUES” FOR EACH.

DISCUSS THE MOST “TRUE” STATEMENTS, THEN THE LEAST TRUE:

- What makes this statement true? What makes it not true?
- What do you like about this statement? What do you not like?
- What, if anything, would you change?
- Is this aspect of school libraries important or not really?
- If so, what makes it important?

AFTER DISCUSS TRUE/NOT TRUE STATEMENTS:

- Is there anything surprising about these messages? Anything you didn’t know or never thought about before?

[**Probe on “active partners” message:** Most school librarians have teaching certificates – does that surprise you? Does that fit with your experience? Would you consider them “co-teachers”?];

Also, **Probe if do not believe the research** citing the link between good libraries and professional librarians and student achievement – see if heard of studies in AK, CO, and PA]

- Is there anything that is confusing or hard to understand? [**Probe on appropriate message:** Do you understand the term “information literacy”? What does it mean to you?]
- Now read back over all of the statements and circle the one that does the best job communicating that school *libraries are important*.
DO A HANDCOUNT; DISCUSS MOST “IMPORTANT” STATEMENTS.
 - What makes this statement the most important?
 - Do any of these capture what is most important to you about school libraries? Is something missing?
- Now read back over all of the statements and put an X by the two that do the best job communicating that school *librarians are important*.
DO A HANDCOUNT; DISCUSS MOST “IMPORTANT” STATEMENTS.
 - What makes this statement the most important?
 - Do any of these capture what is most important to you about school librarians? Is something missing?

AFTER ALL:

- Thinking back over all of the statements we discussed, which one makes you most excited about school libraries?
- Which one makes you most excited about the future of school libraries and how they are changing?

VII. Summary (5 minutes)

- What have you learned during our conversation about school libraries?
- At the end of the day, what is the most important thing your/your child’s school library could do for you/your child, whether or not they do that now?
- **WRITE.** Now, before you leave, I want you to do one last thing. Pretend that you have been put in charge of communicating the most valuable and unique aspects of school libraries to other teachers and principals/other parents like yourself. Write down for me what you would say. Thank you very much for your time and thoughts.

**APPENDIX II:
STUDENT DISCUSSION GUIDE**

FOCUS GROUP DISCUSSION GUIDE
Current Timing: 90 Minutes
Phoenix (Nov 21st) – high school students
Indianapolis (Nov 26th) – middle school students

I. Introduction (15 minutes)

- Moderator’s introduction
- Ground Rules.
- Participant introductions

II. Context (10 minutes)

- What are the best things about your school?
 - What are the best activities, resources, or services your school offers?
- What are the not so good or negative things about your school?
 - What activities, resources, or services at your school are not as good or helpful?

III. Value and Use of School Libraries (15 minutes)

Now, let’s talk about your school’s library. First, let’s do a quick handout.

- **WRITE.** What are the positive or good things about your school’s library?
- **WRITE.** What are the not so good or negative things about your school’s library?
Discuss Positive and Negative.
- In your school, do you call your library the “school library” or the “school library media center”?
 - How do feel about using “school library media center” to describe your library?
Does it make a difference in how you view it?
 - Is it appropriate? Does it fit?
- How is your school library important?
 - What is the most important thing that your school library does for you?
- How often do you use your school library?

- **EASEL.** When you use your school’s library, what do you do?
 - Are there other things you need or want from your school library that is doesn’t have? If so, what?

IV. Value of School Librarians (15 minutes)

- Now, what are the first things that pop into your head when I say the words “school librarians”?
- **EASEL [NOT A LOT OF TIME].** If school librarians were a type of animal, what kind of animal would they be and why? [**Probe:** What words or phrases would you use to describe school librarians?] **Discuss.**
- In your school, do you call your librarian the “school librarian” or the “school library media specialist”?
 - How do feel about using “school library media specialist” to describe your librarian? Does it make a difference in how you view them?
 - Is it appropriate? Does it fit?
- How are school librarians important?
 - What is the most important thing that your school’s librarian does for you?
- Imagine your library without librarians. What would be different?
 - What would be better? What would be worse?

VI. Messages (30 minutes)

Now, I’m going to show you some statements about school libraries and librarians and I’d like to hear your reactions.

Each statement describes a different aspect of school libraries and librarians. We will read all of the statements together and I want you to mark in your handouts whether you believe each is mostly true or mostly false and tell me a little bit about why you feel that way. After we are done, we will discuss the messages.

READ AND MARK ALL STATEMENTS:

- School libraries ensure lifelong learning. School libraries and librarians help students become effective users of information, strengthen critical thinking skills, and create a love of reading and learning that last a lifetime.

-
- School librarians are critical to the learning experience. School librarians collaborate with students, teachers and principals to offer a unique perspective, share new information, guide students and faculty to the resources they need, introduce new technologies, and assist in the development of lesson plans and new curricula.
 - School librarians are committed to student achievement. School librarians teach students information literacy skills and research shows students who attend schools with professional librarians and well-equipped libraries perform better on academic achievement tests.
 - What’s happening at your school library? On a typical day at 2 o’clock, a group of students are leading a book club, a study group is preparing for tomorrow’s science test, some students are browsing through the library’s magazine collection and checking out books while others are using the Internet to gather information for their assignments.
 - School librarians are technological innovators. School librarians are at the forefront of the information age – searching out and evaluating new technologies, teaching students and teachers how to use various technologies, and helping incorporate these tools into the library and the classroom.
 - School librarians are the ultimate search engines – clearing a path and pointing you toward the information you need, when you need it, and adding value to your research by helping you find information you didn’t expect.
 - School librarians are active partners in student education. School librarians are professional educators with a unique perspective - they teach students information literacy and technology skills and partner with teachers on how to integrate these skills into classroom lessons.
 - School libraries are a place of opportunity. School libraries offer all children refuge to dream and pursue personal interests, as well as access to information and technology to prepare them for their future.

DO A HANDCOUNT ON “TRUES” FOR EACH.

DISCUSS THE MOST “TRUE” STATEMENTS, THEN THE LEAST TRUE:

- What makes this statement true? What makes it not true?
- What do you like about this statement? What do you not like?
- What, if anything, would you change?

AFTER DISCUSS TRUE/NOT TRUE STATEMENTS:

- Is there anything surprising about these messages? Anything you didn’t know or never thought about before?

-
- Is there anything that is confusing or hard to understand? [**Probe on appropriate message:** Do you understand the term “information literacy”? What does it mean to you?]
 - Now read back over all of the statements and circle the one that does the best job communicating that school *libraries are important*.
DO A HANDCOUNT; DISCUSS MOST “IMPORTANT” STATEMENTS.
 - What makes this statement the most important?
 - Now read back over all of the statements and put an X by the two that do the best job communicating that school *librarians are important*.
DO A HANDCOUNT; DISCUSS MOST “IMPORTANT” STATEMENTS.
 - What makes this statement the most important?
 - Thinking back over all of the statements we discussed, which one makes you most excited about school libraries?

VII. Summary (5 minutes)

- What have you learned during our conversation about school libraries?
- **WRITE.** Now, before you leave, I want you to do one last thing. Pretend that you have been put in charge of communicating the most valuable and unique aspects of school libraries to your friends at school. Write down for me what you would say.

Thank you very much for your time and thoughts.

**APPENDIX III:
VERBATIM WRITTEN RESPONSES**

What are the positive or good things about your school library?
(comments in bold refer to Private schools)

Baltimore, Principals

- Library is neat and orderly. Librarian has positive relationships with staff and students, and includes opportunities to use technology.
- Well-maintained. Accelerated Reader Program. Excellent collection of fiction and non-fiction books. Clean and inviting. TV/video lab.

Phoenix, Principals

- It's the hub of the school. Access to literature. Access to information, published or on the Web. Comfortable, attractive.
- Calm, warm environment. Abundance of print resources, adequate technology for research. Capable, friendly staff. Open to all classes, after school events. Serves many purposes.
- Taking into account books, technology and media resources, the library promotes positive learning experiences utilizing study skills.
- **Good place to study or read. Doing research is aided by computers/Internet, magazines and other reference books. There's always a new book to check out**

Baltimore, Elementary School Teachers

- **The librarian. Books geared to the curriculum. An organized system. Librarian interacts regularly with classes on a variety of topics. Teaches the students all about library usage.**
- **A friendly, helpful librarian. She's the key because there just isn't much material-wise. A nice atmosphere, nicely decorated with themes and collections of books. Centrally located. Keeps growing, though slowly.**
- The librarian. The number of different books, quality of books. Appearance.

Phoenix, Elementary School Teachers

- **Book reading with younger children. Researching a subject. Using the Internet.**
- Large supply of books. AR Program. Always someone available to answer a question.
- Students hear stories. Research availability. Computer lab

Baltimore, Middle School Teachers

- Variety of books topics/reading levels. Computer stations. Assistance from the librarian. Great reference materials. Organized lessons for research projects.
- Librarian is willing to help with organizing/planning, computer assistance, repair of equipment... Large number of new volumes of books that we have had a chance to contribute ideas towards.
- Our media specialist is one of the most knowledgeable I've ever worked with. We just bought \$300,000 worth of new books. It is the hub of activity in the building.

Phoenix, Middle School Teachers

- Centrally located, very open, very accessible to students and staff. Comfortable, quiet.

Baltimore, High School Teachers

- An excellent librarian. Progressing technologically (slowly but surely). A warm, work-conducive environment.

Phoenix, High School Teachers

- Helpful staff. Computer accessibility. Lots of resources (books, audio, video, Internet).
- Computer labs. Inviting, friendly environment. Availability. Internet access. Good librarians. Spacious. Well organized. Kids feel good in there.

Baltimore, Parents

- **I don't know.**
- Resources, media friendly, accessible (middle school). **Since it is a private high school, it has a fabulous selection and resource materials.** According to my nephew (at a different, public high school), nothing is good.
- **I feel that a school library is a great place to explore and learn in a safe setting. I don't have to worry that my child will read something or pick up something that goes against my wife and my values. (private religious elementary school)**
- Available, resources (basic).
- Good staff.
- Still fascinating to my son. Up to date.
- Bright. Accessible. Good librarian (friendly and helpful).
- Librarian is very knowledgeable.
- The media center. Up to date resources.
- My children (both elementary age) thoroughly enjoy the library. For them, it's still a treat to go and pick out a book about something they like (i.e., reptiles, bugs, etc.).

Indianapolis, Parents

- **New. Well stocked. Caring personnel. Computers.**
- The size and availability of books and computers.
- The size. Quality of books. Computer access. Updated study center. (middle/high)
- **Air conditioned, clean, lots of books (high school).**
- Big enough, big selection of books, computers for the kids, friendly staff.
- Caring teachers/principal, generous use of library time, central location (elementary).
- Wide selection of monitored literature and they can use the Internet (middle). They have someone on staff is who helpful available to assist at any time, for any reason (elementary).

Phoenix, High School Students

- It closes at 10pm so you can have more time to do what you have to do (public library).
- It has two computer labs, lots of books, couches to relax, and you can get plenty of help in there.
- **Can use computers to do work, can also use copier and printer, quiet, good working environment.**
- **We have nice floors, furniture, statue/figurines and it is usually cool in the summer, warm in the winter.**

- Lots of different research books, Internet for research, and friendly staff.
- You can do anything on the computer except looking at inappropriate websites. It's really easy to get work done there.
- I can always find a good book. Lots of information for reports, helpful people.
- There are rooms you can go in and shut the door and close the blinds and sleep on the floor.
- **Lots of computers, a few little cove areas with some nice plush couches, the sound-proof rooms, and the aquarium.**

Indianapolis, Middle School Students

- They have rocking chairs, big chairs with cushions, and a wide selection of books.
- We just got a new library. Now it's bigger and funner to go and sit down and read.
- **Lots of computers and a chat room on the computers for your class only.**
- **We have a librarian who has been there for a long time and she knows everybody.**
- **We have Accelerated Reader which is picking a book from a level, the dots signal the level, then reading it and taking a test. The librarian is helpful.**
- **We can get two books and one movie.**
- You get to get good books, any kind, get to go on the computer, talk to your friends, and sit anywhere!
- They have a good variety of books for the students to choose from.
- **We don't have to just pick out from a certain section and they let us use the Internet for assignments.**
- We have AR and that give me extra credit for English, and they have good books.

What are the negative or not so good things about your school library?
(*comments in bold refer to Private schools*)

Baltimore, Principals

- The library area is too small. I don't see students using the library much after the 40 minutes class time for research. There are too few books that represent a multicultural perspective. Has a small budget.
- Computers not high end. Needs more biographies.

Phoenix, Principals

- Poor funding for books, resources. Need more, and faster, computer terminals for access to book database.
- Old furnishings (hard chairs, horrible shelves). Over used. Physical layout is thoughtless, inefficient. No windows to outside.
- Libraries can be adult oriented, depending on the librarians. They must not want to be open at lunch time or after school if they do not want to help the kids.
- **Isn't big enough to hold everything I'd like to see there.**

Baltimore, Elementary School Teachers

- **Space too small, so librarian comes to classroom. Weekly the class goes to the library. Parents are always helping in the library (need to talk with each of them).**

- **Few materials to support the content/subjects I teach. No computers for research (they're all in the computer lab).**
- Size. Availability of the library for research. Availability of librarian. Not enough multiple copies of books. Lack of software.

Phoenix, Elementary School Teachers

- **We don't have one! (That's not so good.)**
- Not always available for students. Send students away without books. Force students to select books by using a catalog/folder.
- Size. Closed when teacher is out.

Baltimore, Middle School Teachers

- Needs a collection of audio materials (books on CD/tape, music, How To videos), picture/posters, and CD software.
- Scheduling time (library is in high demand). Science Fair space conflicts with other use of library. Former librarian was very "protective" of the library – tried not to schedule too much.
- It would be great if it were larger. At times, we get locked out of the computers because the passwords have more security than the White House.

Phoenix, Middle School Teachers

- Due to its being centrally located in the middle of a two-story building, it is disturbed by moving classes. Also, books are often "taken." Under funded, as the librarian is used as a sub. Technologically behind, with repairs needed.

Baltimore, High School Teachers

- Dated books. Needs more Internet and database access. Needs additional staff to maintain technological resources. Difficult for students to access during school.

Phoenix, High School Teachers

- Would like some "lounge" chair reading areas and some semi-private desk/study areas. Larger space to accommodate the above. Often it's too cold.
- Not enough Macs! Expensive to maintain. Limited media (understandably).

Baltimore, Parents

- **Outdated books or materials.**
- Small, not eye appealing (middle school). **Nothing (private high school).** Antiquated, needs updating (public high school).
- **Our school is a relatively new school so we lack resources and books.**
- Not enough resources on topics needed for school. Behind the times. Most information can be found on home computer.
- Too small. Too old.
- Outdated. Old/worn books.
- Limited assistance. Too small. Some texts outdated. Only open when school is in session.
- Only open half days, one day after school hours.

- The kids don't have free time to go to the library with taking the bus to/from school.
- Nothing.

Indianapolis, Parents

- **Not enough newspapers or magazines.**
- Not enough librarians to handle the size of the library.
- Size. No computers. No study center. (elementary school)
- **Old, not many new books, very small (elementary).**
- Can't think of anything.
- No encouragement to use school library for research, no connection with computer center, small area.
- I don't know if the materials they have would be something that I would want them to read or see.

Phoenix, High School Students

- You have to be 18 to get a public library card.
- The librarian talks to me every time, says "no talking," not enjoyable.
- **Sister yells at us for talking, can't use without pass, kinda small, no food or drink.**
- **It's small and not very useful, plus the teachers won't let you talk even for group projects. Librarian has her baby there which is distracting.**
- Can't go in without ID, when you go with a teacher, you have to read, and can't make one peep.
- Books need to be replaced, but otherwise it's fine.
- You can't take reference books with you.
- The 4'6" troll librarians who will hound you until they die.
- **I can't eat or drink anything in there, including water.**

Indianapolis, Middle School Students

- You can only check out two books at one time. And they don't have two of my favorite authors.
- It is only open on current days (one day a week) because of the construction.
- **Too many school librarians.**
- **We have computers in the library, but we are not allowed to use them.**
- **We go to the library in English class on Tuesdays and she reads us a book; it is not fun listening to someone read.**
- **We have to sign up to get movies.**
- Sometimes we can't get any magazines.
- They only have one line for check out, but at Southeast Elementary (a much smaller school with one third as many students) they had four lines.
- **You can't play games on the Internet.**
- They need a bigger selection (of books) and more Accelerated Reader books.

MESSAGES: TRUE OR FALSE	TRUE			FALSE		
	Teachers/ Principals	Parents	Students	Teachers/ Principals	Parents	Students
School libraries ensure lifelong learning. School libraries and librarians help students become effective users of information, strengthen critical thinking skills, and create a love of reading and learning that lasts a lifetime. (1)	17	16	14	2	2	6
School librarians are critical to the learning experience. School librarians collaborate with students, teachers and principals to offer a unique perspective, share new information, guide students and faculty to the resources they need, introduce new technologies, and assist in the development of lesson plans and new curricula. (2)	13	9	11	5	7	8
School librarians are committed to student achievement. School librarians teach students information literacy skills and research shows students who attend schools with professional librarians and well-equipped libraries perform better on academic achievement tests. (3)	14	7	9	3	10	9
What's happening at your school library? On a typical day at 2:00, a group of students are leading a book club, a study group is preparing for tomorrow's science test, some students are browsing through the library's magazine collection and checking out books while others are using the Internet to gather information for their assignments. (4)	6	7	10	12	10	9

MESSAGES: TRUE OR FALSE	TRUE			FALSE		
	Teachers/ Principals	Parents	Students	Teachers/ Principals	Parents	Students
School librarians are technological innovators. School librarians are at the forefront of the information age, searching out and evaluating new technologies, teaching students and teachers how to use various technologies, and helping incorporate these tools into the library & classroom.(5)	7	6	5	11	11	14
School librarians are the ultimate search engines – clearing a path and pointing you toward the information you need, when you need it, and adding value to your research by helping you find information you didn’t expect. (6)	18	11	13	1	6	6
School librarians are active partners in student education. School librarians are professional educators with a unique perspective – they teach students information literacy and technology skills and partner with teachers on how to integrate these skills into classroom lessons. (7)	13	7	7	4	10	12
School libraries are a place of opportunity. School libraries offer all children refuge to dream and pursue personal interests, as well as access to information and technology to prepare them for their future. (8)	17	17	12	2	0	7

What are your reasons for marking each comment TRUE or FALSE?

(numbers shown reflect codes only and carry no further significance)

School libraries ensure lifelong learning. (1)
TRUE, Teachers/Principals

- Gatekeeper of information.
- I have witnessed this. They are effective users of information.
- They show you the path to follow your interests.
- A good librarian can take the responsibility that a parent should take to foster insatiable curiosity in children.
- Because books abound in this place, children's first experience is massive.
- A good librarian does all these things.
- They teach these skills.
- Has been true for many years and gets better.
- Books = lifelong learning.
- Libraries have always given me the information I am looking for and made me much more interested in reading.
- Literacy specialist.
- Informed of materials and literature/learning trends.

TRUE, Parents

- Foundation of learning.
- I think librarians are more effective in elementary school.
- Techniques.
- Elementary levels "encourage," not "ensure." Patience.
- I believe this is true with the younger ages.
- For early age groups only. They are the ones who need that initial training. And prefer "encourage" vs. "ensure."
- They teach organization.
- It's reassuring that someone who knows what they are doing is there.
- Librarians help the students.
- The potential is there, even if not used properly.
- Past experience with my childhood librarian.
- Because they help you find what you need.

TRUE, Students

- They create an environment where learning and studying are respected.
- For many people, it's a learning tool.
- Because not everyone is going to have all the books and resources you need in life.
- Now I know a lot because of her.
- She helps sometimes.
- We all need to read, and they have other ways of learning.
- It can help us get to college.
- They encourage you read more and the more you read, the more you learn.
- They don't allow you to talk, so you're going to read and like books more.

- The reason is because she's nice and maybe you wouldn't remember the books, but the lessons in them.
- We always read and she is nice.
- They help pick the right book.

FALSE, Teachers/Principals

- This statement should be true, however if the librarians are not trained to be effective, these behaviors will not be evident.
- They "aid" but not "ensure."

FALSE, Parents

- That was true for me and my younger children, more a teacher's job now.

FALSE, Students

- Because there is always a conflict between Student and Librarian.
- True and false. I believe some kids you can guide in the right direction, others you can't.
- Some librarians discourage kids to be in there.
- They just help you find books... nothing more.
- They don't help us be effective users of information. They just tell us where to find it, and you don't love books because of that.
- We don't have one librarian.

School librarians are critical to the learning experience. (2)

TRUE, Teachers/Principals

- Whenever I have designed curriculum, the first place I go is to the library to get resources and explore.
- I've seen our librarians do all of the above.
- They share information and new resources.
- They have knowledge of resources I wouldn't think of.
- Ours is very resourceful.
- Depends on each particular librarian, but mostly true.
- Special skills and knowledge.
- Chair of the technology team.
- Informed of materials and literature/learning trends. Teachers cannot have the in-depth awareness of all curricula.

TRUE, Parents

- True for "early" learning experiences.
- Essential to learning and future.
- Early in the education process – elementary school.
- They have more time than teachers.
- Updating the students and faculty is imperative to stay on top of today's needs for students.
- This is what they are there for.

TRUE, Students

- They create an environment where learning and studying are respected.
- They do help you and want to help/guide.
- For the most part, they do help find information and resources.
- A lot of books, classroom programs, and Internet.
- Without her, I wouldn't know anything about books.
- They help you find books.
- They help us when we ask for it.
- They should help you find books to learn.
- They will help you get better in life.

FALSE, Teachers/Principals

- This statement should be true, however the way this is worded it sounds like these actions are consistent and on-going.
- Partially true. In my experience, some of this isn't happening.
- All of this should, and could, happen but is not properly coordinated or funded in most school systems.
- Librarians are "beneficial," not "critical."
- I have not experienced this.

FALSE, Parents

- At my son's school, the librarian is hardly there.
- I believe this is done by the teachers for the older children.
- I don't feel that librarians have anything to do with lesson plans.
- Curricula are not developed by a librarian.
- Not anymore. It's more the teacher's job now.
- All of the above can be done by other people, other means.
- They are just there to help with finding material and helping you through the library.

FALSE, Students

- Everyone hates the librarians.
- At my school, the library/librarian doesn't really work with the classroom.
- Because they can be annoying and repetitive.
- She only helps the teachers and students that she likes.
- We really don't need one, and we don't listen to her.
- They're not quite that effective or helpful, just when you ask or look like you need it.
- The librarian is quiet and just stamps the date the books are due back.
- The librarian doesn't really help us on school assignments and things like that.

School librarians are committed to student achievement. (3)*TRUE, Teachers/Principals*

- They know students' positives and negatives.
- Students at our school have demonstrated some of the highest achievement scores in the county.

-
- If the statement is accurate, then yes, but I'd have to research the statement because I believe there is more involved in this than just the librarian.
 - Gut feeling. Reading opens and exercises your mind. This must lead to academic success when the librarian is used.
 - They teach reference skills, state tests them. If not taught, students wouldn't know.
 - A good librarian is committed to seeing growth in the student body.
 - Teach standards.
 - As committed as regular classroom teachers? Performance will rise.
 - Assist in standards and six tracks.
 - Involved in school improvement efforts.

TRUE, Parents

- My efficacy since childhood.
- Up to date technology.
- They show how to research.
- I think it would be a benefit, but at the grade school the librarian we have is not well experienced.

TRUE, Students

- However, not all librarians are committed to student achievement.
- There is no where else to learn how to research.
- Librarians mostly would be well read and dedicated to the students.
- High school libraries help you be better equipped for college ones.
- If you study, you learn more.
- If you have a well-kept environment and well-kept librarians, you would focus more.
- I could barely read if it wasn't for her.
- They know everything about a library.

FALSE, Teachers/Principals

- Again, this should be true if the librarian is performing at a high quality level.
- I don't know if this is true, but it sounds good.
- Achievement? Not due to librarian. Correlation vs. causality.
- Not sure about this one.

FALSE, Parents

- I believe this is more importantly taught at home.
- That is the job of the TEACHER.
- I don't know if they get that far into the students' needs and responsibilities.
- Most of this is teacher-centered. Statistics? Not well publicized if true.
- I think this is learned all around, not just from the librarian.

FALSE, Students

- Everyone hates the librarians.
- They just help you find books... nothing more.
- She doesn't teach us reading.

- Mine doesn't.
- They probably do a lot, but I'm not sure.
- They don't help.
- We don't do projects or really sit down and work with the librarian.
- Librarians just help find books and not teach.
- They don't really help with homework and some librarians aren't even there when you take a test.
- Really no one cares to read or type in my class.

What's happening at your school library? (4)

TRUE, Teachers/Principals

- Students are encouraged to use the library and time is made available for them to do so.
- It is used by students K-8.
- All of the above, including testing and after school clubs.
- To some extent, depends on sophistication level of K-5's

TRUE, Parents

- Hope this is happening.
- My children tell me that this is what they do.

TRUE, Students

- My library is used for a number of different things.
- Most kids come in on their study hall to do work or print things.
- That goes on all day long at our school.
- There is almost always someone in there.
- I would do the same thing.
- True, but maybe not at 2:00pm though.
- Libraries are there for everybody to use and have quiet time.
- Our library is like that, with different sections and things like that.
- There is a lot of that, especially test taking.

FALSE, Teachers/Principals

- Students do not appear to be interested in using the library after the 40-min. class period.
- They are teaching classes.
- They're not doing this unless it's their scheduled time, and only one of these happens (checking out books).
- Groups are not just "left" in the library. They have teachers/librarians helping to manage their work.
- Usually the classes in the library are focused more on one or two of the above areas because it usually is a single class at a time.
- Students do not have free time during our school day to go to the library.
- 2:30pm library closes. She's trying to get them out so she can do her work.
- Variety. No typical day. Different uses.
- No library at our school.
- We don't have a school library, but when I am visiting the public library all of this is true.

- No magazines. Internet in another room.

FALSE, Parents

- I'm not sure! Possibly.
- The school library is only open half day.
- Only if school directed.
- My children (1st and 3rd grades) are not in the library at 2:00pm.
- It's more of an elective, just to get books for extra curricular.
- Home computers are taking away from library time.
- Our libraries are not used in these ways.
- Maybe for a high school or middle school...

FALSE, Students

- You can't leave class to go to the library.
- School is out at 1:50pm, maybe a few people in there doing homework.
- People are in there on a "need to" basis, not for leisure or group projects. Actually, lots use Brophy (sister school's library) instead.
- No book club, study for tests in classrooms, and there isn't a lot of browsing.
- We only come for class periods.
- They only let like 40 students in at a time.
- They talk in the library.

School librarians are technological innovators. (5)

TRUE, Teachers/Principals

- Technology links in curriculum.
- But not in school. This role is that of technology teacher.
- And willing to teach the staff.
- I can get help there.
- Professional organizations, District support.

TRUE, Parents

- Need to be proficient in computers.
- Hope this is true.
- Because of experience.
- That's what they are there for.

TRUE, Students

- They teach you how to use computers and the computers are updated everyday.
- She helps me with almost everything.
- They help the teachers or fix his/her computer.

FALSE, Teachers/Principals

- This should be true.
- Need money for technology and trained professional staff.
- Funds dictate what technological innovations can be introduced.

- Somewhat true. Our librarian partners with our tech liaison and together the two of them do the above.
- Media specialist isn't knowledgeable about technology.
- We have a tech educator (certified teacher).
- That's only part of their job.
- We have technology aides.
- Some are. Most are not, but will soon be.
- They respond, but don't innovate. Not a fault, however.
- Not sure about this.
- Not in my experience. They're familiar with AV materials, not computers and video production.

FALSE, Parents

- Many school librarians lack resources.
- When you think about librarian, you think "old."
- In my experience, with my son, there is no educational innovation by the librarian.
- I would see this more with computer classes.
- ???
- Our librarian does not do that.
- Not there. Computer and media specialists, true.
- I think they are helpful, but they aren't the only ones helping.
- That sounds like a media center for older kids.

FALSE, Students

- Most kids right now know more about technology than librarians.
- UNEDUCATED.
- Some librarians do not really know anything about a computer.
- They just help you find books... nothing more.
- I would say this is more of a computer lab's role.
- They are all old and out of the scene. They act like pioneers that live by no technology.
- Mine makes you find the stuff on your own.
- Our keyboarding teacher does that.
- They don't help.
- They don't teach you about new technology, just books and maybe projects.
- Librarians are usually taught technology things from teachers.
- Our librarians don't even do anything with technology and computers.
- She isn't very good with computers and things like that.
- We have teachers who do that.

School librarians are the ultimate search engines. (6)

TRUE, Teachers/Principals

- Always knowledgeable.
- In a perfect world!
- When you have a good one.

-
- We receive information several times a week through the school bulletin and school-wide email from our librarian.
 - Helping students find books.
 - They know where to look to find the answers.
 - They are trained to do this.
 - Perhaps not as glamorous as that, but yes.
 - Always can find what I need. They'll search public libraries and other schools.
 - I agree.
 - Knowledgeable of resources.
 - This would be the ideal!

TRUE, Parents

- That's their job!
- By using Internet skills.
- I feel they are helpful. If no one was there and a student needed help, they might not get it otherwise.

TRUE, Students

- That's their job.
- Lots of times the librarians even help the teachers.
- They do help you find information.
- To some extent.
- Only some times they can help you find books, but not always add insight.
- They can find what you want there.
- They are around information all day, so when you ask they immediately know.
- Sometimes yes, but I don't always go to the library, I use my computer at home.
- Librarians help find books and are informed when a class has a report.
- They do help you find information you might need on an assignment.
- She always tells us where a book is.
- They help us find the right thing we need.

FALSE, Teachers/Principals

- This should be true.

FALSE, Parents

- Internet has evolved.
- The computer is the search engine now.
- www.google.com (NOT a typo!)
- It could be true if we had an experienced librarian.
- This is done by computers and Internet now.

FALSE, Students

- They only have SOME good information.
- Some things she doesn't know.
- She doesn't help at all.

- I get all the information I need from the computer.
- I don't talk to the librarian.
- We usually get that stuff from our teachers.

School librarians are active partners in student education. (7)

TRUE, Teachers/Principals

- School improvement team members.
- Reference.
- From what I have seen, yes.
- Teach classes, skills.
- Have broad range of knowledge, both academic and child development.

TRUE, Parents

- In an elementary setting.
- ?
- They all work together as a team to achieve a goal, be better students and learning the most they can.

TRUE, Students

- She socialized with everyone.
- They do this sometimes.
- True, but she only teaches us to type.

FALSE, Teachers/Principals

- This should be true.
- Should be true if they are trained and the school can afford such a professional.
- They try to teach the teachers to do this.
- The tech educator and librarian are too separate.
- Ours does more for literacy than for technology.
- Often true, but not always.

FALSE, Parents

- They can be, but not necessarily.
- Not today. School librarians seem to be more like police than educators.
- I hear nothing from my child about the librarian and she is a straight "A" student.
- Job of teachers now.
- Not our librarian.
- I don't think we ever saw or heard of a librarian partnering with teachers.
- Again, mostly teacher led.

FALSE, Students

- UNEDUCATED.
- The librarians don't really do any of that. Our teachers help us if we need it.
- That's more of a teacher's role.
- No integrating the library skills into the classroom.

-
- They are there for precautions or for help.
 - [She] uses a cane and isn't active.
 - Sometimes we don't like the librarian.
 - They don't really point out things you're doing to teachers.
 - Librarians are there just to help with books.
 - Our librarian doesn't teach us things. They just help us find things and chat with us.
 - She doesn't really teach us technological stuff.
 - We have teachers who help us on that.

School libraries are a place of opportunity. (8)

TRUE, Teachers/Principals

- Window to world.
- They were for me, and I hope they will continue to be for our students.
- Books open the world.
- If it is a great getaway, it works for all of the above!
- Depth of study, offers choices
- Encourage/foster creativity and curiosity to prepare them for the future.

TRUE, Parents

- I believe this is necessary.
- Offers all children.
- In an elementary setting.
- Books and free time.
- The whole world is somewhere in a book or online.
- They get to choose what they want to read about.
- I value reading and it is a priority in our home, but the librarian is not the reason.
- Everything a student needs for their future is in the library.
- All true except the technology part.
- This statement is definitely true. That's why librarians, libraries are needed.

TRUE, Students

- You can always access computers or information.
- You can do lots of stuff there with more opportunity.
- Libraries hold books, and books open your mind to dream of all opportunities available.
- She lets us do whatever we want.
- They have really good books about fantasy and stuff that's not real.
- They put your hands on the right book.
- Librarians also help with computers as well as books.
- The book in the library could help you find interesting information, and maybe what you want to be.

FALSE, Teachers/Principals

- This should be true.
- Not enough information in content area for kids who are more interested in that.
(crossed out "all" and "technology to prepare them for the future")

FALSE, Parents

- None

FALSE, Students

- Libraries are geared more towards research.
- People are usually doing homework in our library.
- Most kids are in there and out (quickly).
- Mrs. Patty only lets the students she likes use the good stuff.
- We just don't need one!
- She doesn't really care about the future.

Mark the ONE statement that does the best job communicating that school LIBRARIES are important with a ○. Mark the TWO that do the best job communicating that school LIBRARIANS are important with an ✕. Mark the one that makes you the **most excited** about SCHOOL LIBRARIES with an !. Market the one that makes you the **most excited** about the FUTURE OF SCHOOL LIBRARIES with a ★.

Which do the best job communicating among...	<i>Libraries are important</i>			<i>Librarians are important</i>			<i>Most excited re: SL today</i>			<i>Most excited re: SL future</i>		
	Teachers/ Principals	Parents	Students	Teachers/ Principals	Parents	Students	Teachers/ Principals	Parents	Students	Teachers/ Principals	Parents	Students
School libraries ensure lifelong learning. (1)	7	4	4	4	4	4	1	2	4	2	7	na
School librarians are critical to the learning experience. (2)	3	0	3	10	8	7	1	0	1	0	0	na
School librarians are committed to student achievement. (3)	0	0	0	4	8	3	0	1	1	0	1	na
What's happening at your school library? (4)	1	0	2	0	0	2	0	0	7	0	0	na
School librarians are technological innovators. (5)	0	1	0	1	1	1	5	6	0	1	2	na
School librarians are the ultimate search engines. (6)	1	2	4	10	6	8	0	2	1	1	0	na
School librarians are active partners in student education. (7)	2	0	1	9	6	8	3	2	2	2	2	na
School libraries are a place of opportunity. (8)	5	9	5	0	0	0	0	1	4	3	6	na

Pretend that you have been put in charge of communicating the most valuable and unique aspects of school libraries to other teachers/principals/parents/students like yourself. Write down for me what you would say.

Baltimore, Teachers/Principals

- School libraries are important and valuable in the development of competent learners. They need to be trained to demonstrate the high quality skills that engage students in learning experiences that develop personal interest in reading and that develop technology skills that prepare them to contribute to the global society.
- The library is the window of the world. A qualified leader in the library is a needed guide to access information quickly and effectively. A librarian is an integral part of school improvement.
- Everyone should become lifelong readers. As a librarian, that's what I would want for all students, not only to read but to enjoy books.
- They put you in touch with the world – information, communication, literature. They give you life long skills and encourage your interests.
- Librarians are changing much like our curriculum and our schools. We are becoming multi-functional and need to be able to adapt to these changes.
- Libraries are a “window to the world” for students; places to dream, explore, and grow, an opportunity to provide students positive experiences with text, to develop information literacy skills. Librarians are a key link in students' success. They provide support to teachers and students.
- School librarians connect student to the world by ensuring life-long learning. They help students and teachers to be effective users of information and create a love of learning that will last a lifetime. These people are invaluable resources.
- Being lucky enough to work with a great librarian, I would use the description #2.
- A well equipped, up to date library is the threshold for the entire body of human knowledge. This is an incredible, yet invaluable resource. A well-trained, passionate librarian is your tour guide to this enormous body of information and you need a good tour guide.

Phoenix, Teachers and Principals

- The library is a valuable resource to access information, research and media through technology and books. It provides a positive environment as well as a nurturing, risk free place to work on your assignments.
- I would record a student's first reaction of awe when they encounter a library, the pure joy of holding a book of their own. I would branch the video presentation to classes, technology, other activities held throughout the library demonstrating the best of the libraries.
- Libraries are the place to go to learn about the world and how it works with the help of a well-trained person to show you how.
- Open the world to your students in the library. Trained professionals will take you on journeys through the universe. Students will be able to research paths and destinations beyond your imagination.
- Web page with information. Series of flyers highlighting pertinent aspects as they would appeal to different demographics.
- Come help usher the media center into the information age by offering your insights

as well as check out the changes in store! What do you want or how do you want the M.C. to assist you in reaching/teaching all learners?

- They are here to help you help the kids, as well as to help the kids even when you are not around. Like a trainer of a football team, they are not “on the field,” but without the librarian, trainer, nobody would be on the field.
- Check out the library! You would not believe all the new technology, books and videos which we are able to assess. Your kids will love it. And teachers, do you need help with your lesson plans? The librarian is so helpful and informative. She not only points you in the right direction but she also helps organize the information for you!
- Libraries are necessary to provide opportunities for students in creativity and curiosity. Good libraries level the playing field for all children by providing materials and experiences not always available. Libraries offer experiences to research, innovate, and to develop work habits and skills.
- The library is the gateway to in-depth learning and exploration. It may be through traditional media, or accessing information in the electronic age. The librarian is our partner in how we travel that gate, and help provide maps to our journeys of exploration.

Baltimore, Parents

- School libraries are valuable because of the technology and resources they are capable of having the influence of over a kid for life long skills.
- The amount of technology and resources available at the school make it an exciting place to go. The media specialist is well versed in all aspects of library science.
- A school library is a place for children to explore their creative side, gain knowledge, and learn individually.
- The school library is a very good asset in today’s early education. It offers the basic knowledge and lifetime learning experience children need to grow with. The fundamentals to build upon and dream from.
- I don’t know in today’s world, matters by today’s child.
- School libraries in an elementary setting encourage growth and are a place to learn and dream. In an elementary school, librarians teach children how to be independent and responsible.
- The library experiences will aide your child in the organization of their thoughts and ideas. The library will aide in teaching your child how to do research, to get ideas of how to get the information needed to come to conclusions.
- The librarian is very knowledgeable. The library has a computer lab, is very spacious and quiet, and has long hours including weekends to accommodate.
- Has up-to-date media resources, the library has Internet access and allows our children a window to the world.
- It is a valued resource in elementary education. It shows that information can be, and is, supplied in forms other than multi-media. It also CAN teach valuable research skills in using the resources that are available to them.

Indianapolis, Parents

- I would say it teaches your child how to research and find answers to some of the most difficult questions a child can ask. Also how to be self reliant.
- Our children will have life long benefits in having a librarian. The benefits will help academically, lifetime love of reading, innumerable opportunities into the world of learning and technology. The librarian will help them to assess all they need to know to find out anything and everything.
- I'm here to show you why it is important for us to realize the value of a library and the innovative things it has to offer. We have the most updated information for any and everything that your child needs to plan his or her future.
- The research facilities are great. The staff is trained in all the latest advances in computer technology. There is a wide range of literature.
- Learning is a set of skills that libraries and librarians can help your child learn. In a rapidly changing world, information is gold, and libraries are where your child learns to mine for it effectively. The proof is in the test results.
- By having a school library and librarian, (your) child will do better in their academics, in their learning ability, will be at the forefront of using all the technologies available, and will grow to be a better individual intellectually and socially.
- The valuable aspects of school libraries are to teach kids about how to use the library for research or for just looking up information they need to know or is of value to them.

Phoenix, High School Students

- School libraries help you achieve pretty much whatever you want. You can find information in wide ranges like from a school assignment to an answer to career opportunities. The staff will help you with anything at anytime.
- If you do not have access to computers at home, come to the library. If you do know much about computers, come to the library and there will be librarians on hand to guide you through the process. If you do know plenty about computers, raise the red flag by your computer and no one will bother you.
- Tell people about how great it is that there is a place to go that you can get your work done and get help with information that isn't far away. I'd stress the fact that there are people willing to help and how it's easy and inexpensive.
- School libraries are the place to be when studying with girl you like or friends. They are built very well in giving students the best chance in excelling in school.
- I would tell them that a library is a place with many opportunities, good research, and it's not only a place for studies, but you can also pursue personal interests. Libraries aren't for everyone, but they are a great resource to open your mind and broaden your horizons.
- A school library is the most basic, yet elaborate, tool that a school has to offer. It's convenient, quiet, a place for people to work together all partaking in the learning experience. Everything needed specifically for your school is at your fingertips with people eager to help you.
- Libraries are dependable for many different reasons. They hold informative books, help you research, and open your mind to many opportunities available in today's world.
- School libraries are the most useful and convenient research resources at your school. They also provide quiet, studious environments to do homework and read. Lastly, libraries can be places to explore one's literary and personal interests.

Indianapolis, Middle School Students

- It has a wide variety of books and it's fun because they have good books and novels.
- It is a good area to do projects and it helps raise your grades by AR. The library books also make your imagination fly.
- It has a wide selection of books and offices for the librarian. Also, it has over 40 computers to do research on and find stuff for class assignments.
- I would say the books can help you pick your job that is best for you.
- The librarian is the greatest ever. She is always in a good mood. You can also prepare for a class in there.
- I would tell them it's a great place to get work done and you learn how to type.
- You can have time to socialize and learn about technology. You can help other kids with their books and find the one that would be perfect for them. You don't have to worry about how long it takes you to read the book.
- I would say it's a fun place to go and read, and if you needed help finding an answer on something then the librarian would help. I would also say it's fun to go maybe have free time to get on the Internet and help find information! Fun books to read.
- It is a fun place to be in: you get to talk, hang out, read, play games or just go on a website on the computer, and take some good books.
- The library expands your vocabulary and creates a LOVE of reading!!! Reading is good for you and you can imagine, dream, and learn things you thought you'd never hear or experience.

Activities in school library (#s indicate votes revealing most common activities)*Baltimore, Teachers and Principals*

- To get data on student tests
- Social skills
- Learn to handle materials
- Do research for projects (students)
- Find answers on topics
- Trying to get students to enjoy reading
- Pick out books to read out loud
- Library lessons
- Teach students how to do effective research

Phoenix, Teachers and Principals

- Staff meetings/parties (7)
- Socialize with librarian, staff and students (6)
- Do research (3)
- Check out books (2)
- Check out videos (1)
- Check out AV equipment (1)
- Drop off kids for classes (1)
- Read (1)
- Community meetings

-
- More TV channels
 - School pictures/IDs
 - SRE testing
 - Laminating
 - Voting

Baltimore, Parents

- Checking out books (5)
- Doing homework (3)
- Studying (2)
- Chatting/socializing (2)
- Going infrequently (every 2 mos.) only with teacher (1)
- Reading magazines (1)
- Story time (1)
- Using computer (1)
- Doing book reports (1)
- Sleeping
- Changing grades on report card (in computer)
- Eating

Indianapolis, Parents

- Studying
- Using computer to look things up, research
- Reading
- Taking out personal interest books
- Socializing

Phoenix, High School Students

- Research (6)
- Computers (6)
- Take a nap (2)
- Do homework/ study (2)
- Read magazines (1)
- Renew or check out books (1)
- Read newspaper
- Read a book
- Tutor younger kids

Indianapolis, Middle School Students

- Look for books to read (6)
- Read (4)
- Check out books (4)
- Do projects or assignments (3)
- Turn in overdue books (2)
- Use the Internet (2)
- Have book read to me (2)

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- Play games on computer, like Checkers (2)
 - Help organize books (2)
 - Chat in chat rooms (1)
 - Talk with friends (1)
 - Take Accelerated Reader tests (1)