



**TRANSFORMING LEARNING**

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

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# Pre-Service Toolkit for Principals and Teachers

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**Developed by:**

AASL Educators of School Librarians Section (ESLS)

**Empowering Leaders to Transform Teaching and Learning**

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# Pre-Service Toolkit for Principals and Teachers

## Introduction

There is no question that the success of school library programs depends upon the support of the principal, and the school librarian's ability to collaborate with teachers. As the leader of the school, principals make important management decisions regarding budgets, collaborative instruction, scheduling, and staffing that can significantly impact the school library program. Teachers and librarians can work together as instructional partners to plan, teach, and assess student learning to foster a range of student learning outcomes. Yet, future principals and teachers are often unaware of the positive impact that school librarians and school library programs can have on student achievement. Principal and teacher certification programs seldom include information about the school library program, and in education journals, there are few articles about the value of the school library program, or how to collaborate with school librarians.

A major challenge faced by school librarians is the ability to effectively practice their instructional partnership role with classroom teachers. Many school librarians report that it is an ongoing struggle to find teachers who are willing to participate in school librarian-teacher partnerships. New classroom teachers are often unaware that school librarians have expertise in the areas of curriculum, information literacy, and technology, or that school librarians can play a major role in contributing to student achievement. When preservice teachers are given resources that will help them understand the school librarian's role as an instructional partner, it is more likely that they will be willing to collaborate with school librarians when they begin their teaching careers.

This Preservice Toolkit, developed by the Educators of School Librarians Section (ESLS) of AASL, provides a variety of materials to help preservice principals and teachers understand the value of the school library program, as well as the value of instructional collaboration between school librarians and teachers. The resources listed in the toolkit can help to educate future principals and teachers about the significant role that quality library programs can play in student learning. The resources can also be shared with practicing principals and teachers, who would benefit from learning more about the impact that a quality school library program can have on their schools.

[Articles](#) | [Blogs](#) | [Books](#) | [Brochures and Infographics](#) | [Posters](#)  
[Reports](#) | [School Library Impact Studies](#) | [Videos](#)

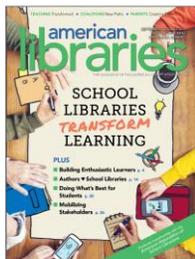
# AASL Pre-Service Toolkit

## An Annotated List of Resources for Principals and Teachers

### Articles

**American Association of School Librarians. January/February 2015: “Evidence-Based Practice.”** *KnowledgeQuest*, 43 (3). <http://knowledgequest.aasl.org/examine-evidence-based-practices-role-school-librarianship-janfeb-2015-issue/> (accessed February 6, 2016).

This issue of the practitioners’ publication of the American Association of School Librarians contains articles featuring “EBP” or “EBLIP” or evidence-based library and information practice, that is, “a systematic means of building, assessing, and revising a library program, thus demonstrating a school library program’s worth to the larger school community” (Richey and Cahill, 2014). For teachers and principals, this issue offers authentic examples of school library instruction integrated with content area curriculum across subjects and grade levels.



**American Association of School Librarians. 2014. *School Libraries Transform Learning*.** <http://www.ala.org/aasl/advocacy/tools/transforming> (accessed February 6, 2016).

**American Association of School Librarians. 2014. *School Librarians Transform Learning* [Infographic].** [http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aaslissues/advocacy/AASL\\_Infographic\\_FINAL.pdf](http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aaslissues/advocacy/AASL_Infographic_FINAL.pdf) (accessed February 6, 2016).

This digital magazine includes six articles about student learning and school libraries. The publication was designed to be shared with parents, colleagues, administration, and policymakers. Of interest to teachers and administrators is the article, “Do Kids even Use the Library Anymore?” which illustrates a range of student learning, reading, digital, and collaborative experiences that happen in school libraries. The accompanying infographic shows statistics and stakeholder quotations describing school librarians’ impact on student learning, digital literacy, and leadership within the school.

**eSchool News. 2015. “Top 10 of 2014, No. 1: Libraries, Reinvented.”** *eSchool News*. <http://www.eschoolnews.com/2015/01/02/top-10-libraries-239/> (accessed February 6, 2016).

This brief article highlights today’s school library programs as number one on its list of the year’s educational technology developments. The article mentions the prominence of library programs in instruction and the leadership roles of school librarians. Additional links provide content on emerging trends in school libraries.

**Hobbs, N., Oleynik, M., & Sacco, K. (2011). Together Is Better. *School Library Monthly*, 27 (6), 42-44.**

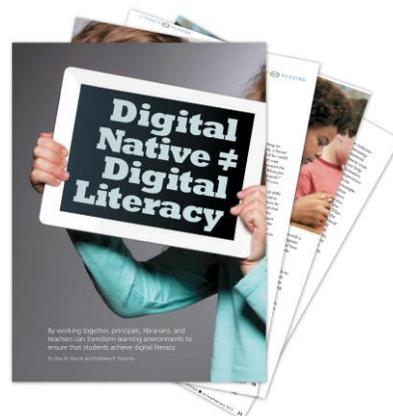
In this article, a school librarian, a second-grade teacher, and a third-grade teacher share their experiences as a literary team, whose mission is to teach students to become lifelong readers. The authors provide advice on how other librarians and teachers can teach reading collaboratively.

**Kaldenberg, K. 2011. "Go, Set, Ready: Collaborative Relationships for 21st Century Learning." *Teacher Librarian*, 38 (4), 44-46.**

Kaldenberg presents several examples of successful collaborations she experienced with classroom teachers in her high school. The article includes a list of helpful advice about collaboration for both teachers and teacher librarians.

**Martin, Ann M. and Kathleen R. Roberts. January/February 2015. "Digital Native ≠ Digital Literacy." *Principal Magazine*, 94 (3): 18-21.**  
[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/MartinRoberts\\_JF15.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/MartinRoberts_JF15.pdf) (accessed February 6, 2016).

This article in the magazine of the **National Association of Elementary School Principals (NAESP)** explains that although today's K-12 students typically show confidence and familiarity with digital tools, there still exists the need for professional instructional guidance from school librarians in evaluating information, navigating online spaces with safety and civility, and learning productive use of online tools and spaces.



**Moreillon, Judi. November 2013. "Leadership: School Librarian Evaluation." *School Library Monthly*, 30 (2): 24-25, 59.**

This article, and accompanying supplemental resources, explains how school librarians can document evidence of student learning as part of their professional evaluation processes. The article suggests two AASL publications for use in this process: *A 21<sup>st</sup>-Century Approach to School Librarian Evaluation* (also described in this annotated bibliography) and *the School Librarian's Role in Reading Toolkit* (<http://www.ala.org/aasl/advocacy/tools/toolkits/role-reading>). The one-page supplement is a self-assessment document for school librarians to use in reflecting on their work across the five roles of the school librarian. For principals and teachers, these resources help establish a picture of the ways in which the school librarian contributes measureable evidence of student learning.

**Moreillon, Judi. February 2016. "Making the Classroom Library Connection." *Teacher Librarian*, 43 (3): 8-18.**

Moreillon describes the results of a three-hour workshop for 165 student teachers in Texas that was conducted by school librarian educators and advocates. The workshop was designed to educate the student teachers about the values of collaborating with school librarians, and to encourage them to seek out these instructional partnerships while they were student teaching. The article includes results from the workshop, an agenda for the session, and links to Slide Shares that were used with the participants.

**Morris, R. 2015. "You're Hired!" *Knowledge Quest*, 43 (5): 38-41.**

This article introduces the rationale for new teacher induction, including ongoing professional development and integration of school-wide goals. With these and other concerns of new teachers as a foundation, five approaches are offered for establishing positive collaborative relationships between new classroom teachers and school librarians. Sample induction handouts and lists of resources for librarians to share with new teachers are provided.

## Blogs

**Braxton, Barbara. 2015. *500 Hats: The Teacher Librarian in the 21<sup>st</sup> Century* [blog].**

<http://500hats.edublogs.org/author/barbara288/> (accessed September 20, 2015).

This blog by Australian teacher librarian Barbara Braxton examines the many “hats” of the school librarian (or teacher librarian), with a blog title inspired by *The 500 Hats of Bartholomew Cubbins*, by Dr. Seuss. New posts appear almost monthly and consider the roles of the school librarian as integrated with curriculum, educational trends, and current research and events.

## Books

**American Association of School Librarians. 2009. *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: ALA.**



**American Association of School Librarians. 2010. *A Planning Guide for Empowering Learners with School Library Program Assessment Rubric*. Chicago: AASL and Encyclopaedia Britannica.**

<http://www.ala.org/aasl/standards-guidelines/planning-guide> (accessed February 6, 2016).

*Empowering Learners: A Planning Guide for School Library Programs* explains the mission of the school library program, the five roles of the school librarian, and how instruction in the school library synthesizes subject goals with information literacy and inquiry goals, including the *Standards for the 21<sup>st</sup>*

*Century Learner*. The online assessment rubric module provides detailed “look-fors” across levels of implementation to build and assess the school library program. Note that the focus of this publication and rubric is assessment of the school library *program*, which is distinct from the professional (teacher) evaluation of the school librarian.

**Buzzeo, T. 2008. *The Collaboration Handbook*. Columbus, Ohio: Linworth Pub.**

This book provides helpful information for teachers, librarians, and administrators about how to create a culture of collaboration in their schools, as a means of increasing student learning and achievement.

**Church, A. P. 2016. *Tapping Into the Skills of 21st-Century School Librarians: A Concise Handbook for Administrators*. Lanham, MD: Rowman & Littlefield.**

This concise handbook provides an overview of the roles of the 21<sup>st</sup>-century school librarian—teacher, instructional partner, information specialist, instructional leader, and program administrator.

**Donnelly, A. C. 2015. *The Library Collaboration and Flexible Scheduling Toolkit: Everything You Need To Know To Get Started*. Santa Barbara, CA: Libraries Unlimited.**

This book is a helpful guide for elementary school librarians, principals, and teachers who want to implement a collaborative, flexibly scheduled library program in their schools.

**Loertscher, D. V., & Koechlin, C. 2015. *Coteaching and Collaboration: How and Why Two Heads Are Better Than One*. Bowie, MD: Teacher Librarian Press.**

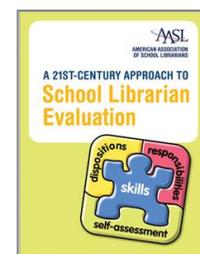
This collection of articles from *Teacher Librarian* provides a wealth of ideas for coteaching strategies between classroom teachers and teacher librarians.

**Morris, Rebecca J. 2015. *School Libraries and Student Learning: A Guide for School Leaders*. Boston: Harvard Education Press.**

In this book, the author shows how school leaders can make the most of their school libraries to support ambitious student learning. She offers practical strategies for collaboration between school leaders, teachers, and librarians to meet schoolwide objectives in literacy, assessment, student engagement, and inquiry-based learning.

**Owen, Patricia. 2012. *A 21st-Century Approach to School Librarian Evaluation*. Chicago: AASL.**

This book offers rubrics, action steps, and a thorough guide to school librarian evaluation, which is helpful to school principals in learning about the school librarian's roles in order to support, assess, and set goals. Note that this process of evaluating the school librarian (as a professional) is distinct from evaluating the school library program.



**Wallace, V., & Husid, W. N. 2011. *Collaborating for inquiry-based learning: School librarians and teachers partner for student achievement*. Santa Barbara, Calif: Libraries Unlimited.**

This book offers a model for collaboration that incorporates information literacy and technology standards to engage students and move them to higher-order thinking skills and greater achievement.

## Brochures and Infographics

**American Association of School Librarians. 2011. *School Library Programs Improve Student Learning: Administrators*.**

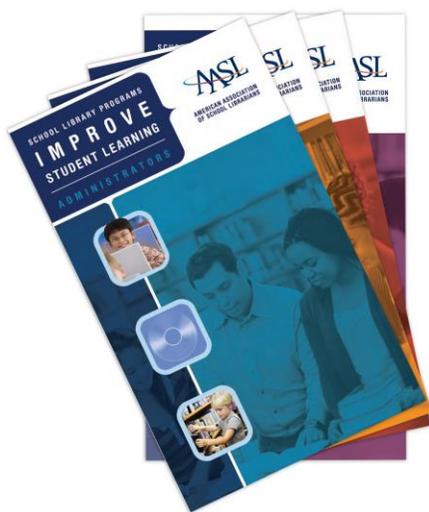
[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/brochures/administrators\\_color-intro.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/brochures/administrators_color-intro.pdf) (accessed February 6, 2016).

**American Association of School Librarians. 2011. *School Library Programs Improve Student Learning: Teachers*.**

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/brochures/aasl\\_teacher\\_intro-color.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/brochures/aasl_teacher_intro-color.pdf) (accessed February 6, 2016).

These two brochures are part of a series explaining the role of the school librarian in student learning. These colorful, share-able brochures provide letters of introduction, testimonials, and goals and key questions to ask about the library program under three themes: teaching for learning; building the learning environment; and empowering learning through leadership. The brochure for administrators highlights the library collection as aligned with the curriculum, the role of the librarian in implementing instruction, and the library program as an important part of the school environment. The key topics in the brochure for teachers include collaboration, reading, and student use of information. Other brochures in the series are available here for policymakers and parents, with the latter available in English and Spanish:

<http://www.ala.org/aasl/advocacy/tools/brochures>. Also printable in black and white.

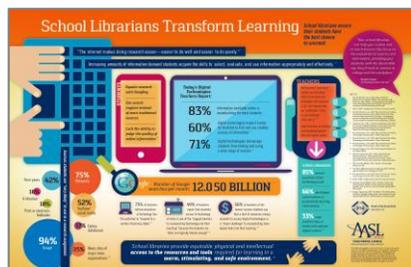


**American Association of School Librarians. 2014. *School Libraries Transform Learning*.**

<http://www.ala.org/aasl/advocacy/tools/transforming> (accessed February 6, 2016).

**American Association of School Librarians. 2014. *School Librarians Transform Learning [Infographic]*.**

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/AASL\\_Infographic\\_FINAL.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/AASL_Infographic_FINAL.pdf) (accessed February 6, 2016).



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**American Association of School Librarians. 2013. *Strong School Libraries Build Strong Students [infographic]*.**

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/AASL\\_infographic.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/AASL_infographic.pdf) (accessed March 17, 2016).

**American Association of School Librarians and National Center for Literacy Education. 2013. *Working Together is Working Smarter [infographic]*.**

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/researchandstatistics/NCLE\\_AASLinfographic\\_FINAL-download.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/researchandstatistics/NCLE_AASLinfographic_FINAL-download.pdf) (accessed February 6, 2016).

This infographic highlights some of the findings of the report, *Remodeling Literacy Learning: Making Room for What Works* (<http://www.literacyinlearningexchange.org/remodeling>) produced by the **National Center for Literacy Education (NCLE)**. Of particular interest to principals and teachers is the discussion of time for collaborative planning. Also notable is the role of school librarians in providing professional development to faculty colleagues.

**Murphy, Joe. n.d. "I Am a {Social} Librarian" [infographic]. Library Connect. Elsevier.**

[http://libraryconnect.elsevier.com/sites/default/files/LC\\_SocialLibrarian\\_infographic.png](http://libraryconnect.elsevier.com/sites/default/files/LC_SocialLibrarian_infographic.png) (accessed February 6, 2016).

This document provides an illustrated, stylized view of the ways that librarians connect with and lead library users to diverse content and formats. The school librarian is, among other roles, the school's in-house information specialist. This infographic explains how librarians serve as curator, creator, promoter; educator; filter and connector; facilitator and experimenter; and beacon. These responsibilities and tasks are part of the librarian's job at the school, and aren't to be confused with the roles of the school librarian as identified by AASL: teacher, instructional partner, leader, program administrator, and as mentioned, information specialist.

**South Carolina Association of School Librarians. *The Impact of School Librarians and Library Programs on Academic Achievement of Students: The South Carolina Study [infographic]*.**

[http://www.scasl.net/assets/scasl\\_infographic.jpg](http://www.scasl.net/assets/scasl_infographic.jpg) (accessed February 6, 2016).

## Posters

**American Library Association, American Association of School Librarians, Library Media Connection and Florida State University. 2011. *100 Things Kids Will Miss If They Don't Have a School Librarian in Their School* [poster].**

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/100\\_Things\\_Poster.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/100_Things_Poster.pdf) (accessed February 6, 2016).

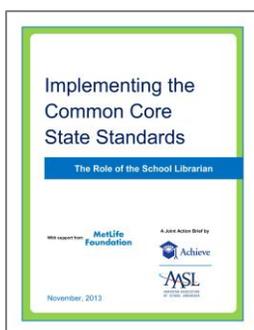
This poster showcases the wide range of skills, experiences, and opportunities that students gain from effective school library programs. Among the “100 Things” are learning to be a good citizen, adapting to new situations, the ability to construct and defend arguments, and opportunities for meaningful student leadership.

## Reports

**American Association of School Librarians. 2014. AASL Senior/Capstone Project Task Force Report.**

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/AASL\\_ExecSummary\\_SeniorCapstoneProjectTF\\_2014.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/AASL_ExecSummary_SeniorCapstoneProjectTF_2014.pdf) (accessed March 17, 2016).

This preliminary report on the implementation of student-centered Senior/Capstone Projects explores the many ways in which school librarians can be involved in such projects. In addition, it offers links to multiple resources in the United States, including exemplars of school librarian leadership and classroom teacher collaboration. View the related [Position Statement on the Role of the School Librarian in Senior/Capstone Projects](#).



**Loertscher, David. V. and Kathryn Roots Lewis. 2013. *Implementing the Common Core Standards: The Role of the School Librarian*. Achieve and AASL.**

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/externalrelations/CCSSLibrariansBrief\\_FINAL.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/externalrelations/CCSSLibrariansBrief_FINAL.pdf) (accessed February 6, 2016).

This document examines 12 Common Core State Standards-related instructional shifts in English Language (ELA) and Math, as aligned with the collaborative, curricular teaching role of librarians. Examples and scenarios demonstrate how school librarians can collaborate to plan, teach, and assess student learning in the content areas. For example, in the ELA areas, school librarians can teach students to construct text-based answers and develop writing from sources. Through this

resource, principals and classroom teachers can consider how the expertise of the school librarian in information literacy, digital literacy, and inquiry/research skills can be embedded into standards-aligned instruction in math and ELA.

## School Library Impact Studies

**Kachel, Debra, et al. 2013. *School Library Research Summarized: A Graduate Class Project*. Revised edition.**

<http://sl-it.mansfield.edu/current-students/school-library-impact-studies-project.cfm> (accessed February 6, 2016).

This resource (in .pdf booklet format) compiles and summarizes the body of research known as the “school library impact studies.” The research conducted (and in some cases repeated and expanded over time) in 22 states identifies correlational relationships between effective school library programs and student achievement. The document reports common attributes of successful school library programs. The primary factors are staffing, collaboration, instruction, scheduling, access,

technology, collections, budget, and professional development. Research relating to the school library's potential to narrow the achievement gap is also discussed.

**Kenney, Brian. 2011. "What Does Excellence Look Like? A New Study Shows the Role of School Libraries in Learning | Editorial." *School Library Journal*.  
<http://www.slj.com/2011/10/opinion/editorial/what-does-excellence-look-like-a-new-study-shows-the-role-of-school-libraries-in-learning/> (accessed February 6, 2016).**

This is an overview of Phase II of a New Jersey study conducted by the **Center for International Scholarship in School Libraries (CISSL)** at Rutgers University, investigating the relationship between school libraries and student learning. This study is notable because data were gathered from educators who are stakeholders in K-12 students and learning, including principals, curriculum directors, and teachers. The findings of this study highlight interdisciplinary teaching and the school library's central role in learning in the school. The study is available full-text with the executive summary, slides, and additional articles here: <http://cissl.rutgers.edu/joomla-license/impact-studies>.

**Lance, Keith Curry, Bill Schwarz, and Marcia Rodney. June 2014. *How Libraries Transform Schools by Contributing to Student Success: Evidence Linking South Carolina School Libraries and PASS & HSAP Results* [Phase I Report]. South Carolina Association of School Librarians.  
<http://www.scasl.net/assets/phase%20i.pdf> (accessed February 6, 2016).**

**Lance, Keith Curry, Bill Schwarz, and Marcia Rodney. October 2014. *How Libraries Transform Schools by Contributing to Student Success: Evidence Linking South Carolina School Libraries and PASS & HSAP Results* [Phase II Report]. South Carolina Association of School Librarians.  
<http://www.scasl.net/assets/phase%20ii.pdf> (accessed February 6, 2016).**

This South Carolina study is one of the most recent "school library impact studies," conducted in 2013. The purpose of the study was to "assess the extent to which school libraries transform schools by contributing to student success." In the first phase of the study, 787 schools provided data on their school library programs, including certified librarians and assistants, library expenditures in total and per student, and hours spent per week teaching information literacy, among other program attributes. The findings revealed that students were more likely to show strengths and less likely to show weaknesses on the Palmetto Assessment of State Standards (PASS) in ELA and writing if their school libraries were staffed with a full-time librarian along with a full or part-time assistant.

In the second phase, conducted in 2014, surveys of South Carolina school administrators, teachers, and librarians were analyzed with results of state tests. Participants were asked about the value they place on their school library programs; how frequently they engaged in selected library-related activities (for teachers and librarians); roles played by school librarians; and assessment of the quality of the library program in teaching state standards in Writing and English Language Arts. The research shows that when the role of librarians is elevated by administrators to instructional collaborator, administrators are far more likely to view librarians teaching of writing and ELA standards as excellent.

*Resources Related to South Carolina Impact Study:*

**South Carolina Association of School Librarians. n.d. *The Impact of School Librarians and Library Programs on Academic Achievement of Students: The South Carolina Study*. [infographic].  
[http://www.scasl.net/assets/scasl\\_infographic.jpg](http://www.scasl.net/assets/scasl_infographic.jpg) (accessed February 6, 2016).**

**South Carolina Association of School Librarians. March 2015. *SC School Libraries Impact Study Video* [video]. [https://youtu.be/1BB\\_tYbuMt0](https://youtu.be/1BB_tYbuMt0) (accessed February 6, 2016).**

## Videos



**American Library Association. 2015. *Libraries Transform Campaign* [video].**

<https://www.youtube.com/watch?v=147GTozVKmg> (accessed March 17, 2016).

The “Libraries Transform” campaign is designed to increase public awareness of the value, impact, and services provided by libraries and library professionals. The campaign website hosts a variety of videos, trends, stories and resources that

showcase the transformative nature of today’s libraries, elevating the critical role libraries play in the digital age (<http://www.ilovelibraries.org/librariestransform>).

**Moreillon, Judi and Teresa Starrett. 2014. *Principals Know: School Librarians Are the Heart of the School* [video].** <https://www.youtube.com/watch?v=bihGT7LoBP0> (accessed February 6, 2016).

This video (5:15 minutes in length) shows school principals from across the U.S. describing how the school librarians at their schools play valuable roles in teaching, learning, and school culture. Among the topics discussed are the library space, student research, and literacy.

**South Carolina Association of School Librarians. March 2015. *SC School Libraries Impact Study Video*. [video].** [https://youtu.be/1BB\\_tYbuMt0](https://youtu.be/1BB_tYbuMt0) (accessed February 6, 2016).

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