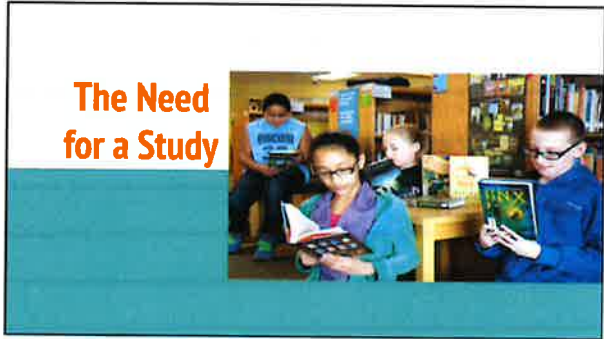


Transforming New Mexico's School Libraries

The Status and Needs of our Libraries and Librarians

- Presented by**
- Heather Christensen, Librarian, Portales High School Library
 - Rachel Altobelli, Library and Instructional Materials Director, Albuquerque Public Schools
 - Mary Chappell, Librarian, S.Y. Jackson Elementary, Albuquerque Public Schools
 - Heather Dahl, Policy Analyst, Albuquerque Public Schools



Lance Study (New Mexico) 2002

Libraries in 2018, since 2002

Lance Study in 2002

- Library status and impact reports across 23 states, including New Mexico
- Correlated standardized tests scores with school library programs
- Impact on student achievement, especially for low socio-economic schools
- National Library Standards
- Digital Materials & Technology
- Declines in funding
- Decline in certified librarians across the state
- Changing uses for space with changing resource needs
- Embedded librarians
- Recognized need for information literacy education
- ESSA

Need for current study for status and impact of New Mexico School Libraries

We request a study for the status of school libraries and librarians in the state.



- We feel there are serious inequities between schools and that many of our students, especially in rural areas, don't have the benefit of well-resourced and effectively staffed school libraries.
- Strong school library programs are highly correlated with high student academic achievement.

Libraries Transform NM Public Funding Taskforce Report 2016-2017

Summary Results of the New Mexico School Library Funding Questionnaire

- Only 9% of school librarian respondents believe their library is adequately funded.
- Only 25% of respondents receive annual budget money from the campus general fund.
- Principals and other administrators are largely responsible for deciding whether or not libraries receive campus budget money that comes from the state's general fund.
- Only 33% of respondents believe they have a voice in requesting budget funds from principals, administrative teams, or Site Based Committees.
- The Go Bond was the only funding received by all respondents.
- The second most frequent funding source from school libraries in New Mexico was from Book Fairs which represents fundraising done by the librarians and schools themselves!
- Albuquerque school libraries receive funding from the Mill Levy.
- 41% of respondents believe their school libraries are adequately funded for print resources.
- Only 16% believe their school libraries are adequately funded for digital resources such as eBooks and audiobooks.
- About 20% believe they are severely underfunded for basic library supplies such as book tape and spine labels.
- Over 20% believe they are adequately funded for an online library catalog and library management system.
- Most believe their libraries are adequately furnished while only 30% believe they are adequately staffed.

Current Research



Why Libraries?

- Advanced scores in reading
- Rising scores in reading, writing, math, science, and history/government
- Access to databases AND staff that can teach how to use them leads to higher ELA writing scores
- Biggest predictor of reading enjoyment in elementary students



Today's School Librarian



Today's Librarians Are...

- Teachers
- Instructional Leaders
- Curriculum Developers
- Curators of Print and Digital Resources

The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.
-- Dr. Seuss

Our Libraries are Personalized Learning Spaces

- Where students fall in love with books
- Tools and space to collaborate
- Spaces to explore, create, and take risks
- Interdisciplinary learning
- Independent learning
- A space that promotes self-directed learning guided by librarian expertise
- Academic resources, teacher support, and resources for the love of learning



Teacher Librarians Impact Student Achievement

School Libraries & Student Achievement

School Librarians are Linked to Improved Standardized Reading Test Scores

Studies conducted over the past two decades, both in
Grades and middle schools, show that students in schools
with endorsed librarians score better on standardized
achievement tests in reading.
Compared with students in schools
without endorsed librarians.





- Moving Forward**
1. New Mexico GO Bond
 - a. Thank you! Thank you voters. This is about \$3/student to all school libraries (if districts equitable divide the funds)
 - b. Demonstrates collaboration among all library groups
 - c. School Librarians should supplement, not supplant
 - d. PED needs support from librarians to manage in a way that works for library materials and processes
 2. School Library Material Fund (SLMF)
 - a. Combined with GO Bond, created equitable school funding material base across all districts
 - b. Print books still matter so much to our kids
 - c. Embedding digital resources into classroom instruction is key work of high quality school libraries, but costly
 - d. Restoration of funding to this account alleviates operational funds and provides equitable base to all schools

Note: We recommend that the responsible entities of a new memorial or study should be NMLA and ASL-SIG, with possible other partners.

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SENATE MEMORIAL 39

53RD LEGISLATURE - STATE OF NEW MEXICO - SECOND SESSION, 2018

INTRODUCED BY

William P. Soules

A MEMORIAL

REQUESTING THE PUBLIC EDUCATION DEPARTMENT TO ASSIST THE NEW MEXICO LIBRARY ASSOCIATION AND THE LIBRARIES TRANSFORM NEW MEXICO STEERING COMMITTEE TO UNDERTAKE A JOINT COMPREHENSIVE ASSESSMENT OF SCHOOL LIBRARIES AND SCHOOL LIBRARIANS IN STATE PUBLIC SCHOOLS AND PUBLIC CHARTER SCHOOLS TO DETERMINE RESOURCES AND NEEDS FOR THE OPERATION OF SCHOOL LIBRARIES.

WHEREAS, numerous studies show that effective school libraries with highly qualified teacher librarians improve student academic achievement; and

WHEREAS, many teacher librarian positions across New Mexico are left vacant or have been eliminated; and

WHEREAS, many schools, especially charter schools, do not have functioning libraries; and

WHEREAS, the 2016 New Mexico libraries assessment

underscored material = new
~~[bracketed material]~~ = delete

underscored material = new
[bracketed material] = delete

1 conducted by the New Mexico library foundation indicated a
2 shortage of school libraries in the state; and

3 WHEREAS, digital media literacy, a component of the school
4 library curriculum, is an urgently needed skill for all
5 students; and

6 WHEREAS, public school teacher librarians have been
7 providing digital media literacy from the beginning of the
8 internet era; and

9 WHEREAS, the last study on the impact of school libraries
10 on student academic achievement in New Mexico was done in 2002;

11 NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE STATE
12 OF NEW MEXICO that the public education department be requested
13 to assist the New Mexico library association and the libraries
14 transform New Mexico steering committee to undertake a joint
15 comprehensive assessment of school libraries and school
16 librarians in state public schools and public charter schools
17 to determine resources and needs for the operation of school
18 libraries; and

19 BE IT FURTHER RESOLVED that the public education
20 department be requested to present its findings from and
21 recommendations in response to the comprehensive assessment to
22 the legislative education study committee by October 1, 2018;
23 and

24 BE IT FURTHER RESOLVED that copies of this memorial be
25 transmitted to the secretary of public education, the president

.209326.2

underscored material = new
[bracketed material] = delete

1 of the New Mexico library association, the chair of the
2 libraries transform New Mexico steering committee and the chair
3 of the legislative education study committee.

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Certified Librarians Improve Literacy Rates in Core Subject Areas

- **Increased test scores**
 - Students in schools (elementary and secondary) with certified librarians are more likely to have advanced scores in reading.
 - A certified librarian teacher in the school was the biggest predictor of reading enjoyment in elementary students
 - Schools that gained librarians between 2005 and 2009 had significantly higher NAEP reading scores than those that lost librarians during the same time period.
 - Schools that have a full time librarian and assistant have more students that do better on writing and ELA standards and have less students that do poorly.
 - The presence of a certified librarian on staff has been shown to contribute to rising scores in at least five different subjects: reading, math, science, history/government, and writing.
 - Minority students (including black, Hispanic, students with disabilities, and those from economically disadvantaged backgrounds) frequently benefit more than other students from a certified librarian in the school.
 - Students who attend schools with a certified librarian do better on standardized tests and are more likely to graduate. This holds true even when controlling for school size and student income levels.
- **The Practices of Certified Librarians that lead to these high scores (this is important because Library Paraprofessionals often lack the training and knowledge to implement these practices, or are contractually limited in their ability to do so)**
 - Students who attend schools with certified teacher-librarians are more likely to be taught information technology skills and technology fluency skills.
 - Students who attend schools with on-staff certified teacher-librarians have greater access to databases and resources for longer times during the school day and are more often accessible outside of school.
 - Students who attend schools with on-staff certified teacher-librarians have more equitable access to technologically advanced library facilities.
 - School librarians make key contributions to students meeting core curriculum standards and information literacy.
 - Certified teacher librarians are more likely to select materials that support the curriculum.
 - Students with teacher librarians who collaborate with classroom teachers have higher test scores than those who don't. This relationship between library programming and test scores held true regardless of other community or school conditions.
 - A large collection on its own was not enough to make a difference in test scores. A school-wide focus on information literacy (including staffing certified librarians) was essential in making that influence.
 - ACT scores are higher when collaborative teaching between librarians and classroom teachers is widely occurring in a variety of subjects.
 - Flexible scheduling, which allows more students more access to library services, has been shown to positively impact student learning.
 - School libraries that provide access to licensed databases and have staff that can teach students how to use them have higher ELA scores on state standardized tests.

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www.njasl.info/wp-content/NJ_study/2010_Phase1Report.pdf

STRONG SCHOOL LIBRARIES BUILD STRONG STUDENTS



STUDENT ACHIEVEMENT



WHEN SPENDING FOR SCHOOL LIBRARIES RISES, BETTER READING SCORES FOLLOW.

Test scores tend to be significantly higher for schools that have full-time certified school librarians as well as for those that have such a librarian with support staff.

Achterman 2008

STATE STUDIES CONFIRM SCHOOL LIBRARIANS SUPPORT STUDENT ACHIEVEMENT.

CAREER AND COLLEGE READINESS

“School libraries are essential learning resources and librarians are the essential ‘guides inside’ our schools, leading everyday teaching and learning toward methods and outcomes that best prepare our students for the challenges of the 21st century.”

Bernie Trilling, Global Director, Oracle Education Foundation, 2010



“INFORMATION RETRIEVAL AND EVALUATION IS A LIFELONG SKILL THAT ALL WORKFORCE STUDENTS NEED. SCHOOL LIBRARIANS PROVIDE THAT INSTRUCTION.”

Bill Cullifer, Exec Director, WebProfessionals.org/WhyIknow.org initiative, 2013



37% OF ALL AMERICANS DO NOT HAVE ACCESS TO HIGH-SPEED BROADBAND CONNECTIVITY AT HOME.

PEW 2012

STRONG SCHOOL LIBRARIES BRIDGE THAT GAP

DESIGNED BY: SAMANTHA LAMOS, 10TH GRADE, PETALUMA HIGH GRAPHIC DESIGN PROGRAM



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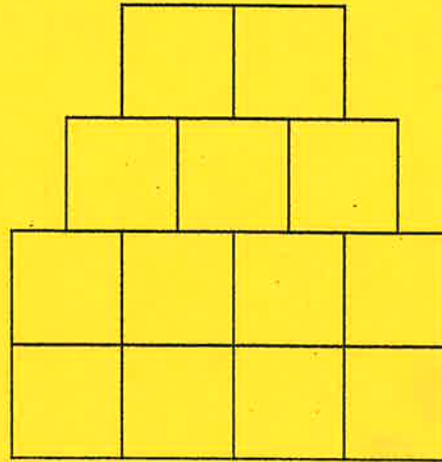
1st
Grade

PERFORMANCE TASK

1

[Empty rectangular box]

This is a picture of 13.



Draw another picture of 13 that shows what the digit 1 means.

1

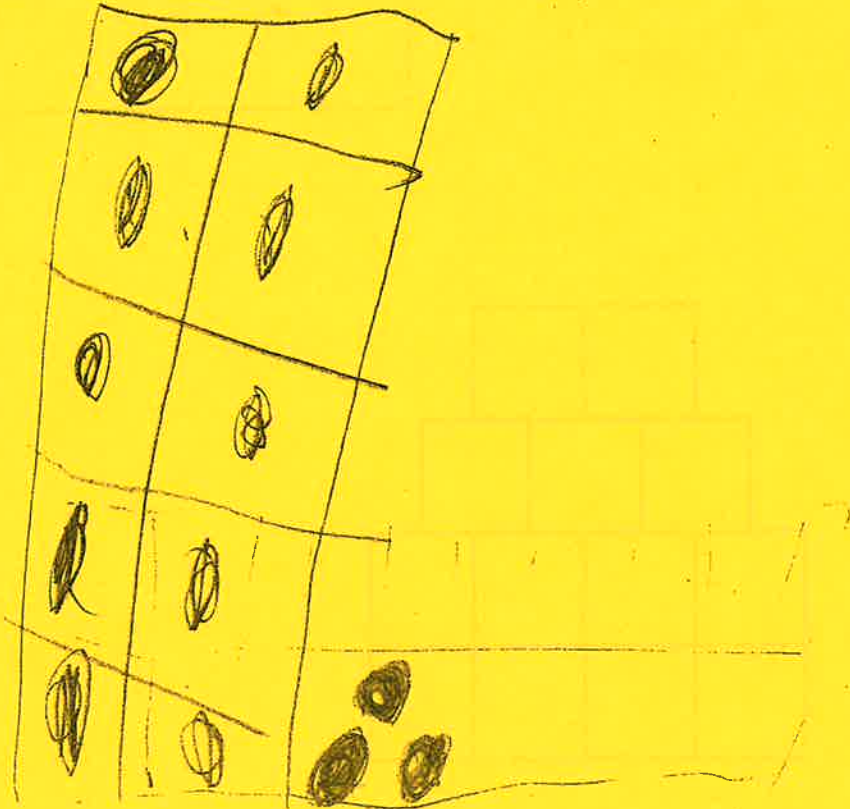
1

Draw another picture of 13 that shows what the digit 1 means.

1st

Grade

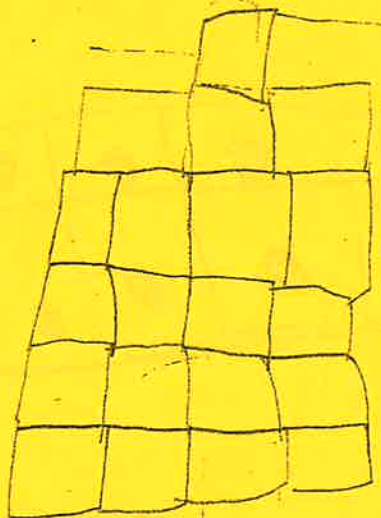
(+1)



(2)

Draw another picture of 13 that shows what the digit 1 means.

+0



(3)

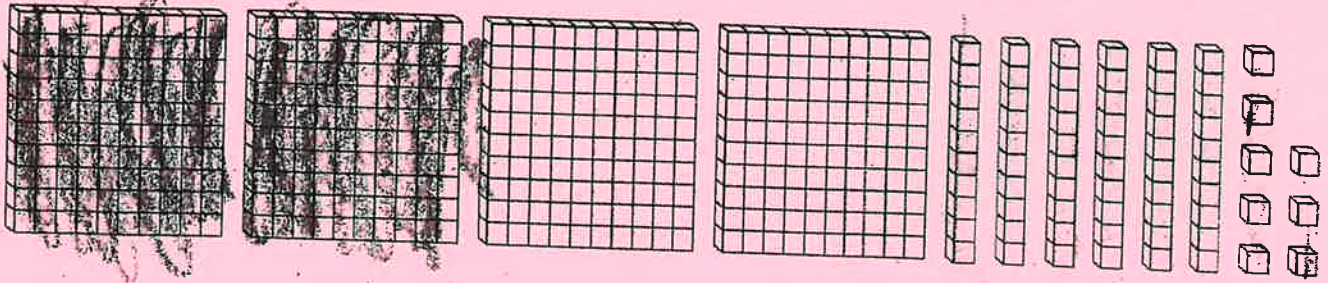
2nd
Grade -

PERFORMANCE TASK

1

1

- a. Color two of the hundreds blocks red. Then color tens blocks and ones blocks so that there are more tens than ones.



- b. Write the numeral that matches the red blocks.

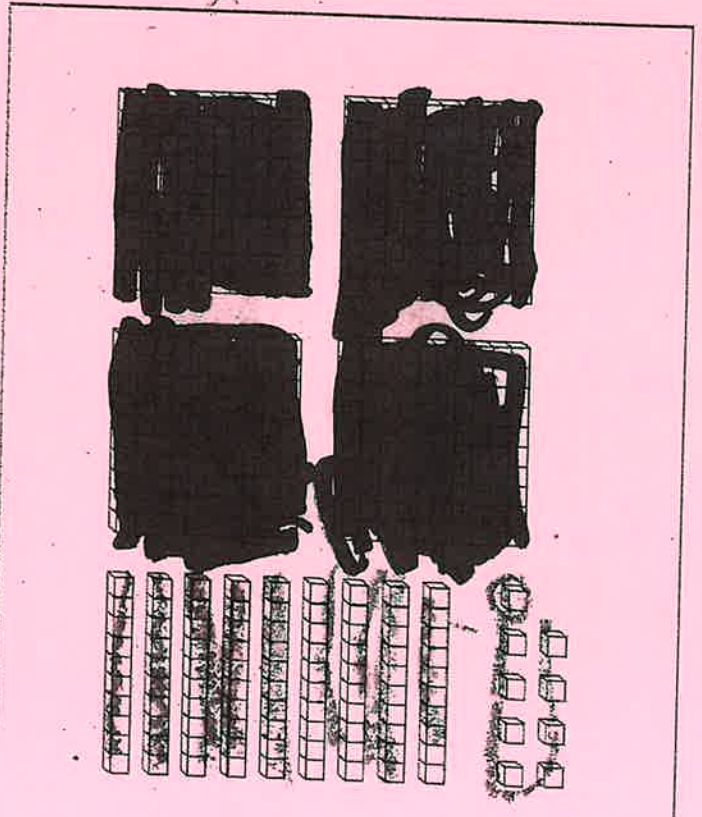
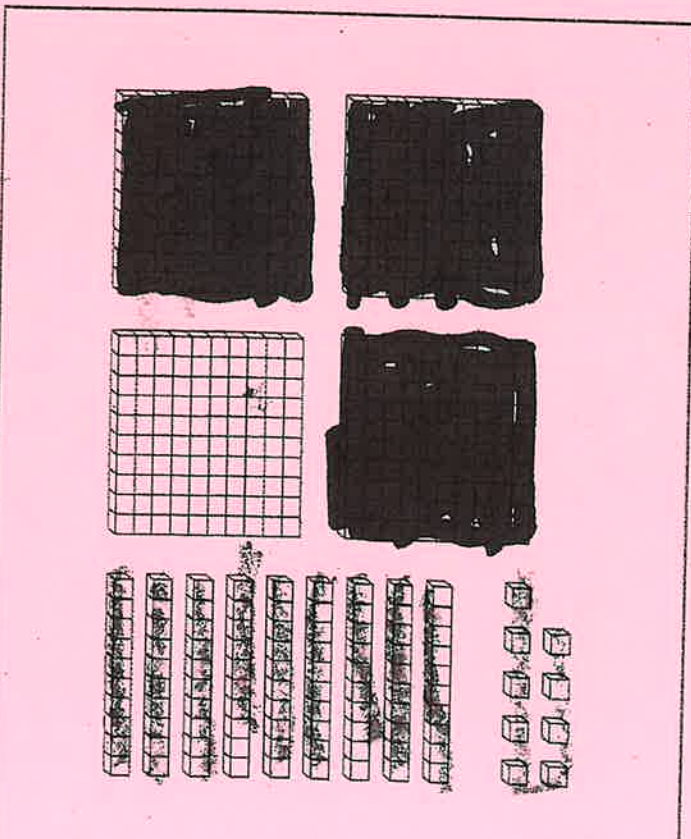
2

- c. Write the number name that matches the red blocks.

Two

- Color blocks to show the same amount as 3 hundreds and 24 ones.

- Color blocks to show the same amount as 23 tens and 5 ones.

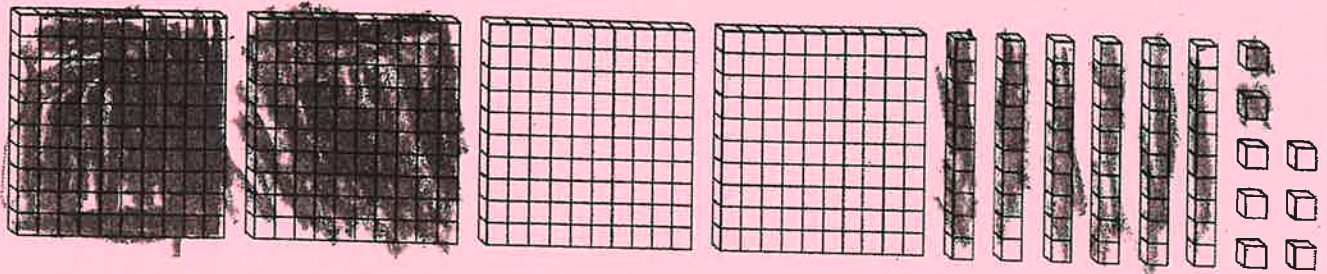


PERFORMANCE TASK

1

2

- 1. a. Color two of the hundreds blocks red. Then color tens blocks and ones blocks so that there are more tens than ones.



- b. Write the numeral that matches the red blocks.

- c. Write the number name that matches the red blocks.

two hundreds

- Color blocks to show the same amount as 3 hundreds and 24 ones.

- 3. Color blocks to show the same amount as 23 tens and 5 ones.

This box contains base ten blocks for task 2. It features three 10x10 grids (hundreds blocks) that have been shaded black. Below the grids are 24 small 1x1 squares (ones blocks) that have been shaded black. There are also two unshaded 10x10 grids and 16 unshaded 1x1 squares.

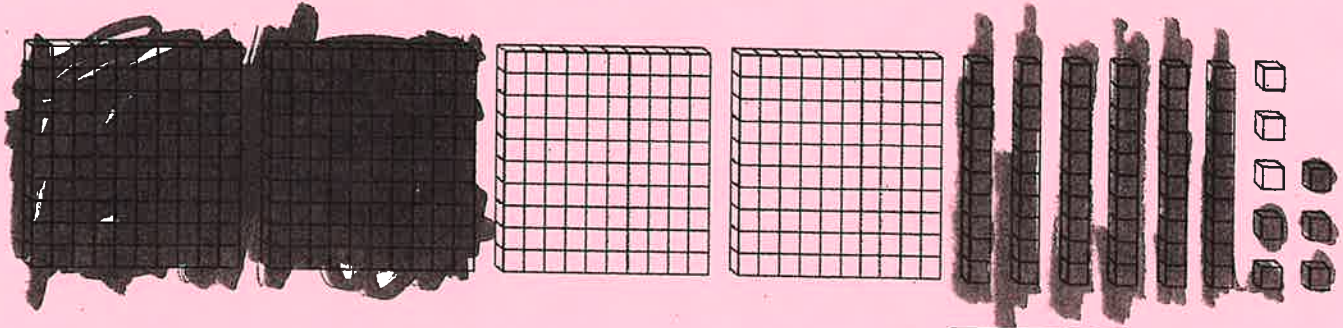
This box contains base ten blocks for task 3. It features 23 vertical 1x10 grids (tens blocks) that have been shaded black. To the right of the tens blocks are five small 1x1 squares (ones blocks) that have been shaded black. There are also two unshaded 10x10 grids, 16 unshaded 1x10 grids, and 16 unshaded 1x1 squares.

PERFORMANCE TASK

1

3

1. a. Color two of the hundreds blocks red. Then color tens blocks and ones blocks so that there are more tens than ones.



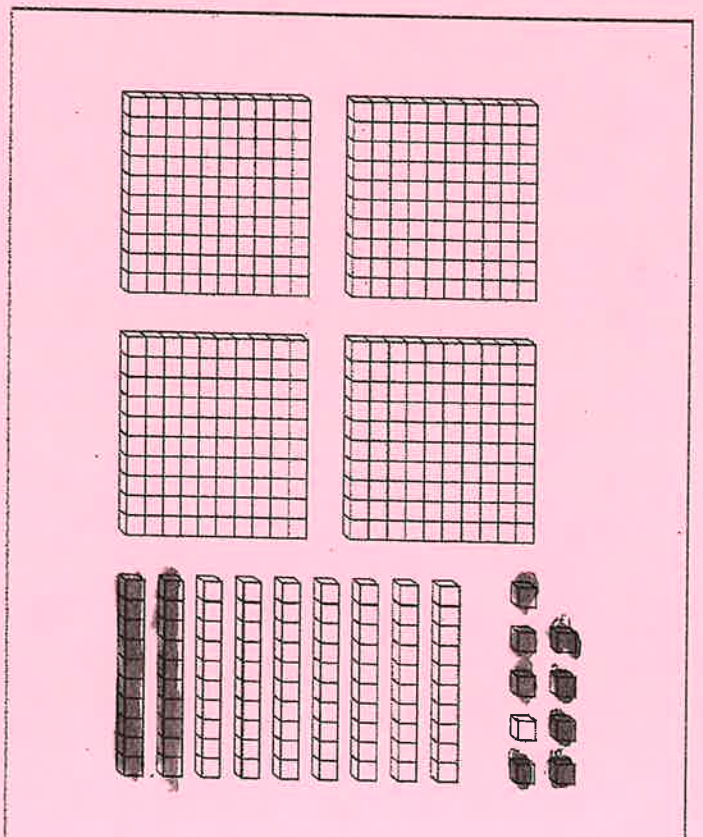
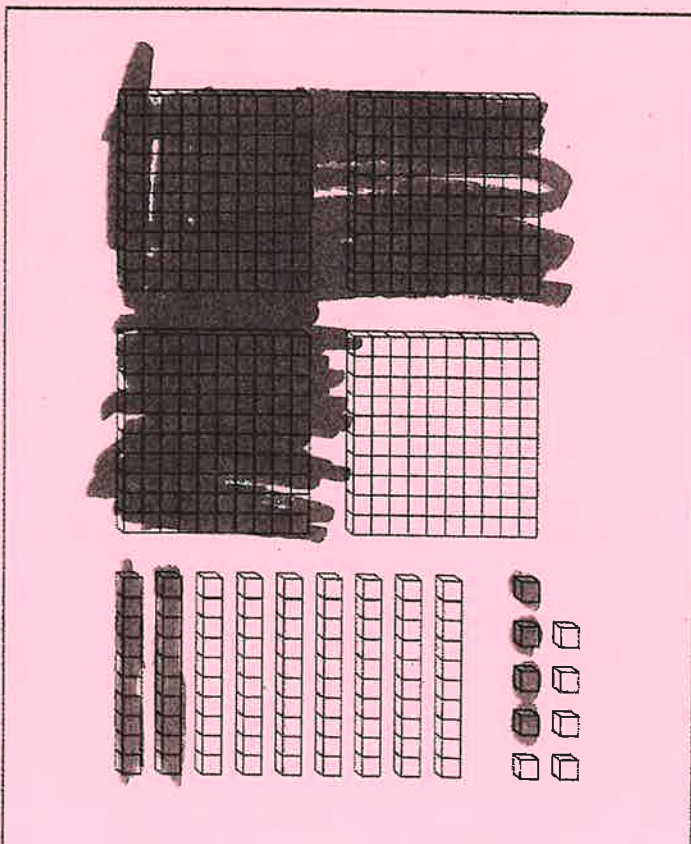
200

- b. Write the numeral that matches the red blocks.
 c. Write the number name that matches the red blocks.

Two hundred

2. Color blocks to show the same amount as 3 hundreds and 24 ones.

- ~~X~~ Color blocks to show the same amount as 23 tens and 5 ones.



4th Grade -

PERFORMANCE TASK

1

1

1. a. Shade five of these numbers.

~~509,461~~

410,965

~~451,906~~

~~569,014~~

~~514,960~~

591,640

409,165

416,590

b. Write the five numbers you shaded in the first column of the table below. Then complete the table.

Shaded numbers	100 greater	1,000 greater	10,000 greater
569,014	0	9,000	60,000
591,640	600	1,000	90,000
514,960	900	9,000	20,000
509,461	900	1,000	0
410,965	900	1,000	50,000

2. a. Circle one of the numbers you shaded. Write the number in expanded form.

509,461 = 500,000 + 9,000 + 400 + 60 + 1

b. Add 1,000 to your number. Write the new number in expanded form.

510,461 = 500,000 + 10,000 + 400 + 60 + 1

4th Grade -
2

PERFORMANCE TASK

1



1. a. Shade five of these numbers.

509,461

410,965

451,906

569,014

514,960

591,640

409,165

416,590

b. Write the five numbers you shaded in the first column of the table below. Then complete the table.

Shaded numbers	100 greater	1,000 greater	10,000 greater
509,461	509,561	510,461	519,461
410,965	411,065	411,965	420,965
569,014	569,114	570,014	579,014
591,640	591,740	592,640	601,640
409,165	409,265	410,165	419,165

2. a. Circle one of the numbers you shaded. Write the number in expanded form.

Five hundred sixty nine thousand
four hundred

b. Add 1,000 to your number. Write the new number in expanded form.

Five hundred seven thousand
four hundred