How Quality School Library Programs Support Reading

Mary K. Biagini & Deb Kachel
Keystone State Reading Association
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Lancaster, PA
Here we are!

Deb Kachel and
Mary Kay Biagini

PA School Library Project, 2012
Our Contact Info

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Lib Guide to Support This Program

Please go to this Lib Guide for the PowerPoint presentation and related resources for this session:

http://paschoollibraryproject.org/KSRA
Who are we?

- **Biagini**: Junior High English Language Arts Teacher and School Librarian, Educator of School Librarians--Pre-Service and Professional Development
- **Kachel**: High School Librarian, Educator of School Librarians--Pre-Service and Professional Development
- **Both of us** are and have been principal investigators and project directors on federal and state grants
Who are you?
A Specialized Literacy Professional

- Are you a teacher, reading/literacy specialist, literacy coach, literacy coordinator/supervisor?
- At what level do you work? Elementary, middle, high school
- What do you think is the most important contribution you make to student learning?
What do we all have in common?

- We believe in the “transformative power of literacy”
- We all want our students to learn & succeed in both their academic studies & in their lives.
What else do we have in common?

- We are each known by many names: reading teacher/literacy coach; school librarian/media specialist
- We must each work with students and with teachers in both instruction and professional development
- We facilitate or lead school improvement efforts: literacy/technology
Our Modules Today

- What’s our context?
- How can use applicable research findings in our collaboration?
- How Might We . . . ? (Reading Specialist + School Librarian = Synergy)
- How can *The Model Curriculum for PA School Library Programs* help?
- How we can “Geek Around” with a Scenario to Encourage Independent Reading?
What’s our context? How did we get here?

- **2011**: PA Board of Education Study of PA School Libraries
- **2012**: Federal grant to correlated PSSA scores with Library Programs
- **2012-2014**: *The Model Curriculum for PA School Library Programs*
- **2014-2015**: Emerging Leaders Academy 1 & 2
- **2015**: PDE Educator Effectiveness System process
How we can use applicable research findings in our collaborations?

35 research studies conducted in 25 states across the country since 2000 have produced very similar findings about how access to school libraries helps students achieve academic success, especially in reading and writing.

Finding: Factors with Positive Effects

Funding, Access, Collection, Technology Infrastructure, Teaching Information Literacy Skills, and Staffing (librarian & aide)

Research across 23 states shows these have a positive effect on student standardized reading and writing test scores

Source: Lance Study, 2012
Finding: Reading by Choice

People who say they read more say they read better.

Source: Krashen, 2004

Free choice and access to books are important elements in engaging in reading.

Schraw et al, 1998
Finding: Poverty and Access to Books

Currently 16 million U.S. children are living in poverty, and in low-income neighborhoods, there is only one book for every 300 children.

http://www.washingtonpost.com/blogs/answer-sheet/post/does-congress-know-reading-is-fundamental/2012/04/22/qIQLK1ZT_blog.html
Finding: Student Groups with Achievement Gaps

Students who are economically disadvantaged, Hispanic, Black, and/or who have IEPS score markedly better and benefit proportionally when they attend a school with a librarian and a library aide.

Source: Lance, 2012
Finding: Access to the School Library

Students who had greater access to the school library in total number of hours per week achieved high scores on the PSSA Reading and Writing Tests.

Source: Lance, 2012
Finding: Collection & Comprehension

An accessible, high-quality collection correlates positively with student reading comprehension and vocabulary.

Finding: Flexible Scheduling
Where teachers are free to schedule their courses instead of being assigned a day/period

In libraries with flexible scheduling, all students are about four times more likely to earn “Advanced” writing scores. Hispanic students are almost seven times more likely to earn “Advanced” scores with flexible scheduling.

Finding: Reading & School Drop-Outs

Children who aren’t reading proficiently by fourth grade are four times more likely to drop out of high school.

Only 34 percent of America’s fourth graders read at grade level according to the National Assessment of Educational Progress.

Finding: What Doesn’t Work

Library assistants working without the supervision of a certified school librarian had no impact on student reading scores.

Source: Lance Colorado Study, 2012
Why Partner?

The more time a librarian collaborates with a teacher, the better these students perform on PSSA reading and writing tests.

Source: Lance, 2012
How Might We . . .

- Identify Real Problems?
  PSSA scores in Reading are low; not enough students score Proficient or Advanced

- Pose Interesting Questions?
  How might we partner to encourage students to read independently?
Our Collaboration
Reading Specialist + School Librarian

- Literacy Specialist
- School Librarian

= Literacy Partners
Our Spectrum of Expertise

Reading Specialist

- Knowledge of How Students Learn to Read
- Skill in Teaching Students Reading Comprehension

School Librarian

- Knowledge of Resources
- Strategies for Encouraging Independent Reading
Our Innovative Solutions

- How can we partner to meet the mission of the school district?
- How can we partner to produce base-line data so that we can demonstrate improvement?
- How can our combined expertise create synergy to increase independent reading by our students?
Co-Planning, Teaching, & Assessing Strategies

Team Teaching: Literacy specialist + school librarian

- Plan student learning objectives, assessment measures, and learning plan together in advance
- Teach together, jointly model strategies, alternate roles during instruction,
- Share responsibility for monitoring students’ guided practice formatively and summatively.

One Partnering Strategy

Learning Centers/Learning Stations

Students rotate through learning stations:

- One station staffed by reading specialist
- One station staffed by the librarian
- Two or more stations require students to work independently of adult support or to select resources for independent reading
Standards-based Learning

PA Core Standards in English Language Arts, History and Social Studies, and Science and Technology emphasize reading and writing.
## PA Core Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>PK-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
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</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>55</td>
<td>56</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td><strong>RW Science &amp; Technical Subjects</strong></td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td><strong>RW History &amp; Social Studies</strong></td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>46</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>71</td>
<td>73</td>
<td>109</td>
<td>138</td>
</tr>
</tbody>
</table>
"Library-Centric" Standards

PA CS ELA
19
of 59

PA CS RWST
8
of 19

PA AS BCIT
9
of 37

PA CS RWHSS
8
of 19

Library-Centric
The Model Curriculum appears in a different format on the SAS Portal to conform with English Language Arts, Math, & Personal Finance curricula.

How Can we Use The Model Curriculum to Partner?

The Model Curriculum on the SAS Portal
http://pdesas.org/module/cm/

The Model Curriculum for PA School Library Programs on the PSLA website
http://www.psla.org/professional-development/model-curriculum/
## Long-Term Transfer Goals

**A Model Curriculum for Pennsylvania School Library Programs**

### Long-Term Transfer Goals

*Long-Term Transfer Goals highlight the effective use understanding, knowledge and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges—both in and outside of school.*

Students will be able to independently use their learning to:

1. Read and evaluate text in all formats for learning, personal and aesthetic growth and enjoyment.
2. Research, analyze, synthesize and evaluate information as critical consumers to draw conclusions and make informed decisions.
3. Create, apply and share knowledge effectively using a variety of media formats in an ethical manner to communicate a coherent message.

*(Based on Standards for the 21st-Century Learner, American Association of School Librarians, 2007.)*

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<thead>
<tr>
<th>Big Ideas</th>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>Effective readers use appropriate strategies to construct meaning.</td>
<td>• How do strategic readers create meaning from informational and literary text? • What is the text really about? • How do readers know what to believe? • How does what readers read influence how they should read it? • How does a reader’s purpose influence how text should be read?</td>
</tr>
<tr>
<td>Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.</td>
<td>• How do readers know what to believe in what they read, hear, and view? • How does interaction with text provoke thinking and response?</td>
</tr>
<tr>
<td>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</td>
<td>• What do good listeners do? • How do active listeners make meaning? • How do active listeners know what to believe in what they hear?</td>
</tr>
<tr>
<td>Effective speakers prepare and communicate messages to address the audience and purpose.</td>
<td>• How do task, purpose, and audience influence how speakers craft and deliver a message? • How do speakers employ language and utilize resources to effectively communicate a message?</td>
</tr>
<tr>
<td>Effective research requires the use of varied resources to gain or expand knowledge.</td>
<td>• What does a reader look for and how can s/he find it? • How does a reader know a source can be trusted? • How does one organize and synthesize information from various sources? • How does one best present findings?</td>
</tr>
<tr>
<td>Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.</td>
<td>• What makes clear and effective writing? • Why do writers write? What is the purpose? • Who is the audience? What will work best for the audience?</td>
</tr>
<tr>
<td>Responsible citizens use information ethically and productively in a global society.</td>
<td>• How do responsible citizens use information ethically? • How do responsible citizens use information productively in a global society?</td>
</tr>
</tbody>
</table>
Big Ideas
What do we hope our students will be?

- Effective Readers
- Critical Thinkers
- Active Listeners
- Persuasive Speakers
- Savvy Researchers
- Coherent Writers
- Ethical Digital Citizens
Collaborative Long-Term Transfer Goal

We want our students to:

Read and evaluate text in all formats for learning, personal growth, and enjoyment.

We want students to be able to do this both in school and in their lives.
Related Concepts & Competencies

- **Concepts:** Deep understandings; what we hope students will understand

- **Competencies:** What we hope students will be able to do
Big idea: Effective readers use appropriate strategies to construct meaning

Library Information Concept: Selecting Literary Fiction

PA Core Standard: English Language Arts CC.1.3.6-8.K Read and comprehend literary fiction and informational text on grade level, reading independently and proficiently
Reading in Multiple Formats

- 21st-century reading is accomplished through a variety of resources beyond the traditional print, one can: “read” a picture, “read” an auditory story, “read” a multimedia website, and more.

- Teaching critical evaluation of media, called “media literacy,” is best achieved pursuing participatory, collaborative projects involving classroom teachers, special area teachers, and students.
What are multiple literacies?

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<th></th>
<th>Visual</th>
<th>Digital</th>
<th>Textual</th>
<th>Technological</th>
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<tr>
<td></td>
<td>The ability to “understand and use images, including the ability to think, learn, and express oneself in terms of images.” (Braden and Hortin 1982,41)</td>
<td>The ability to understand, evaluate, create, and integrate information in multiple digital formats via the computer and Internet. (Gilster 1997)</td>
<td>The ability to read, write, analyze, and evaluate textual works of literature and personal and professional documents.</td>
<td>The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21 century. (SETDA n.d.)</td>
</tr>
</tbody>
</table>

Source: *Standards for the 21st-Century Learner in Action. AASL, pp. 18-19.*
Students will understand . . .

Effective readers use appropriate strategies to construct meaning.
Student Competencies

Students will be able to:

- Select grade-level-appropriate literary fiction in a variety of genres independently.
- Apply strategies to create meaning from literary fiction.
- Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating.
A Common Principle into Action

The benefits to students’ fluency, comprehension, and motivation from engaging in leisure reading are increased when teachers scaffold school-based leisure reading by incorporating reflection, response, and sharing in a wide range of ways that are not evaluated.

Let’s “geek” through a scenario

Book discussion groups are a popular way for young adults to come together to discuss literature. As the leader of a lunch-time book club at your school, you’re responsible for making sure that the group selects a variety of novels or short stories in different genres to read every two months over the school year. This year’s book club will focus on fiction genres, and you’ve been asked to choose one novel or short story to represent the genres of science fiction, fantasy, mystery, and realistic fiction. Your challenge will be to select a title for each of the four genres that you believe best represents the specific genre you have made a personal connection with through your own reading, and that will appeal to an audience of your classmates.
After selecting your four novels or short stories, you should use a graphic organizer to present the following information about each title: the genre, the title you’ve selected to best represent the genre, your personal connection to the title and why you believe it best represents the genre, and reviews of each book from authoritative online sources. You’ll choose the first book, read it, and develop a set of ten questions to encourage the participation of your classmates at the first discussion in October. You should prepare at least one question that requires a factual answer, one question that requires an answer that compares and contrasts, one question that requires a hypothesis, and one question that requires evaluation. (An explanation about these types of questions can be found at: https://sites.google.com/a/scasd.org/pathfinders/big6-key-to-research/questions-to-fire-up-research).
Performance Task Rubric: Leading a Book Discussion of a Genre Novel  
English Language Arts Standard, Suggested Grades:  6-8

Big Idea: Effective readers use appropriate strategies to construct meaning. 
Library Information Concept: Selecting Literary Fiction

<table>
<thead>
<tr>
<th>Levels of</th>
<th>Selecting Appropriate Genre Titles</th>
<th>Preparing a Graphic Organizer &amp; Discussion Questions</th>
</tr>
</thead>
</table>
| **3 Proficient**  | Selects a grade-level-appropriate and engaging literary fiction title for each of the four genres (science fiction, fantasy, mystery, and realistic fiction) and explains concisely how title is an excellent example of genre and personal connection to title. | • Develops a concise graphic organizer with all components included: genre, title selected to represent genre best, reviews of title from online sources, reasons for choosing each novel or short story, and order of discussion.  
• Compiles list of thoughtful questions for discussion that demonstrate understanding of genre to encourage group participation. |
| **2 Developing**  | Selects a grade-level-appropriate and engaging literary fiction title for three of the four genres (science fiction, fantasy, mystery, and realistic fiction) and explains general reasons for selecting each title. | • Develops a graphic organizer with some components included: genre, title selected to represent genre best, reviews of title from online sources, reasons for choosing each novel or short story, and order of discussion.  
• Compiles list of general questions that are fact-based rather than promoting discussion of book. |
| **1 Needs Improving** | Doesn’t select a grade-level-appropriate and engaging literary fiction title for each of the four genres (science fiction, fantasy, mystery, and realistic fiction) and provides no reasons or vague reasons for selecting titles. | • Develops a graphic organizer with few components included: genre, title selected to represent genre best, reviews of title from online sources, reasons for choosing each novel or short story, and of discussion.  
• Compiles a list of general questions not appropriate for discussion. |
What you can do next

On Monday—
Please, contact your school librarian and partner up
School Librarian’s Role in Reading Toolkit

Toolkit of Resources for Reading Specialists & Literacy Coaches:

http://www.ala.org/aasl/advocacy/tools/toolkits/role-readingAASL
Thanks for your participation

Please contact us if you have any questions or need more information:

- Mary Kay Biagini: biagini@pitt.edu
- Deb Kachel: dkachel69@comcast.net