



## Resource Provisions of a High School Library Collection

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### Abstract

*The mission of the school library “is to ensure students and staff are effective users of ideas and information” (AASL 2009, 8). The school library collection should, therefore, support instruction throughout the school. However, teachers do not always understand the potential value of the resources available. This research explored perceptions teachers held about the instructional role of the school library collection. Two surveys and a set of interviews yielded data to document the perceptions of teachers at one high school. Results showed that teachers: used and saw students use more digital than print materials; downplayed the value of textbooks; and spent a large amount of time finding quality resources for instruction, often without the inclusion of library resources or assistance of librarians.*

### Introduction

In 2007 the American Association of School Librarians (AASL), a division of the American Library Association, developed new standards for today’s elementary and secondary students: *Standards for the 21st-Century Learner*. The purpose of the new standards is to guide instruction to prepare learners for today’s information-rich society (AASL 2007). The Partnership for 21st Century Skills defines 21st-century student outcomes as “the knowledge, skills and expertise students should master to succeed in work and life in the 21st century” (Partnership for 21st Century Skills 2009). These AASL standards work with the curricular standards to define what and how 21st-century students should learn.

The role of the school library is to support the classroom teachers and curricula throughout the school. Keeping in mind what is taught, how students learn, and what students want to know, the school librarian strives to adequately supply materials for the school community by developing a

well-rounded collection of instructional materials. According to Patrick Jones, Patricia Taylor, and Kirsten Edwards, “The purpose of any collection is to fulfill the wants and needs of a library’s users” (2003, 361). As evidenced in the new standards, the needs of 21st-century learners are changing, and school library collections should be developed and managed in a manner that will keep up with the changes (AASL 2009). What types of resources are teachers currently using, and to what extent is the school library collection providing resources for classroom instruction?

## Purpose

The purpose of this concurrent mixed-methods study was to examine high school teachers’ perceptions of the resource provision of the school library collection and to determine the types of resources teachers currently use in their instruction. In this study, two questionnaires were used to gather quantitative and qualitative data from sample groups, and interviews were conducted with individual teachers. The data were combined to provide a more complete picture of the perceptions of the teachers in the sample. Given the changing state of library collections in the current technology-infused climate, it is important to consider the needs of all users of the library. This study marks the beginning of that process by examining the current perceptions of high school teachers. This is foundational research to support future studies of how specific user-groups perceive, access, and use school library resources in the quickly changing information age.

## Research Questions

The research questions explored in this study were those listed below.

- What are teachers’ understandings of the role of the school library in supporting classroom instruction?
  - How do teachers characterize their use and student use of resources?
  - How do teachers use materials in various formats?
  - Which resources do teachers incorporate into classroom instruction?
- What factors influence the likelihood of teachers’ using library resources as part of instruction?

## Review of the Literature

### *History of School Libraries*

School libraries have undergone vast transformation in the past century, from schools relying on public library support in the early 1900s (Wiegand 2007) to excellent collections of print and digital materials within a school library today. In the early 1900s the goal of the library was to bring the best of literature to the people (Weihs 2008). This attitude changed in the 1950s and 1960s, with a more open approach to reading across all subjects (Weihs 2008). In 1918 the National Education Association set standards for school libraries (Roscello 2004). In 1928 the *Standard Catalog for High School Libraries*, which later became H. W. Wilson’s *Senior High*

*School Library Catalog*, was first published (Wiegand 2007). This 1928 publication included titles that were considered by the selection committee to be worthy of inclusion in a basic high school library collection. Until the mid 1960s school library collections grew slowly with the focus on including only the best titles from respected review sources (Woolls 2002). Passed in 1965, the Elementary and Secondary Education Act (ESEA) gave money to school libraries to build their print and media collections (Todd, Gordon, and Lu 2010; Wiegand 2007; Woolls 2002). Instead of relying only on the review sources, school librarians felt more freedom to seek advice from teachers regarding materials that should be included as part of the library collection (Woolls 2002). The prevalence of school libraries grew from 58 percent of schools having libraries in 1958 to 93 percent of schools having libraries in 1993 (Wiegand 2007). According to Blanche Woolls (2002), the mid 1980s brought a shift in the focus of school budgets to include computers and technology. She suggested that this inclusion of computers and other technology took away some of the money that formerly had been spent on school libraries' print collections. In 2001 the emergence of No Child Left Behind eliminated school library funding that had been allocated through ESEA (Todd, Gordon, and Lu 2010). Because allocation of school budgets is often dictated by school principals, another factor that affects spending on school library collections is principals' expectations of how money should be used (Maxwell 2005).

In this tight economic time, school libraries are again seeing a shift in philosophy—this time driven by budget constraints (Maxwell 2005). Academic libraries, which in the past were defined by their large print collections, are now focusing attention on their special collections as a new defining point (van Zijl, Gericke, and Machet 2006). Large libraries, which once were able to collect almost everything their librarians wanted to add to the collection, now must focus their budget on what is most needed by the users (Agee 2005). Dwindling budgets mean school librarians must now decide between acquiring print or digital resources. However, many publishers are packaging their resources together, forcing schools to purchase several products in one package instead of purchasing only the resource that is most useful to the school. (Woolls 2002). Some states have purchased state licenses for electronic resources that are made available to schools, and schools have joined together to share costs of resources (Maxwell 2005; Woolls 2002).

Until recent years, the print collection has been the organizational point of the library, but now libraries must try to keep up with the rapidly changing world of technology—an area in which education has not traditionally been able to keep pace (de la Vega and Puente 2010). In a research report of the state of school libraries in New Jersey, Ross J. Todd, Carol A. Gordon, and Ya-Ling Lu (2010) described school libraries as Informational, providing information and technology; Transformational, providing instruction; and Formational, focusing on student outcomes. These three descriptors are particularly appropriate in this technology-driven time, as information and knowledge are so quickly evolving.

### ***The Current School Library Collection***

The term “collection” refers to much more than just the books on the shelf of the school library. It includes all aspects of educational materials, defined by Sacristan J. Gimeno in an article by Aurora de la Vega and Rosa Tafur Puente as “specific elements that bear educational messages, through one or more communication channels (2010, 309).” A collection might include books, periodicals, e-books, CDs, DVDs, videos, software, and access to databases, among many other types of resources. In a review of collection-development literature published between 2004 and

2008, Daryl Bullis and Lorre Smith found a prevalence of articles related to electronic resources in the library collection. According to Bullis and Smith, the research of this time period indicated that “librarians continued to be challenged to define their core collections in an environment of globally accessible resources” (2011, 214). For the purposes of this study, the library collection will refer to the variety of resources made available to teachers and students through the school library, including print books, periodicals, and reference materials, online databases and websites, and audio/video resources in physical and streaming formats.

Researchers agree on the importance of a current, adequate collection that meets the needs of the users and supports the curriculum (Sunil and Zainab 2002; Todd, Gordon, and Lu 2010; Young 2010). However, results of a study by W. Sunil and A. N. Zainab (2002) in Sri Lanka showed that students did not think the collections were current or met their needs. The New Jersey research (Todd, Gordon, and Lu 2010) found that the oldest books were in high schools, and schools with lower socioeconomic populations had fewer books. As budgets tighten and library resources evolve into more expensive digital formats, the school librarian must make careful decisions regarding collection development, taking every aspect of the collection into account.

To effectively develop a collection, the school librarian must first evaluate the collection to determine its strengths and weaknesses, as well as how well it meets the needs of the users. Jim Agee (2005) defined three types of collection development activities. The first type is user-centered, focusing on evaluating the collection based on the needs of users. This focus can be achieved through surveys or observations to discover what the users want and need from the collection. The second type is physical assessment, which involves examining the physical condition of the book to determine if it is in good shape and examining the content of the book to determine if it is appropriate for the current needs of the learners. Agee listed the last type of evaluation as subject-specific. This evaluation involves a careful analysis of a specific section of the collection to determine strengths and weaknesses in its support of the curriculum. Agee’s three types of collection evaluation work together to form a complete analysis of a collection.

Michelle Emanuel (2003) identified more-specific steps in evaluating a collection; these steps were derived from a study of collection management conducted at the University of Alabama. She recommended four important steps: 1) determine the size of collection needed, using recommendations from selection sources and state requirements; 2) compare the current collection to recommended lists in selection sources; 3) analyze circulation statistics; and 4) analyze all of the collected data. According to Emanuel, these steps will result in information regarding the strengths and weaknesses of the portion of the collection evaluated. She recommends focusing on one specific section at a time, instead of attempting to analyze the entire collection simultaneously. However, one weakness of this approach is its failure to account for the needs of users.

As a different form of data collection, Lesley S. J. Farmer (2002) recommended that the school librarian collect data focusing on the users, and design a plan specifically intended to involve youth in the collection-development process. Included in the information Farmer recommended gathering and analyzing were circulation statistics, data related to books that were used in the library and not re-shelved, survey and interview results, input from focus groups with students, and information gathered from social networking sites designed by the school or school library staff. She also recommended that the school librarian work with classroom teachers to analyze citations and bibliographies from student work, thereby discovering which resources had been

used for class writing assignments. Farmer stressed the importance of asking youth for input, and making them feel that they are part of the selection process. She cautioned that an evaluation of student needs should not just include current library users but should also include those who do not currently use the library.

A common form of collection evaluation is referred to by many researchers as “collection mapping.” Terry Young defined this term as “the process of examining the quantity and quality of the library’s collection and identifying its strengths and weaknesses” (2010, 3). Collection mapping takes the evaluation process a step further by comparing the collection to what is being taught in the school. Jody K. Howard (2010) specified some activities in collection mapping: 1) determine what is currently available; 2) physically examine the resources; 3) include all resources, not just print materials; 4) work with teachers to determine the best format for the specific curriculum. In his book *Collection Mapping in the LMC*, David V. Loertscher recommended dividing the collection into small sections to examine how the sections meet the needs of the curriculum. He stated that a good collection map should provide evidence that the collection meets the needs of the curriculum and should be maintained as the collection is developed (1996).

As a collection is developed, it is imperative to keep in mind the specific needs defined by the curriculum, written and unwritten, taught within the school.

### ***The Curriculum***

According to Farmer (2002), school libraries “exist to serve curricular and personal needs of their constituents, most of whom are students” (2002, 67–68). Her article “Collection Development in Partnership with Youth” points out what she believes to be the best practices to guide collection development for libraries serving youth, as noted previously in the discussion of her collection-evaluation types. The school librarian should be viewed as a leader in the school, and should develop relationships with teachers to gain their trust and support. These relationships allow access to specific information related to what is taught in the classroom (Howard 2010). Researchers de la Vega and Puente (2010) believe that the teacher and librarian are essential in guiding the information use of the students, and a trusting relationship may be necessary for this partnership to develop and evolve.

School curriculum is typically determined by state or local standards, but more may actually be taught than is included in the standards. A school librarian needs to be aware of the specifics that are taught, not just the official curriculum. A map of the actual curriculum would show the school librarian the topics and timeline of what is taught within the school (Howard 2010). An analysis of the curriculum compared to the collection map would allow the school librarian to further develop a collection that meets the needs of the school population. Robin Lindbeck and Brian Fodrey described two aspects of setting school library programs’ collection-development goals: “inside the box,” referring to improving and using current resources and “outside the box,” incorporating new ideas and practices (2010). A comprehensive curriculum review and collection map would allow the school librarian to accomplish both of these sets of goals by using the strengths of the current collection and building on it to improve its connection to the curriculum. Focusing on the curriculum when developing the school library collection also encourages the inclusion of new forms of media in the library collection.



## ***21st-Century Learners***

The students in the classroom today are considered to be part of the Millennial Generation, those born between approximately 1980 and 2000 (Howe and Strauss 2000). They have always lived in a world that included personal computers and, for most of their lives, the World Wide Web (Considine, Horton, and Moorman 2009). They want to be entertained, look for personal gain, and are influenced by others, both peers and parents. Their parents are more educated and more involved than those of any previous generation (Furbeck et al. 2003). Their parents are ready to protect them and pick up the pieces when necessary. Members of this group of parents are commonly referred to as “helicopter parents,” and students feel the pressure imposed by the parents (Pricer 2008). Millennials want control over their surroundings (Considine, Horton, and Moorman 2009), and are socially connected, confident, collaborative, and technology-friendly (Lindbeck and Fodrey 2010). They want to be challenged and given a choice. They are interested in things that apply directly to them and are very in tune with their social, digital world.

Millennials are more in touch with technology than any previous generation, especially in the use of information communication technology (ICT) (Considine, Horton, and Moorman 2009). Through their use of ICT, they are given access to more information than was ever available before. Because of easy access to vast amounts of information, they are confident in their own perception of what they know. Millennials do not just use technology, but they interact with it and create content. Living their personal lives in this digital world, this generation has developed special skills that are typically untapped by their teachers (Considine, Horton, and Moorman 2009).

To create instruction and instructional spaces that are appropriate for this special group of learners, educators should examine what the learners need from adults to be successful. David Considine, Julie Horton, and Gary Moorman (2009) described the Millennial Generation as particularly weak at comparing, contrasting, critiquing, and analyzing information. Those authors also stated that the ability to access information does not equate with the ability to comprehend that information. They described the role of the teacher as a bridge between what the students know and can do, and what they need to learn to be successful in the future. The teacher should be able to teach the content while providing the context in which the students can relate. However, this bridge is often broken by schools with tight control over the use of technology through Internet filters or limitations on technology that students are accustomed to using in their personal lives (Considine, Horton, and Moorman 2009).

Niels Ole Pors’s research of high school students in Denmark found that most of the teenagers used the Internet for research, but few used library-provided databases. The study showed that Google was the search engine most widely used among the participants. Pors’s research showed a positive relationship between students who used digital resources and those who used the physical library. Although this study found that use of libraries increased as the students got older and the number of school assignments increased, the study also revealed that many students still found it difficult to evaluate the quality of information from resources (2008). Pors also pointed out the interesting finding that many of the students surveyed indicated a preference for traditional aspects of school libraries, such as “kind and polite service” and “ambiance” (2008, 440).

## ***Implications***

The reviewed research gave an overview of many aspects of a 21st-century school library collection, including the users, alignment with the curriculum, and the collection itself. Most of the researchers agree that this is a topic of extreme importance to our school libraries, and one that involves careful planning and consideration, especially as budgets shrink and resources become more digitized and, therefore, more expensive. Lee F. Furbeck et al. (2003) described the shift as a change in view that sees the book as the print edition of the digital work. This generation of learners undeniably has very specific needs that are not always addressed by the current educational world.

To address the fact that vast amounts of information in many formats are available today, when developing the school library collection, the librarian must examine the needs of the entire school population and involve all users in decision making. In this way, the users will feel a sense of ownership for the resources available and managed through the library. The issues presented in the review of the literature lead to the research questions for this study.

## Methods

The nature of the study was not conducive to an experimental design, which would have required the manipulation of factors, such as access to library materials that would have influenced teachers' experiences. The non-experimental design is appropriate to provide exploratory, foundational data about teachers' perceptions of the school library collection. The study used a concurrent mixed-methods design in which data were collected through a variety of methods including questionnaires and interviews. The interview data were embedded within the larger data set collected by means of the questionnaires. The data from the two questionnaires and the interviews served to triangulate the results. In an attempt to make the questionnaires friendly to the participants and to encourage participants to carefully read each question, throughout the questionnaire the researcher used a variety of question types, including multiple opportunities for open-ended responses. The researcher was aware of the challenge this mix of question types would present during data analysis, since the questions were not all a consistent format, such as a Likert-type scale.

### *Participants*

The sample for this mixed-methods study came from the population of classroom teachers in one public high school in the mid-Atlantic United States. The population was chosen for convenience because the researcher was also one of the school librarians at the location. As a librarian at the school, the primary researcher had a working relationship with the teachers in the building, and knew which teachers frequently used library resources and which did not. This allowed insight when purposefully choosing the sample for the interview portion of the study.

Instead of AASL's official term "school librarian" (AASL 2010), the school division under study uses the term "school library media specialist." Both terms may be used interchangeably in this portion of the paper.

For the purposes of this study, "classroom teacher" was operationally defined as any teacher, either full-time or part-time, who was responsible for at least one assigned classroom group of students as indicated by the school's faculty listing. Included were special education teachers with self-contained classrooms, but not those who worked in a supporting role within a

collaborative classroom. Also included were teachers from specialty areas, such as career and technical education, fine arts, and health and physical education. Educational-support staff, itinerant teachers, and other specialists did not receive the questionnaire.

Of the eighty classroom teachers who received the School Media Center Resources Questionnaire (Appendix A), twenty-eight chose to participate in the study, a return rate of 35 percent, but a representative sample of the population. Of those who provided demographic information about number of years teaching ( $n = 24$ ), over half (58 percent) reported having taught over ten years. Two respondents stated they were in their first year of teaching. The remainder stated they had between one and ten years of experience. Of those who provided the information ( $n = 23$ ), the largest percentage of respondents stated they had experience teaching science (35 percent), math (26 percent), and social studies (22 percent). Participants represented all levels of teaching experience and all educational departments within the school, providing a good cross section of the population.

The participants for the second questionnaire came from those who had collaborated with the school librarians during the current semester. Of the eight teachers who received this questionnaire, five returned it, resulting in a 63 percent return rate.

The participants for the interviews were purposefully chosen from the Social Studies Department at the school because this department included extreme-case examples from among the teachers. Some teachers were frequent users of the library, while others did not use the resources at all during the year. As a librarian in the school, the researcher had a professional relationship with the teachers and chose teachers who would represent extreme cases and be willing to talk openly about their teaching experiences.

## *Survey and Instrumentation*

### **School Media Center Resources Questionnaire**

The purpose of the School Media Center Resources Questionnaire (Appendix A) was to gather data regarding classroom teachers' understandings of the role of the school library. The questions were related to how teachers currently use resources as part of their instruction, the resource formats used, and teachers' perceptions of student use of resources within the classroom. The questionnaire included fifteen questions; these were a mix of selected-response questions and open-ended questions that allowed teachers to give detailed responses. The questionnaire was divided into three sections:

1) Current use of resources—This section was designed to provide information about the types of resources, other than textbooks, teachers currently used in their instruction. A variety of resources were mentioned, and space was given for teachers to write in responses, as well. This section also addressed how teachers saw students use resources in their classrooms, and the adequacy of the school library collection. This section included selected-response and open-ended questions, with a variety of question types to allow for greater understanding of collected data, depending on the information desired. This variety of question types was also employed to decrease the chance of participants answering without careful consideration of each question.

2) Independent or assigned reading, and 3) Research or information gathering—These sections asked a series of questions intended to provide information about which resource format—print



or electronic—teachers perceived as best for supporting students’ reading and research. These questions asked the participant to select either print or electronic resources as most appropriate for the stated activity. Also included were questions that asked about teachers’ expectations for format of resources students could use to complete assignments. These questions asked the teacher to state whether or not they required students to use a specific format.

At the end of the questionnaire, optional demographic information was requested to allow for additional data analysis.

Standard Institutional Review Board procedures were followed, including securing permission for the study from the senior administration of the school division and the building principal.

The study was approved by the Old Dominion University Human Subjects Review Board within the Darden College of Education.

Soliciting their voluntary participation, the researcher gave the questionnaire to every classroom teacher in the school, resulting in the sample as described above. The questionnaire was given in print format, and placed in the teachers’ mailboxes at school, along with a letter of explanation that mentioned administrative support for the survey, and an informed-consent form. Participants were encouraged to ask questions of the researcher regarding the study. A central collection location was provided that ensured confidentiality of data. After a week, a follow-up e-mail was sent to all classroom teachers, thanking them for their participation and encouraging further participation. Questionnaires continued to be collected through the week after most teachers left for summer vacation to allow time for any additional questionnaires to be submitted. Two additional questionnaires were returned during that week.

### **Support of Collection Questionnaire**

The purpose of the Support of Collection Questionnaire (Appendix B) was to determine if the library resources available for a specific lesson met the needs of the teacher, the students, and the instructional task. The questionnaire was divided into three sections focused on the following:

- 1) Available resources—The initial questions related to the types of available resources for a specific lesson that used the library collection, and to how the resources benefitted the students or enhanced the lesson. Participants were asked to respond to a variety of question formats, including rank ordering and circling all responses that applied.
- 2) Print resources—The second set of questions contained statements related to the print resources that were available for the lesson and asked the participants to respond on a four-point Likert-type scale, ranging from Strongly Disagree to Strongly Agree.
- 3) Electronic resources—The third set of questions was organized in the same fashion as the second group, but the statements were related to electronic resources that were available and relevant for the lesson.

Two open-ended questions were posed at the end of the questionnaire; these open-ended questions asked teachers to comment about their experience with the library resources. The questions asked what the respondents liked about the resources and what resources were lacking but would have helped support the lesson.

The questionnaire was given to all teachers who had used library resources as part of their instruction during the current school semester, as reported by the school librarians. This sample included teachers from English, social studies, health and physical education, and science. After an initial face-to-face contact explaining the reason for their selection for the additional questionnaire, eight teachers received the questionnaire, which was distributed in print format in their school mailboxes. Background information about the study was provided, and an informed-consent form was given to each teacher chosen for this questionnaire. To encourage completion, after a week a follow-up e-mail was sent to all selected teachers in the sample for this questionnaire.

### **Interviews**

Interviews were designed to gain a richer understanding about why teachers used or did not use library resources, and what factors contributed to the choices made by the teachers. Through extreme-case sampling, four teachers were purposefully chosen based on their level of library resource use during the current school year, as reported by the school librarians. The sample was made up of four social studies teachers to allow for comparisons of teaching styles within one department. Two interviewees were frequent users of library resources, and two had not used library resources during the current school year, to the knowledge of the school librarians. The four teachers were asked in person if they would be willing to participate, and all four agreed.

Interview questions (Appendix C) were developed for a semi-structured interview; use of these questions ensured that each interview contained the same base of information, but allowed for a natural conversation as the interviews progressed. Two teachers were interviewed together at their request; the remaining two teachers were interviewed separately. All interviews were conducted at times and locations chosen by the interviewees. Because of the timing of the study and number of commitments at the end of the school year, the interviews were conducted during the last week of school for the year. Before each interview, interviewees were given a letter explaining the study and the importance of their input. They were also provided with the interview protocol description and an informed-consent form, including opt-out and confidentiality information. With the consent of the interviewees, all interviews were audio-recorded for later transcription and coding.

Each participant chose a pseudonym to maintain anonymity in the study process. “Abby” was a teacher who used the library with increasing frequency throughout the school year. She taught ninth- and tenth-grade World History and World Geography. Abby was chosen for her frequent use of library resources and her strong collaborative relationship with the librarians.

“Peyton” and “Megan” were interviewed at the same time, at their request. Megan, also a frequent user of library resources, often brought her students into the library for research and other assignments. She had worked collaboratively with the librarians on projects throughout the school year. Megan taught Advanced Placement United States History and Human Geography to tenth- and eleventh-grade students. Peyton taught World History (World War Two to present) to ninth-grade students, and Sociology and Advanced Placement Government to twelfth-grade students. To the knowledge of the school librarians, Peyton had not used library resources during the school year. She was the curriculum leader for the Social Studies Department at the school. Peyton was chosen to interview because the researcher felt she would be willing to give a true impression of how she taught and how she used resources as part of her instruction.

“Suzanne” taught Sociology to eleventh- and twelfth-graders, and Advanced American Studies to eleventh-graders. She was not a user of the library resources during the school year. Suzanne was chosen to interview because the researcher felt she would give an honest opinion about her teaching style and why she did not use the library resources.

### **Validity and Reliability**

The instrumentation for this study was developed by the researcher. Therefore, steps were taken to ensure content validity and reliability of the instruments. To ensure content validity, a survey blueprint was used in the design of the questions. After the initial questionnaire was developed, it was reviewed and edited by two outside researchers and a small group of teachers from a neighboring school. For face and content validity, revisions were made to the questionnaire based on the feedback of the reviewers. After the interviews were transcribed and verified, the data were also coded by a second researcher to establish inter-rater reliability.

### **Data Analysis**

Once all data were collected, questionnaire responses were recorded and analyzed using Microsoft Excel 2007 software. Descriptive data were calculated for each question to determine frequencies and percents for specific responses, as well as range and mean for questions when appropriate. Individual question results were analyzed, including qualitative data from open-ended responses. Because of the variety of question designs used in the questionnaire, further statistical analyses were not done. Instead, each question was analyzed separately and results were triangulated with the two questionnaires and the interviews. The interview responses were embedded into the item analysis from the questionnaires to determine themes from the data.

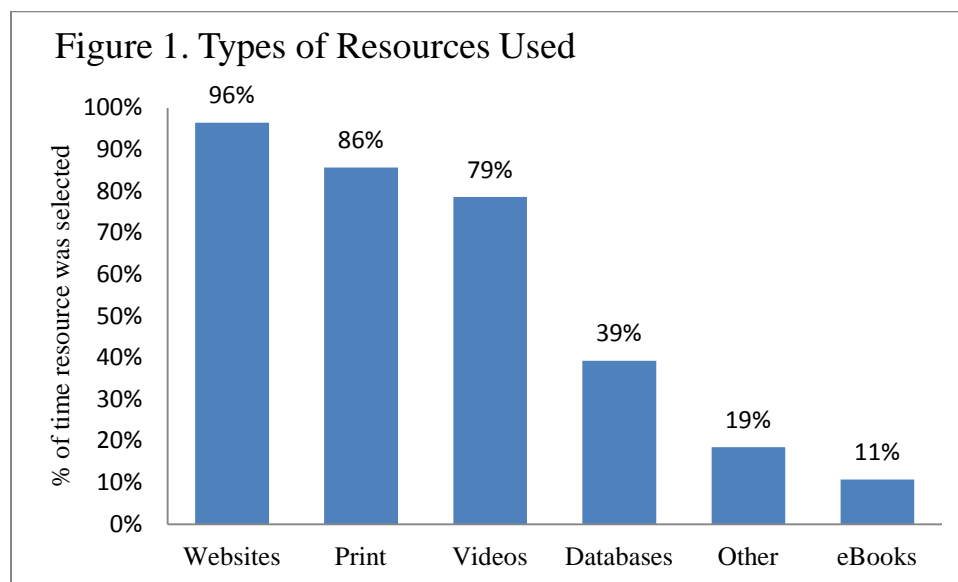
## **Results**

### ***Terminology***

To clarify the reporting of the results, the School Media Center Resources Questionnaire, which was given to all classroom teachers, will be referred to as “SMCR Questionnaire.” The Support of Collection Questionnaire, which followed up on collaborative lessons of eight teachers, five of whom responded, will be referred to as “Collaboration Questionnaire.”

### ***Current Use of Resources***

SMCR Questionnaire (Appendix A) began by asking, “What types of resources do you currently use in your delivery of instruction?” Teachers were instructed to choose all that applied. The most commonly used type of resource in instruction was general websites (96 percent,  $n = 28$ ). Only one respondent did not choose websites as a resource used in instruction. The other top resources selected were videos (86 percent) and print materials (79 percent); see figure 1.



Later questions in which respondents were asked to rank their use of specific print materials (question 2) and non-print materials (question 3) confirmed this finding. Question 2 asked teachers to rank order the types of print materials used in their classroom instruction. Periodicals, reference, and nonfiction were the most-often reported print resources, with periodicals and reference works receiving the highest number of top rankings. Primary sources also received high first and second rankings in this question.

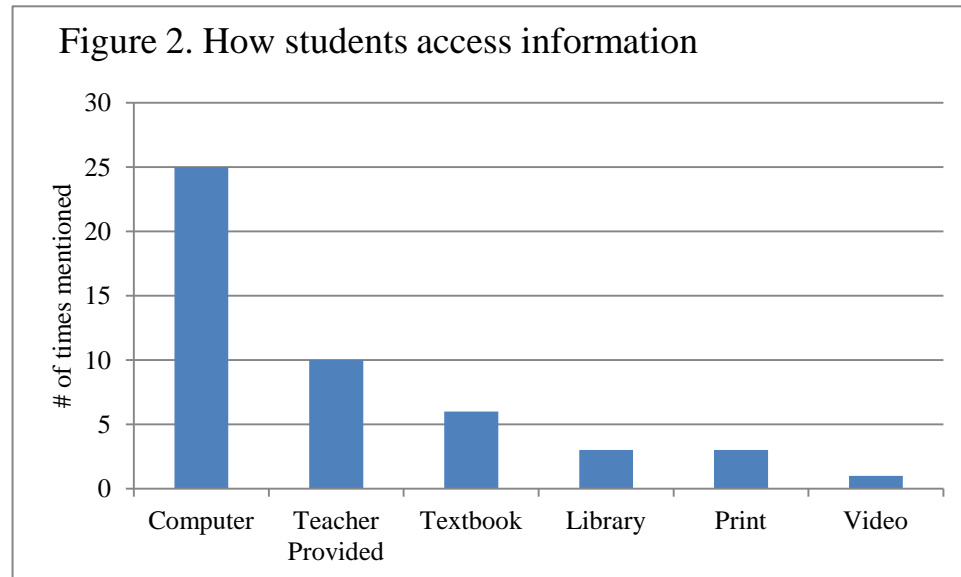
The use of print materials was verified in the interview responses, where the teachers mentioned the use of advertisements and articles found in magazines and newspapers, maps, and other primary-source documents as part of their instruction. Peyton, a teacher who did not use library resources in the current school year, stated she used “newspapers, magazines, I mean we’re forever cutting things out of the newspaper.” Similarly, Suzanne, another teacher who did not use library resources, mentioned finding articles in periodicals and using those references to find more information:

*I get a lot of it out of the newspaper. I rip it out. I think I got four articles last week. And just a name with the study they reference, that’s where I get a lot of it from.*

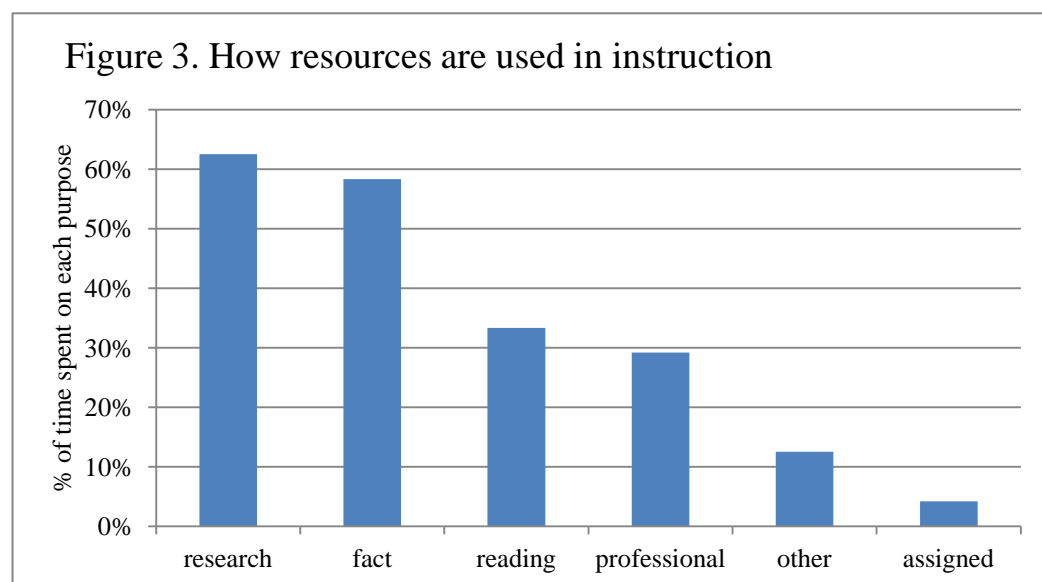
She went on to say, “I can scan the newspaper fifteen minutes in the morning before I come to school, and anything that has to do with anything in my class, I rip out and put in a pile on my desk.”

In question 3, which was related to the use of electronic resources, teachers most frequently indicated they used websites as a resource, and most often gave websites the top ranking. Specifically, teachers reported websites chosen by the teacher as the most-often used electronic resource. All of the interviewed teachers mentioned the use of websites to find information for their instruction. Peyton said, “I use the Internet a lot, because so much of government...we can find the laws that have been proposed, etc. Just focus on government first, and you can find that online. There are some websites that are very pinpointed.” The other frequently chosen non-print resource was video, although its ranking had more variation.

The SMCR Questionnaire included an open-ended question that asked the teachers, “How do your students access information for school assignments?” The responses from this question were coded by the researcher according to common themes in the responses, and served to further verify the results of question 1. Of the forty-eight separate resources mentioned, the use of computer resources was identified twenty-five times, as shown in figure 2.



Also related to the use of resources, SMCR Questionnaire question 5 asked, “How do you currently use the school library media center resources as part of your instruction?” Respondents were asked to circle all that apply. As shown in figure 3, the most-frequent choices were: formal research assignments and projects (63 percent), and general fact-gathering (58 percent). The next question followed up by asking, “When your students use print books from the school library media center, do they generally need to read the entire book, or need to find information from within the resource, but not read the entire book?” Ninety percent of the respondents stated that their students do not need to read the entire book.





The social studies teachers who were interviewed talked about the difficulties presented by the amount of information available to students, and indicated they often help students wade through it all. Suzanne said, “I believe that we need to guide, with either pre-selected sites, which is what I normally do, and then I create the activity. I want you to take that information and do something with it.” Megan, a teacher who frequently uses the library resources, stated, “We try to do discussions...have them read documents and discuss documents, looking at different types of primary sources.” The only mention of reading entire books as part of instruction came during a discussion of an American studies class that is team-taught with an English teacher for both English and social studies credit. In this case, the novel was read as part of the class and used as a resource for further study about American history.

### ***Impact of Resource Format***

The SMCR Questionnaire presented characteristics related to both print and electronic resources and asked participants to rank order the characteristics according to their importance. As shown in table 1, the results indicated that teachers felt the most important factor in students’ use of a resource was “ease of use.” Forty-two percent of the respondents chose this as the top priority. The majority of the respondents (60 percent) ranked format (print or online) as the lowest priority.

**Table 1. Importance of traits related to resources (in percent).**

	Ease of Use	Reliable	Availability	Accuracy	Current	Appropriate	Format
Rank 1	42	15	8	19	19	15	0
Rank 2	8	33	19	19	4	8	8
Rank 3	8	7	23	15	22	19	8
Rank 4	12	15	19	22	15	12	0
Rank 5	8	19	23	11	11	12	8
Rank 6	23	4	4	15	15	23	16
Rank 7	0	7	4	0	15	12	60

However, when asked which format best supports research as part of their instruction, the overwhelming majority (81 percent) answered “electronic” (see table 2), and, when asked which format is used the most for students’ research, all respondents answered “electronic.” This finding seems to contradict the responses to the rank-ordered question mentioned above for which teachers ranked format as the least important trait of a resource.

**Table 2. Best format for the task (in percent).**

Question	Print	Electronic	Both
Best supports reading	21	75	4
Students use most for reading	44	56	0
Best supports research/information retrieval	15	81	4
Students use most for information retrieval	0	100	0

Some of the comments from participants of the questionnaire included, “Kids will look at quality print materials if they are put in front of them.” Also, “I don’t necessarily ‘require’ them to use a specific resource. I do, however, encourage my students to use the most reliable and most accurate resource.”

The interviewed teachers mentioned resource format extensively. For example, Megan said, ‘If I force them to use a book, they’ll use books to do research. But they would prefer to be on the Internet. They’re much more comfortable surfing that way.’ She followed up by saying:

*I don’t know what it is about the books. They don’t recognize that as being a useful way of getting information, or they don’t know how to use it—I’m not sure where their hang up is, but they will automatically go to the computer.*

Peyton, who was interviewed at the same time, agreed, “Absolutely. Every one of them [will use online sources] if you don’t require it [use of hardcopy print resources].

However, when asked which format teachers saw students using for reading, results were mixed. In the results of the SMCR Questionnaire, print and electronic were not vastly different, with 44 percent stating that students used print materials, and 56 percent indicating electronic materials were read most. One teacher speculated, “Print now; electronic in the near future.” In the interviews, the teachers reported seeing more of their students using print books for reading. When asked which format they saw their students reading, Megan said, “Most of mine are print books still. I have a couple of kids who are carrying some sort of electronic reader or laptop.” Peyton agreed, “Yeah, it’s print books. When they’re reading for English too, when they’re sitting in my room reading, it’s print books.” In response to the same question Abby said, “Print books are all I see.” Suzanne also stated that her students used print books for reading while in her classroom.

### **Teaching Strategies**

Since all four of the teachers interviewed were from the same department in the school, it was not surprising to hear that many of them use similar strategies and work together on new ideas for teaching. One theme that emerged from the interviews was the idea of making connections. Megan said she works hard at “getting them to see what’s going on around the world—what’s really going on around the world as opposed to just concepts.” Peyton agreed, “Because it’s all the practical knowledge they can apply to their real lives. They really like that kind of stuff.” When asked about specific teaching strategies, Peyton stated she used strategies that included “a lot of looking at documents, analyzing them, connecting them to larger concepts.” Abby used similar styles:

*I call it “feet on the ground” or real-world application, so that even though we’re learning all this vocabulary, this theory, and what’s going on everywhere else, we always try to connect it to something that’s going on here.*

When asked to describe her teaching style, Suzanne said, “Crazy! High expectations, critical thinking, emphasis on making connections. Opposite of the standards.” It is apparent through all the responses that the teachers value students’ being able to connect the subject being taught to their lives to clearly demonstrate that they understand the concepts.

Another idea common to all teachers’ styles was the interactivity of their lessons. Megan talked about one specific course structure that allowed her “more freedom to let them engage with

material. Like we do map analysis and they do far more activities in class. It's a whole bunch of different things...photo analysis, map analysis, reading stuff." She also said she would:

*Have them read documents and discuss documents, looking at different types of primary sources. I try to bring in art; I try to bring in advertisements—more-visual type things to analyze and discuss in class. We do some small-group investigations.*

Peyton mentioned, "We do lots of projects. We wrote big papers, and we did a campaign project, which was more hands-on fun." Abby talked about the reasons for making lessons interactive. "Unless they play with those facts, they don't get it. Once again I can tell them this is what happened. But if we act it out, [they] might get it." Within the varied teaching styles, the teachers provide opportunities for the students to interact with the material for deeper understanding.

### ***Library Resource Provision***

The Collaboration Questionnaire (Appendix B) asked the eight teachers who had collaborated with the school librarians during the current semester to identify the types of resources that were available for the assignment. All five of the teachers who responded reported that websites and print materials were available. In question 3, respondents selected these resources, along with online databases, most frequently as the most beneficial to student learning in the assignment. Additionally, question 2 asked the teachers to rank the resources in the order they were used most by the students for the assignment. Websites were chosen most often as the materials used by the students. The teachers indicated that the resources that were required for the assignment were available, and the majority strongly agreed that the information was reliable (80 percent) and accurate (60 percent). Comments in the open-ended section of the questionnaire included "wide variety of access," and "relevant." Data from the Collaboration Questionnaire indicated that the five respondents were satisfied with the resources provided for the assignments.

One theme that emerged from the interviews was related to the amount of time it takes to find quality materials that are appropriate for instruction. Many of the questionnaire respondents said they found most of their resources on their own, spending a lot of time searching for the right material. When talking about the type of materials that motivated the students, Megan said, "They like that stuff, which is completely unnecessary but takes some digging to go find that kind of stuff to share with them." Later, when talking about a class in which she tends to lecture more she added, "I still manage to use a lot of different resources. It's just digging them up that is the bigger problem." Peyton said, "It's a lot of searching. Sometimes you get lucky, and you get them from other people, but it's a lot [of searching]." She said, "That's the most time-consuming part of what we do, probably, is finding the good stuff to use." Peyton also talked about the outside reading she and the other sociology teacher do during the summer to keep current in the subject. "We probably read four to five books between the two of us each summer just to keep up-to-date." When talking about finding new digital-video resources to use in the classroom, Suzanne said, "I must have watched twenty hours of stuff that was not any better than the old stuff I had." All of the interviewed teachers mentioned the amount of time they spent looking for resources.

Time was of particular concern when it came to assimilating new resources into the curriculum. Peyton said, "During the year y'all find these great new things. I simply don't have the time to process them or design an activity to use them." She went on to say, "I just haven't had time to

digest most of what's out there, much less see how it could be applicable in my classroom.” Similarly, Abby said, “I just think there's an awful lot out there that I don't have a clue about. And it almost seems too big for me to figure out how to attack it.” She later said, “It's not that I don't want to do this—it's just the time it takes.” She also said, “I have more resources now than I ever had, so I'm almost overwhelmed with what's out there that I don't always feel like I know how to utilize.”

The teachers seemed greatly concerned with the amount of information they are expected to cover during the semester, and the time needed to adequately cover the material. Suzanne stated, “When you have ninety minutes a day, there's not one day that we have not agonized over every twenty-minute activity.” A concern for Abby was “not feeling like I have the two extra days to be able to do some little corner to beef that up.” She summed up the problem for her subject by saying, “Since history doesn't get shorter, they don't kick out anything, but they give us lots more to cover.” Megan mentioned “the sheer amount of stuff you gotta cover,” while Peyton added, “We're still both restrained by the amount of curriculum we have to get out there.”

These concerns over time and use of resources led to reasons the teachers did not use the library resources more often. Abby described problems associated with activities in which she would use the library resources:

*There's not a lot of extra time to do some of that supplemental stuff that actually would help them remember certain things. And those would be the kind of projects I would probably use the media center more with. I just feel like there's not enough time.*

Peyton lamented, “Sometimes I think, ‘Ooh, that would be such a great project,’ but I don't have time.”

When asked about ways the school library helps support instruction, the teachers were clearly split according to their current use of the library. Peyton, a non-user of the library, said:

*I know for me sometimes it's not clear. If I wanted your help in designing blank, how much is your role to do and how much is my role, to provide all that and you just pull the sources. I think there's just lack of clarity.*

On the other hand, Megan, a frequent library user, said, “I think you all have been wonderful as far as I needed travel-type books and they've been acquired. I feel the library meets my needs.” Megan went on to talk about her frequent library visits. “I'm parked in there...at this point I feel like I can come in and be like, ‘do this’.” Since these two teachers were interviewed together, Megan then started generating ideas for future library use. As the curriculum leader for the department, she went on to invite the librarian (researcher) to a department meeting to discuss options for curricular support.

The interviews with the other two teachers followed similar patterns. Abby, a frequent library user, talked about the support she already receives from the library, including physical resources as well as human resources—the librarians. “I can just dump a whole lot of what I need to do on you because I kind of have an idea about what you can do, or that you'll tell me you can't.” She went on to add, “I don't know the dimensions of what's available. I feel such a comfort of being able to be directed toward it.” Suzanne, a non-user of the library, wondered about resources the

library might be able to acquire. “Electronically, I think we could have some more resources, like I tried to get a couple of those sociology journals electronically...It would help me and save me lots of time.” As a non-user of the library, Suzanne was not familiar with the currently available resources related to her subject area.

### *Use of Textbooks*

One unexpected theme that surfaced in the interviews was related to the use of textbooks as part of instruction. The teachers who were interviewed stated that they do not rely heavily on the use of textbooks, but use them as a supplemental resource. When talking about how resources were used in Peyton’s and Megan’s classrooms, Peyton said, “I think both of us probably use textbook reading only as background knowledge that they do on their own.” Peyton and Megan went on to describe other resources they used for readings, and Peyton added, “We design activities based around those readings because the textbook is like, ‘Here’s the definition of this word’.” She also said, “Neither of us ever assigns questions at the end of a chapter, nothing like that.” In her interview, Abby similarly stated, “I rarely give them questions to find out of the textbook, rarely in class, because I’m there, so why would I give them that kind of assignment then?” She described how she sometimes used the textbook. “I try to condense it a little bit; try to make sense of it; give them a more-condensed version, maybe with some notes.” When asked if she saw a future without textbooks, Suzanne described herself as already “textbook-less,” and said, “Higher-order thinking is not in the textbook.” She then showed a cabinet filled with print resources she had collected through the years and described how she includes those resources in her instruction in place of the textbooks provided through the school division (district). While textbooks may not normally be considered library resources, it was interesting to note the common theme among all of the interviewed teachers: They rely on resources other than the textbook for instruction.

## **Discussion**

### *Discussion and Implications for Practice*

The results of this study clearly show that the teachers in the sample use both electronic and print materials, but rely heavily on online content and resources. However, the results indicate that the teachers do not always rely on the school library to provide the support that is available. This find-it-myself attitude may not be a reflection on the usefulness of the collection, but an indicator of a mindset within the culture of the school. The teachers in the sample indicated they are overwhelmed by the amount of material to cover in the curriculum, as well as by the amount of material available to them as resources.

The results offer some direction to the school librarians for ways in which the teachers can be supported. One way in which the school librarians can provide support is by making the resources easily accessible to the teachers and to the students. The results showed ease of use to be an important factor in the use of resources, whether print or electronic. The school librarians should take this factor into consideration when providing access to materials.

Another means of supporting teachers is in the area of resource management. The results indicate that teachers are overwhelmed by the amount of information available and do not take advantage of new resources due to lack of time required to organize the information for later integration



into lessons. The school librarians can assist in this effort by providing suggestions of existing lessons in which the resources could be varied and new materials could be included without taking time away from other important lessons. This type of collaborative lesson would include the teacher and the school librarians, and provide support for the teachers without adding more to their already-full plates.

One of the teachers in the interviews had been in the school for her whole career, and did not know what to expect from a collaborative relationship with the librarians. To open the door to collaboration with a teacher like this one, the school librarians should make an opportunity to provide examples of lessons that were collaboratively planned and implemented with other teachers in the school.

From the interview data, it is clear that the teachers in the Social Studies Department use a large number of electronic and digital-video resources to keep their course content current. The resources they are not using are online databases that are available through the library. The school librarians' goal should be to gather the database resources that will be most helpful for specific course content and make those resources easy to access, perhaps through a department-specific portal. Additionally, the school librarians should conduct an analysis of the collection for specific courses and curricula, possibly beginning with the subject areas of the teachers involved in the interview process. This information could then be shared with these teachers in a manner that would permit them to easily incorporate the materials into instruction. Suggestions for collaborative lessons could be made at the same time. The collection-development plans discussed by Jim Agee (2005), Michelle Emanuel (2003), and Lesley S. J. Farmer (2002) would provide guidance in this evaluation. Likewise, collection-mapping strategies would help guide the analysis of the collection to provide resources that are needed by all users in the school (Howard 2010; Loertscher 1996; Young 2010).

The school librarians should take the results of the study into consideration as they plan the future of the library collection and develop various sections of the collection. The results indicate that the librarians should take a strong look at the online resources that are provided to the school community and the ways in which these materials are accessed. An analysis of the collection would reveal the currency of resources and the subject areas in which materials are available. Consideration should be given to including more digital resources that are informational and content-specific. At the same time, care should be taken to ensure that all resources, regardless of format, are easy to access.

### ***Limitations***

Many of the limitations of this study revolved around the timing of the survey's implementation, which may have affected the sample size. To take advantage of the full year of teachers' experiences, the survey was given to participants at the end of the school year. However, with exams, final grades, and other end-of-the-year activities, this is a busy time for teachers. It is likely that timing contributed to the low response rate for questionnaires.

It was interesting to note that the largest percentage of responses came from science and math teachers, even though teachers in these two subject areas do not have an established pattern of using library resources as often as do teachers in other subject areas such as English and social

studies. Most likely, teachers in these departments were encouraged by their curriculum leaders to complete the questionnaires and return them before leaving for the summer.

The initial plan was to conduct each interview separately. However, Megan and Peyton asked to be interviewed together. Since these two teachers represented different levels of library use, the researcher was concerned about interviewing them together. To ensure the comfort level of the teachers so they would be willing participants, the researcher decided to agree to their request. While this dual interview could have been a limitation in the study, the discourse between the interviewer and the two teachers allowed for a rich discussion that may not have resulted from individual interviews.

The design of the questionnaires was another limitation of the study. Since the decision was made to design a questionnaire with a variety of question types, it was difficult to analyze the results in a manner that would allow for comparison of data. This variety of question types also made determining the validity of the responses through statistical analysis difficult. No pilot test was conducted to establish the validity and reliability of the researcher-designed questionnaire although feedback had been obtained from educators outside the school.

### ***Threats to Transferability and Reliability of Interview Results***

The extreme-case sampling method used for selecting participants for the interviews led to a threat to external validity because the results of the interviews cannot be generalized to teachers who do not have the characteristics of the teachers interviewed. Additionally, the results cannot be generalized to teachers in other subject areas. Additional interviews could be done in other subject areas to allow greater generalizability. Likewise, the study could be conducted within another school in the division to allow for greater generalizability of the results. Changes in the personnel and goals of the school library program in recent years are still changing the culture of the school library, which led to the researcher's interest in conducting this study. Replicating the study in future years and including teachers who were not part of the old culture of the library program would decrease history's threat on external validity.

Selection is a threat to internal validity in this study because teachers self-selected to participate in the study by their return of the questionnaires. Those who returned the questionnaires could have been inherently different from the larger population, a circumstance that would affect the results. Teachers could have been motivated to participate based on a strong opinion for or against the school library program. This threat could have been minimized by randomly selecting teachers from the population to serve as the sample.

## **Future Research**

This study provides avenues for future research related to the content and access of the library collection. The next logical step is to conduct a similar study of student perceptions of the school library collection to find out what resources the students are using and how they access information. The school librarians could also analyze library-usage data, such as circulation statistics, and observations of teachers' and students' use of resources within the library. This information would add to the current data about the types of resources used in this school library.

Of particular interest in the current electronic age is the use of electronic resources as compared to print resources. A larger study into how students use various formats would provide guiding information not only for management of current school library collections, but also for development of new school libraries. Data from this type of study could guide decisions about the core collection for a school library.

A separate research idea that came out of this study is related to the use of textbooks in the current high school curriculum. In the current economic climate, budgets may not allow for purchasing new textbooks. Data from the small sample in this study indicates that textbooks may not be used as heavily as they were in the past. It would be interesting to study this idea to determine if this is a trend in the larger population and in other subject areas. If the use of textbooks is indeed changing, this may be an area in which school districts could reexamine their budget allocations.

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# Appendix A

## School Media Center Resources Questionnaire – To All Faculty

### Current Use of Resources

1. What types of resources do you currently use in your delivery of instruction? (circle all that apply)
  - a. Print (books, encyclopedias, magazines, etc.)
  - b. Online databases available through the school (Gale, eLibrary, Worldbook Online, CultureGrams)
  - c. Websites open to the general public
  - d. eBooks or digital books (books available digitally either through the library or another source)
  - e. Videos
  - f. Other (please specify) \_\_\_\_\_
  
2. Other than textbooks, which of these categories of **print materials** do your students use as part of your class assignments? Rank order in terms of the amount of time each area is used. (1 = most often)
  - \_\_\_ Fiction (novels, picture books, short stories, etc.)
  - \_\_\_ Non-fiction (informational books, poetry, etc.)
  - \_\_\_ Biography
  - \_\_\_ Reference (larger informational books, encyclopedias, atlases, dictionaries, etc.)
  - \_\_\_ Periodicals (magazines, newspapers, journals)
  - \_\_\_ Primary source documents (letters, documents, etc.)
  - \_\_\_ Other (please specify) \_\_\_\_\_
  
3. Other than textbooks, which of these categories of **non-print materials** do your students use as part of your class assignments? Rank order in terms of the amount of time each area is used. (1 = most often)
  - \_\_\_ Online databases available through the school (Gale, eLibrary, Worldbook Online, CultureGrams)
  - \_\_\_ Websites chosen by the teacher
  - \_\_\_ Websites chosen by the library media specialist
  - \_\_\_ Websites chosen by the student
  - \_\_\_ eBooks (books available digitally either through the library or another source)
  - \_\_\_ Videos
  - \_\_\_ Other (please specify) \_\_\_\_\_
  
4. What percentage of your instruction depends on the textbook? \_\_\_\_\_
  
5. How do you currently use the school library media center resources as part of your instruction? (circle all that apply)
  - a. Independent reading for students
  - b. Assigned reading for students
  - c. Formal research assignments/projects
  - d. General fact-gathering
  - e. Professional learning/lesson development
  - f. Other \_\_\_\_\_

6. When your students use print books from the school library media center, do they generally
- Need to read the entire book
  - Need to find information from within the resource, but not read the entire book

7. How do your students access information for school assignments?

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8. Rank (from a high of 1 to a low of 7) the following according to what you believe to be their importance for your students' use of both print and non-print resources

- \_\_\_ Ease of access
- \_\_\_ Availability
- \_\_\_ Accuracy
- \_\_\_ Reliable information
- \_\_\_ Current
- \_\_\_ Appropriate for my students
- \_\_\_ Format (print or online)

9. Does the current school library collection meet the needs of your curriculum?
- Yes
  - No

### **Independent or assigned reading**

10. Which format do you believe best supports independent or assigned reading as part of your instruction?
- Print
  - Electronic

11. Which format do you see students using most for reading (independent or assigned)?
- Print
  - Electronic

### **Research or information gathering**

12. Which format do you think best supports research or information gathering as part of your instruction?
- Print
  - Electronic

13. Which format do you see your students using the most to gather information?
- Print
  - Electronic

14. When your students are researching for your class assignments, do you *require* them to use print resources?
- Yes
  - No
  - Sometimes

15. When your students are researching for your class assignments, do you *require* them to use online or electronic resources?
- Yes
  - No
  - Sometimes

If you have any additional comments regarding the information in this survey or would like to clarify any of your responses, please write here:

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**Demographic Information - No personally identifying information will be used in study reports.**

**Please indicate the following:**

Number of years teaching, including this year.

- 1  
 2–3  
 4–5  
 6–10  
 over 10

Which subjects areas have you taught in your career? (Check all that apply)

- Business  
 English  
 Fine Arts  
 Math  
 Physical Education  
 Science  
 Social Studies  
 World Languages  
 Other – please specify \_\_\_\_\_

Which grade levels have you taught in your career? (Check all that apply)

- PreK–5  
 6–8  
 9–12  
 College

OPTIONAL: Which subject area(s) do you currently teach? \_\_\_\_\_

**Thank you for taking the time to complete this survey. Your responses are very important as we work to provide the best resources to support your instruction.**

## Appendix B

### Support of collection – Follow-up to use of library resources as part of a lesson

1. What types of resources were available for your class to use in this assignment? (circle all that apply)
  - a. Print books
  - b. Print periodicals
  - c. Online databases
  - d. Websites
  - e. Videos
  - f. Audio/podcasting
  - g. Other \_\_\_\_\_
  
2. Which resources did you see students using the most?  
(Rank order, from 1 as the most important to 6 or 7 as the least important)
  - \_\_\_ Print books
  - \_\_\_ Print periodicals
  - \_\_\_ Online databases
  - \_\_\_ Websites
  - \_\_\_ Videos
  - \_\_\_ Audio/podcasting
  - \_\_\_ Other \_\_\_\_\_
  
3. Which resources do you think were most beneficial for student learning in this assignment?  
(Rank order, from 1 as the most important to 4 or 5 as the least important).
  - \_\_\_ Print books
  - \_\_\_ Print periodicals
  - \_\_\_ Online databases
  - \_\_\_ Websites
  - \_\_\_ Other \_\_\_\_\_
  
4. If you required specific resources, were they available?
  - a. Yes
  - b. No

**Please respond to the following statements about the print resources (books, periodicals, etc.) available for students to use in this assignment.**

**(Circle one: SD = Strongly Disagree, D= Disagree, A = Agree, SA = Strongly Agree)**

5. The print resources contained up-to-date information.

SD                      D                      A                      SA

6. The print resources were in good condition.

SD                      D                      A                      SA

7. The information in the print resources was appropriate for my students

SD                      D                      A                      SA

8. The information in the print resources was accurate.

SD                      D                      A                      SA

**Please respond to the following statements about the electronic resources (websites, databases, etc.) available for students to use in this assignment.**

**(Circle one: SD = Strongly Disagree, D= Disagree, A = Agree, SA = Strongly Agree)**

9. The students did not report trouble accessing the resources.

SD                      D                      A                      SA

10. The resources were easy to navigate in order to find the needed information.

SD                      D                      A                      SA

11. My students could rely on the information to be there when they accessed the resource.

SD                      D                      A                      SA

12. The information in the resources was accurate.

SD                      D                      A                      SA

13. The resources were appropriate for my students to use in this assignment.

SD                      D                      A                      SA

14. Resources thoroughly covered the topic of the assignment.

SD                      D                      A                      SA



## **Comments**

What did you like about the resources provided for this unit?

Were there resources missing that would have helped support this unit?

**Thank you for your time!**

# Appendix C

## Interview Protocol

The school library media center collection exists to meet the needs of the curriculum currently taught at the school. The library collection includes fiction and nonfiction print resources, such as books and periodicals, as well as electronic resources, such as databases and websites. As budgets become tighter and curriculum accountability increases, it is becoming increasingly important to know how well the library collection supports your teaching and student learning.

As part of my research, I am conducting interviews with teachers who have used the library collection recently and with teachers who have not used the resources recently. The purpose of this interview is to explore how you and your students use the resources with your classes and to determine if you believe that the resources currently available from the library adequately support the needs of the curriculum and the students. If you do not currently use the resources, this interview will help me better understand how the library might better serve your needs.

The results of this interview will help me understand how you use the current school library collection and how it can be improved. The information will be combined with information gathered from the recent surveys, and I will write a research report based on the results, and present the findings and further suggestions at the American Association of School Librarians national conference in November. The aggregated results will be made available on the media center SharePoint site when the study is completed.

The contents of this interview have been discussed with administration and have received administrative support. Your participation in this interview is voluntary, and your responses will be kept confidential. The interview will last less than an hour. I will be recording the interview so I can review it at a later time, and I will be taking notes as we talk. Do you have any questions about the process before we begin?

Thank you for your willingness to answer the survey questions. In addition, if you have any comments or concerns after we complete the interview, please contact me. Remember, your participation is voluntary, and you may choose to stop the interview at any time.

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I am willing to participate in this interview. I understand that my responses will be kept confidential and that I may stop the interview at any time.

Name: \_\_\_\_\_

## **Interview Questions for Semi-Structured Interviews**

1. Tell me about your curriculum. What subject do you teach? What is your favorite part of the curriculum? What do your students like the most?
2. Tell me about your teaching. How long have you taught? What subjects have you taught? What grade levels?
3. Describe the types of lessons you teach that require the students to use resources other than their textbooks or classroom materials.
4. Where do you usually go to find the resources?
5. Where do your students usually go to find resources?
6. How do students use resources when they are doing research or looking for information?
7. For assigned or independent reading, do you see students using print books or online books?
8. For research, do you see students using print resources or online resources?
9. In your teaching career, have you seen any changes in the way students access information?

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