



Response to Consolidated State Plan Under the Every Student Succeeds Act (1)

Section 3: A: Academic Assessments

Many licensed school library media specialists teach enrichment classes for students within the gifted indicator. Numerous studies found that schools with licensed school librarians experience higher reading and writing scores (e.g., Colorado 2010, South Carolina 2014) regardless of socio-economic level, racial/ethnic composition or disability status. Because of the licensed school library media specialist's knowledge of vertical connections in curriculum, school library media specialists are essential in every building to support, extend, and enhance student learning. Differentiation is the hallmark of a highly effective school library program.

Section 4: Accountability, Support and Improvement for Schools

4.1A

We have data that strongly supports how highly effective school library programs raise student achievement. Having a highly effective school library program that consists of the following: licensed school library media specialist, paraprofessional assistant, and current and relevant resources that support the curriculum should be an Indicator on the State Report Card.

5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement

Because of their instructional role, School Library Media Specialist (K-12) should be included in the category of Endorsements and evaluated with a tool that recognizes the unique role of the licensed School Library Media Specialist within the context of a highly effective school library.

5.1 Educator Preparation in Ohio

Knowledge of what highly effective school library programs are able to do to promote equitable access to content should be a crucial part of educator preparation programs, both for classroom and administrative personnel.

5.2.iii Support for Educators: Targeted Feedback

Licensed school library media specialists lead, teach, and support their school and district's goals through professional practice and programs. Because of their instructional role in multiple literacies (e.g., technology, information, media) licensed school library media specialists should be included in the **Title II Part A** funding which will enable them to serve a valuable role for highly focused, job-embedded, and sustained professional development. According to the 2009 School Library Impact Study "where teachers experience licensed school librarians as instructional colleagues and technology integrators, students are more likely to excel academically."

6: Supporting All Learners

6.1A Licensed school library media specialists should be included as a literacy support person in Ohio's Early Literacy Plan and Ohio's Third Grade Reading Guarantee. Licensed school library media specialists and highly effective school library programs help students transition into school by providing welcoming,

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supportive, literacy-rich environments where students can enjoy reading and learning. In addition, with the additional training and time, licensed school library media specialists can be valuable partners in the existing K-3 reading intervention requirements for students not reading on grade level. Research indicates that helping students find reading material that is engrossing and interesting provides the motivation for students to gain reading skills.

6.IB

Because of the importance of information literacy, which includes inquiry, research competence and the ethical use of information, as well as media and technology literacies, Ohio's Library Guidelines should be overhauled and revised as Library Learning Standards.

6.2A1 Program-Specific Requirements

Data shows that a highly effective school library program improves academic performance for subgroups including economically disadvantaged, English learners, and minorities. The presence of an effective school library program staffed by licensed school library media specialists should be considered a key "differentiator" between more successful and less successful schools. Evidence in study after study confirms this. Access to Title IA funds would help to reduce resource inequities and provide additional training for licensed library media specialists, a powerful but often untapped resource for school improvement.

6E

Licensed school library media specialists should be regarded as a resource for Title IV Part B funding. Licensed school library media specialists are uniquely suited to lead the effort in applying for competitive grants because of their expertise and access to strong learning networks.

6Eii

Extending the 21st Century Community Learning Center Grant to highly qualified school libraries would enable licensed school library media specialists to provide extended hours that would support enrichment and college and career readiness activities by providing access to materials, tools, and technology. In addition, such funds would enable school libraries to stay open for extended hours in order to support these initiatives, as well as provide opportunities for licensed school library media specialists to receive and lead professional training for teachers, parents, students, and community members.

Works Cited

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Lance, K., L. Wellborn, and C. Hamilton-Pennell.(1993). *The Impact of School Library Media Centers on Academic Achievement*. Denver: Colorado State Dept. of Education, State Library and Adult Education Office, 1993.

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