

**Capitalizing on the School Library's Potential  
to Positively Affect Student Achievement**

**A Sampling of Resources for Administrators**

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## **A Sampling of Resources for Administrators**

### **Table of Contents**

#### **Introduction**

#### **I. Evidence That Quality School Library Media Programs Positively Affect Student Achievement.**

A chronological listing of a half-century's research on the impact of library media programs on student achievement.

#### **II. Evidence and Arguments that Collaboration Pays Dividends.**

A sampling of library research and argument demonstrating that collaboration is essential in maximizing the positive impact of library media programs on student achievement and school success and some material on the nature of workplace collaboration.

#### **III. Evidence and Arguments That Administrative Leadership is Key in Developing Quality Library Media Programs**

A collection of articles demonstrating the role administrators have to play that might be useful in encouraging administrative commitment.

#### **IV. General Use Websites**

This is a small and non-specific collection of websites that could be of substantial use in gathering additional information when crafting a persuasive presentation.

#### **V. Persuasion Resources**

A sampler's collection of websites, prepared presentations, and written material that can be used in efforts to convince boards of education, faculty, parent groups, and business partners that the library is not only a good investment but a necessary one.

## INTRODUCTION

Reconceptualizing the library as an instrument of school improvement takes some doing. Trying to alter perceptions and practices built and sustained over generations is a formidable task. It requires, as Ross Todd puts it, "a fundamental shift from thinking about the movement and management of information resources ... to a key focus on knowledge construction."<sup>1</sup> It requires thinking of the library as an academic investment rather than a cost, of the library as a part of rather than apart from the classroom, and of the librarian as a line member of the teaching staff rather than an adjunct to it.

It often is easy to overlook the library as a contributor to school improvement, simply because it has never been thought of in those terms. While reformers argue widely that research shows certain things about certain practices, library research most often is not included in the discussion. It's not that educators actively set out to deny librarians their proper role in school improvement, it's just that they have never been schooled to think of libraries when they think of school reform. There's an irony in seeing administrators and teachers attend workshops on school effectiveness and change, but not recognize the relevance of successful school library programs simply because libraries are not discussed in those workshops.<sup>2</sup>

As the trend toward data-driven decisions grows in the school setting, evidence should become more important than habit. If participants from this conference go home with the intent of convincing their boards and colleagues to more closely examine the library's potential, they will need ideas and evidence to excite interest. School board members who control funding and policy, and administrators who control schedules, budgets, staffing, and evaluation, will need to glimpse what libraries might be able to contribute in their own districts and buildings before they will be able to think about changing standing structures and expectations.

There isn't space here to provide a comprehensive catalogue of materials that can be used in presenting the library's case, let alone provide the materials themselves. There is, however, sufficient space to provide some leads. One of the good things about working with librarians is that they have the knowledge and skills to locate, access, organize and present the information needed to persuade others.

This small collection of material listings is offered as a starting point for rethinking the library. This list mixes primary and secondary sources, but all of the secondary works listed are research-based and contain bibliographies that will allow backtracking to original sources. The secondary sources also allow convenient access to research review summaries. Your school library media specialist can find these materials in full-text either on the Internet or in a day's time at a local university library. The ideas

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<sup>1</sup> R. Todd, Transitions for Preferred Futures of School Libraries: Knowledge Space, Not Information Place; Connections, Not Collections; Actions, Not Positions; Evidence, Not Advocacy. A keynote address at the 2001 International Association of School Librarianship (Auckland, New Zealand, July 2001).

<sup>2</sup> A. E. Hambleton and J. P. Wilkinson, The Role of the School Library in Resource-Based Learning: (SSTA Research Centre Report #94-11; 2001 publication). Available at <http://www.ssta.sk.ca/research/instruction/94-11.htm>

and evidence they contain can become the raw material from which to craft persuasive arguments for library investment and expanded librarian responsibility.

## I. Evidence That Quality School Library Media Programs Positively Affect Student Achievement

The evidence that quality school library media programs positively affect student achievement has not just emerged in the past few years. In fact, we have research reports spanning more than five decades indicating the power of library media in student learning. The problem has been that school librarians, like most professionals, write for each other and are published in the journals that describe their own field. They similarly present to each other at conferences attended almost exclusively by participants drawn from their own ranks. The result of looking inward -- instead of sharing research results where they will be seen by the board members and administrators who could operationalize their findings -- has been to cover the light of library contribution.

As LaVerne Ireland points out,

The problem is not lack of proof of the need for inclusion of professional school library services in any effort to provide adequate education, but a pervasive lack of awareness of this proof. Neither teachers nor administrators nor board members read such research. Parents, in most cases, do not even know that this kind of research is done and that its reports are publicly available. Many people confuse librarians with circulation clerks, and libraries with book warehouses, and therefore do not think of seeking out research into library effectiveness.<sup>1</sup>

One of the best sources available at the moment for an overview of the research on the library's impact on student achievement is LaVerne H. Ireland's The Impact of School Library Services on Student Academic Achievement: An Annotated Bibliography, Fifth Edition (2001; ERIC Document Number ED 450 807). Unfortunately as useful as the ERIC system is, relatively few items in its ever-growing collection are easily available full-text over the Internet. There are a few systems that provide full-text access to some portion of the ERIC database,<sup>2</sup> but they are expensive and are not, at least as yet, in general use. A copy of this 33-page bibliography can be ordered from ERIC or a photocopy can be obtained at a university library. In the meantime, the bibliography below is offered to conference participants as a foundation from which evidence may be drawn when crafting arguments to present to boards, administrators, faculties, and others.

The list that follows is a chronological rendering of some of the evidence produced in the last fifty years. No one study, of course, is conclusive -- and most of the works have been correlation studies. Causal relationships cannot be unequivocally proven through correlation.<sup>3</sup> Correlational research attempts to identify relationships among variables and the degree to which those variables are associated with one another. While such studies cannot flatly prove the causes of the relationships they identify, the probability of cause and effect is strengthened if the same correlations appear in multiple settings over time -- the situation that prevails here. The fact that the same correlations have been identified across so many settings and so many years argues both the likelihood of cause-and-effect and the need for continued investigation.

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<sup>1</sup> L. H. Ireland, The Impact of School Library Services on Student Academic Achievement: An Annotated Bibliography, Fifth Edition (2001; ERIC Document Number ED 450 807), p. iv.

<sup>2</sup> *E\*Subscribe* is an example, providing full-text access to most 1996 and later ERIC documents through pdf files.

<sup>3</sup> J. R. Fraenkel and N. E. Wallen, How to Design and Evaluate Research in Education (New York: McGraw-Hill, 1990).  
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- 1999 D. V. Loertscher and B. Woolls. Information Literacy: A Review of the Research – A Guide for Practitioners and Researchers (San Jose, CA: Hi Willow Research and Publishing).
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- 2000 K. C. Lance, M. J. Rodney, C. Hamilton-Pennell, How School Libraries Help Kids Achieve Standards: The Second Colorado Study (Denver: Colorado Department of Education). <http://www.lmsurce.com>
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## II. Evidence and Arguments that Collaboration Pays Dividends.

Library impact research demonstrates that collaboration is essential in maximizing the positive impact of library media programs on student achievement and school success. Unfortunately, both the organizational structure and the culture in most schools discourage collaborative efforts among faculty members. Conference participants wishing to promote increased collaboration in their schools may need to draw on a variety of material to use in crafting their arguments. The works listed below should be useful.

This sampling of resources is divided into three sections: (1) resources specific to teacher-librarian cooperation and collaboration, (2) resources relating to some deliberately targeted collaboration opportunities, and (3) resources regarding the general nature of workplace collaboration, especially in the school setting.

### Resource Materials

#### Teacher-Librarian Collaboration

Teacher-librarian collaboration is at the heart of effective library media practice. Research results indicate that students develop higher quality information literacy skills when instruction on those skills is integrated with subject matter studies, and an argument can be made that the learning of the subject matter itself is similarly enhanced.

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American Association of School Librarians and Association for Educational Communications and Technology, Information Power: Building Partnerships for Learning (Chicago: American Library Association, 1998).

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- J. Ormondroyd, Course Integrated Library Instruction: ERIC Digest (December, 1998). ERIC Document number ED 306 960. [http://www.ed.gov/databases/ERIC\\_Digests/ed306960.html](http://www.ed.gov/databases/ERIC_Digests/ed306960.html)
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### **Deliberately Targeted Collaboration**

One area of school librarianship often neglected in discussion of library functions is how the library and librarian can assist in helping particular populations in the school, both directly and through working with other faculty members. Thinking about targeted library services and operations can help broaden the way we think about school libraries in general and about the role of the school library media specialist in particular.

This is just the smallest sample of ideas about alternative and extended library media services aimed at helping schools achieve particular ends that are closely tied to student achievement but are not restricted to classroom experience. These few items are offered only as thought provokers and discussion starters.

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- S. L. Bluemel, and R. H. Taylor, Current Status of Texas Library Media Specialists' Intervention With At-Risk Students. ERIC Document number 335 046 (1991).
- G R. Brown, At-Risk Students: How Do School Library Systems Respond? Paper presented at the annual meeting of the International Association of School Librarianship (Sweden, July, 1990). ERIC Document number ED 326 251
- R. B. Mendrinós, Using Educational Technology With At-Risk Students: A Guide for Library Media Specialists and Teachers (Westport, CT: Greenwood Publishers, 1997). Abstract available on ERIC Document number ED 411 796.

### Athletes

P. W. Turner, "Wrestling With Reluctant Readers," School Library Journal, vol. 40, no. 12 (December, 1994), p. 42.

### Beginning Teachers

D. B. Barron, "In the Beginning: Resources for School Library Media Specialists Helping New Teachers," School Library Media Activities Monthly, vol. 15, no. 2 (October 1998), pp. 46-50.

### Gifted Students

D. Abilock, "Librarians and Gifted Readers: Myths and Facts," Knowledge Quest, vol. 27, no. 5 (May/June 1999), pp. 31-32, 34-35.

### Latchkey Children

R. Cerny, "An After School Solution," School Library Journal, vol. 40, no. 11 (November, 1994), p. 42.

F. A. Dowd, "The School Library Media Specialist and Latchkey Children," School Library Media Activities Monthly, vol. 9, no. 2 (October, 1992), pp. 33-34, 47.

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### LEP/ESL Students

A. H. Filson, "Partnerships: Serving the English as a Second Language Students," Journal of Youth Services in Libraries, vol. 5 (Summer, 1992), pp. 399-406.

M. A. Dame, The Role of the School Library in Serving LEP/ESL Students. ERIC Document number ED 381 033.

### Multicultural Students

K. C. Nelson, Multicultural Education: How the Library Can Be of Assistance (Master's thesis, Pacific Lutheran University, 1993).

M. E. Shorey, An Investigation of Four Exemplary School Library Media Specialists and How They Incorporate Multicultural Literature Into the Curriculum (Doctoral dissertation, The Ohio State University, 1996).

### Students With Special Needs

- J. Murray, Enhancing the Skills of School Library Staff to Cater for Individual Student Needs. ERIC Document number ED 441 479 (1999). <http://www.ifla.org/IV/ifla65/papers/047-132e.htm>
- J. Murray, Meeting Diverse Information Needs: Students With Disabilities. ERIC Document number 437 058 (1999).
- C. L. Wesson and M. J. Keefe (Eds.), Serving Special Needs Students in the School Library Media Center (Westport, CT: Greenwood Press, 1995).

### Working With School Counselors

- M. White and P. Wilson, "School Counselors and Teacher-Librarians: A Necessary Partnership for Effective Schools," Emergency Librarian, vol. 25, no. 1 (September/October, 1997), pp. 8-13.
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### General Collaboration Resources

Collaboration is difficult to achieve in schools. The culture resists it and the organizational structure discourages it. These sources offer some insight into the challenges of fostering teacher collaboration with anyone.

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### **III. Evidence and Arguments That Administrative Leadership Is Key in Developing Quality Library Media Programs**

Administrative leadership is unquestionably a key factor in any school operation. Given, however, that a large proportion of principals and assistant principals are unaware of the library's potential for contributing to student achievement and school success, conference participants may need some evidence on which to draw if they try to convince their peers and subordinates that building administrators have critical roles to play in developing quality library media programs.

The references below identify studies that have demonstrated the importance of administrative support – most specifically, support by the building principal – in the creation and sustenance of highly effective library media programs.

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- J. B. Charter, Case Study Profiles of Six Exemplary Public High School Library Media Programs (Doctoral dissertation, Florida State University, 1982).
- P. A. B. Cruzeiro, Role and Function Attitudes of Public School Principals Regarding the Library Media Program (Doctoral dissertation, University of South Dakota).
- J. Donham, Enhancing Teaching and Learning: A Leadership Guide for School Library Media Specialists (New York: Neal-Schuman).
- Executive Summary: Findings from the Evaluation of the National Library Power Program (Madison, WI: University of Wisconsin at Madison School of Library and Information Studies and School of Education, 1999).
- V. S. Gehlken, The Role of the High School Library Media Program in Three Nationally Recognized South Carolina Blue Ribbon Secondary Schools (Doctoral dissertation, University of South Carolina, 1994).
- A. E. Hambleton and J. P. Wilkinson, The Role of the Library in Resource-Based Learning. SSTA Research Center Report #94-11. Available at <http://www.ssta.sk.ca/research/instruction/94-11.htm> 2001.
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- D. L. Hellene, The Relationship of the Behaviors of Principals in the State of Washington to the Development of School Library Media Programs, (Doctoral dissertation, University of Washington, 1973).
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- A. M. Lumley, The Change Process and the Change Outcomes in the Development of an Innovative Elementary School Library Media Program (Doctoral dissertation, Kansas State University, 1994).
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- A. McCracken, "School Library Media Specialists' Perceptions of Practice and Importance of Roles Described in Information Power," School Library Media Research, vol. 4, 2001. [http://ala.org/SLMR/wol4/perceptions/perceptions\\_main.html](http://ala.org/SLMR/wol4/perceptions/perceptions_main.html)
- D. Oberg, Principal Support: What Does It Mean to Teacher-Librarians? Paper presented at the annual conference of the International Association of School Librarianship (Worcester, England, July 17-21, 1995) ERIC Document ED 400 851. [http://www.slis.ualberta.ca/oberg\\_support.htm](http://www.slis.ualberta.ca/oberg_support.htm)
- D. Oberg, "The School Library Program and the Culture of the School," Emergency Librarian, volume 18, no. 1 (1991), pp. 9-16.
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- D. Oberg, L. Hay, and J. Henri, "The Role of the Principal in an Information Literate School Community: Findings From an International Research Project." In L. Lighthall and E. Howe (Eds.), Unleash the Power! Knowledge, Technology, Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Birmingham, Alabama (Seattle, WA: IASL, 1999).
- R. C. Pearson, A Critical Relationship: Rural and Small School Principals and Librarians (1989). ERIC Document Number ED 390 589.
- J. L. Powell, The Relationship of the Presence of District-Level Media Supervision to the Use and Availability of Media Services in Public Elementary Schools in Virginia (Doctoral dissertation, University of Virginia, 1992).
- J. I. Tallman and J. D. van Deusen, "Collaborative Unit Planning – Schedule, Time, and Participants, Part Three," School Library Media Quarterly,

- C. M. Townsend, The Principal's Role in Implementing "Information Power": The New National Guidelines for School Library Media Centers. (1988) ERIC Document Number ED 338 250.
- P.M. Turner, "The Relationship Between the Principal's Attitude and the Amount and Type of Instructional Development Performed by the Media Professional," International Journal of Instructional Media, volume 7 (1979-1980), pp. 127-138.
- M. Tyler-Porter, Media Specialists' Perceptions of Administration in Censorship and Access of Information in School Library Media Centers (Principals) (Doctoral dissertation, Georgia State University, 1997).
- J. D. van Deusen and J. I. Tallman, "The Impact of Scheduling on Curriculum Consultation and Information Skills Instruction, Part One," School Library Media Quarterly, vol. 22 (Fall, 1994), pp. 17-25.
- J. F. Watkins and A. H. Craft, "Library Media Specialists in a Staff Development Role: Teaming With the Principal for Instructional Leadership," School Library Media Quarterly, volume 16 (Winter, 1988), pp. 110-114.
- P. P. Wilson and J. A. Lyders, Leadership for Today's School Library: A Handbook for The Library Media Specialist and the School Principal (Westport, CT: Greenwood Press, 2001).

#### IV. General Use Websites

Conference participants will need current relevant information if they set out to craft persuasive arguments for enhanced library participation and investment. The list below offers a sampling of websites that could be of substantial use in gathering additional information about research, trends, programs, and comparative statistics.

<http://www.sldirectory.com/>

“School Libraries on the Web: A Directory.” This is a large and useful site housing a list of library web pages maintained by K-12 school libraries in countries all around the world. The content is varied and useful. The site is searchable. There also are links to four other pages of interest and use, including

- State Pages Relating to School Library Media Services. There are direct links to the school library media pages on each of the State Department of Education sites in the United States, Australia, Germany, and Great Britain. Each of those, in turn, has links to specific information, programs, statistics, and research.
- Web Pages Maintained by School District Departments of Libraries/Media Services. This page has links to specific school districts in the United States, Canada, and Great Britain that maintain web pages describing their services and operations. Each of those, in turn, has links to specific information, model programs, statistics, research and more.
- National Pages Relating to Library/Media Center Services. Links to a mix of pages – some are national government sites, others are to national organizations, others are to smaller organizations, others are to articles. The list includes Australia, Canada, China, New Zealand, South Africa, the United Kingdom, the United States, Zimbabwe, and a multinational listing.
- Resources for School Librarians. These resources are for librarians to use in teaching and in library administration.

<http://www.teacher.com/sdoe.htm>

This website offers direct links to all of the home pages of the 50 State Departments of Education and to the U.S. Department of Education.

<http://www.ala.org/aasl/resources/infolit.html>

A page of “Resource Guides for School Library Media Program Development” offered by the American Association of School Librarians (AASL).

<http://www.ala.org/aasl/resources/achievement.html>

The American Association of School Librarians “Student Achievement” page with links to research studies, articles, and material on the Library Research Service (<http://www.lrs.org>) site.

[www.alsde.edu/general/LiteracyPartners.pdf](http://www.alsde.edu/general/LiteracyPartners.pdf)

“Literacy Partners: A Principal’s Guide to an Effective Library Media Program for the 21<sup>st</sup> Century” -- a downloadable 52-page guide prepared by the Alabama State Department of Education. This document was prepared by library media professionals in Alabama to help principals understand the nature and value of school libraries.

[http://www.wallacefunds.org/publications/pub\\_library/articles/main.htm](http://www.wallacefunds.org/publications/pub_library/articles/main.htm)

This is the DeWitt Wallace Foundation that funded the National Library Power Project. The site has links to a variety of articles and research reports relating to school library impact and improvement.

<http://www.cde.ca.gov/library>

The school library page of the California Department of Education. The site has links to statistics, research, and other useful information.

<http://www2.lib.udel.edu/taskforce/library.htm>

The State of Delaware Governor's Task Force on School Libraries. There is information on Delaware schools and libraries, a survey, trends and practices, and journal articles. Searchable.

<http://www.bcpl.net/~dcurtis/libraryfacts/>

The Baltimore County Public Schools site with links to a wide variety of library related research and information.

<http://www.pgcps.org/~media1/outcome.html>

The Office of Library Media Services for the Prince George County, Maryland, schools. There are links here to standards, model programs, assessment models, and a guide for "Planning a Successful Library Media Program."

<http://www.kde.state.ky.us/oet/customer/online2/essentia.asp>

A page at the Kentucky Department of Education listing the "Essentials of an Effective Library Media Program" in three columns: (1) Essential Element; (2) Impact – Why This is Necessary for Student Achievement; (3) Implementation – How This Can Be Achieved.

[http://mdk12.org/practices/good\\_instruction/projectbetter/information\\_literacy/index.html](http://mdk12.org/practices/good_instruction/projectbetter/information_literacy/index.html)

The Better Information Literacy Project site developed by the Maryland State Department of Education. There are summaries of current research on effective instruction in a variety of areas, including material on the role of information literacy.

<http://www.dpi.state.wi.us/dltcl/imt/district.html>

The Instructional Media and Technology page on the Wisconsin Department of Public Instruction site. There is a two-page outline of the elements of essential district-level leadership for school library media programs.

<http://www.libsci.sc.edu/shannon/flexbib.htm>

A bibliography of research and argument regarding flexible scheduling/flexible access library media programs compiled by Donna M. Shannon at the University of South Carolina College of Library and Information Science.

<http://es.houstonisd.org/ScrogginsES/information/library/collabor.htm>

This is a site created by Ellen Wiseman at Scroggins Elementary School in the Houston ISD. She offers bibliographies, advice, lesson/unit formats, and links to research and model programs involving teacher/librarian collaboration.

<http://www.neema.org/NEASC.htm>

A 41-page report on "The Place of the School Library Media Program in the Accreditation Process of the New England Association of Schools and Colleges."

<http://www.emsc.nysed.gov/nyc/library.html>

The Office of New York City School and Community Services site. There are links to research and statistics pages and an evaluation rubric, among other things.

<http://www.ncwiseowl.org/impact/admin/double.pdf>

IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel. An 80 page guide from the Instructional Technology Division of the Public Schools of North Carolina State Board of Education under the Department of Public Instruction.

[http://www.lrs.org/html/data/academic/academic\\_libraries.html](http://www.lrs.org/html/data/academic/academic_libraries.html)

This is a page of the Library Research Service (<http://www.lrs.org>) site that deals with academic library comparisons. There are multiple links here to access national, state, and organizational data for information and inter-library comparisons.

<http://www.ala.org/aasl/SLMR/vol4/reform/reform.html> “The Implications of Selected School Reform Approaches for School Library Media,” School Library Media Research, volume 4 (2001). This is a paper by Gary Hartzell on the implications of selected school reform ideas for school library media and for media specialists. Each reform is described and its individual implications for library media services identified. From these implications, general themes are noted and conclusions are drawn.

<http://mciu.org/~spjvweb> The Springfield Township High School Virtual Library, maintained by Joyce Valenza. Links to library organizations and other materials.

## V. Persuasion Resources

This is a very small collection of prepared presentations and other written and graphic materials that can be used in efforts to convince boards of education, administrative colleagues, faculties, parent groups, and business partners that the library is not only a good investment but a necessary one.

The collection is divided into two sections: (1) library specific resources, and (2) generally helpful persuasion resources.

### **Specific Library Presentation Resources**

American Association of School Librarians, Information Power: Implementation PowerPoint Presentation. This PowerPoint program was produced by the AASL Task Force for Coordinating the Implementation of *Information Power: Building Partnerships for Learning*. [http://wwwala.org/aasl/ip\\_powerpoint.html](http://wwwala.org/aasl/ip_powerpoint.html)

Iowa Educational Media Association, IEMA PowerPoint Presentations. This is a set of two prepared PowerPoint presentations, one to use with administrators and one to use with teachers. The programs deal with such topics as Library Media, How Can We Help YOU?, Providing Resources, Working With Students, Planning and Working With Teachers, Benefits of Teacher/Media Specialist Collaboration, and Recent Research. There also are prepared handouts to go with the programs. <http://www.iema-ia.org/IEMA437.html>

K. C. Lance and D. V. Loertscher, Powering Achievement: School Library Programs Make a Difference – The Evidence (San Jose, CA: Hi Willow Research and Publishing, 2001). This book not only presents the research results from library impact studies in Colorado, Pennsylvania, and Alaska, it offers templates for one, two, five, seven, ten, and fifteen minute presentations using Powerpoint slides. Handout masters for duplication are included. These slide presentations also are available for free download at <http://lmcsources.com> (click on “Reviews and Freebies”).

Minnesota Educational Media Organization, Video and Handouts. The Minnesota professional organization (MEMO) has developed a video tape and handout to show to parents and community members about the power of media programs. You can download it from <http://www.isd77.k12.mn.us/memo/memo.html> in QuickTime and get handouts that go with it from <http://www.memoweb.org/htmlfiles/links.html> It is focused, of course, on Minnesota, but it offers a lot of ideas.

Oregon Educational Media Association, Raising Reading Scores Starts in the Library Media Center. A 31 slide PowerPoint program presenting research and argument. <http://www.oema.net/> Brochures and other materials also are available at the site.

Pennsylvania School Librarians Association, Four PowerPoint Presentations. The PSLA has a Professional Development section on its website. There are 4 PowerPoint presentations posted that were the result a recent workshop. They include:

"Tapping Your Influence Potential: Building Influence with Teachers and Administrators"

"Measuring Up: The Research on Student Learning and School Libraries"

"Collaboration: The Key to Building Partnerships for Learning"

"Information Power" (an overview of our national standards)

While some of these are geared for library media specialists, some are useable with others, particularly "Measuring Up". The programs can be downloaded and modified. "PSLA put these on its web page in hopes that other library professionals would use them." <http://www.psla.org/pslaworkshops/pslaworkshops.php3>

British Columbia Teacher-Librarians Association, Advocacy. This page contains PowerPoint presentations for use with boards of trustees, model letters to parents, and links to useful articles. One of the PowerPoint programs from the Coquitlam Teacher-Librarian Association would be easy to insert statistics from your own district or school. <http://www.bctf.bc.ca/psas/BCTLA/advocacy.html>

E. Howe, J. Stack, and M. Rettig-Seitam, Planning For Action: Turning Meaningful Data Into Programs and Promotion. ERIC Document number ED 412 969. (1997) Guidelines and tools for action research in the school library that will help justify expenditures and personnel and evaluate and plan services.

J. K. Valenza, School Librarians: A Field Guide to an Evolving Species. <http://joycevalenza.com/SchoolLibrarian.pdf> or <http://www.classroom.com/community/connection/connectednewsletter/librarians.jhtml>  
A four-page article from the April 2002 issue of Classroom Connect, examining what a good school librarian is, does, and contributes. Valenza is a columnist for the Philadelphia Inquirer as well as a school librarian in Pennsylvania.

American Association of School Librarians, The Principal's Manual for Your School Library Media Program. A brochure in .pdf format from the AASL summarizes and communicates the importance of the school library media program to elementary school principals. <http://www.ala.org/aasl/pdf/principalsmanual.pdf>

Other PowerPoint programs and additional material will be available at <http://www.unocoe.unomaha.edu/ghartzell/library/> after July 1, 2002.

### **Generally Helpful Persuasion Resources**

**Defining the Context**. Someone considering serious change in school operation and interpersonal relationships would benefit greatly from reading these three books in advance of the effort. These works describe the context of school change and address elements that must be considered in any school setting persuasion process. These books are:

R. Evans, The Human Side of School Change (San Francisco: Jossey-Bass, 2000).

M. Fullan, The New Meaning of Educational Change (New York: Teachers College Press, 1991).

S. Sarason, Revisiting the Culture of the School and the Problem of Change (New York: Teachers College Press, 1996).

**General Works.** Persuasion can be difficult when attempting to change long-standing perceptions of something's nature, function, operation, and role. This is a sampling of persuasion research and persuasive techniques that conference participants might want to peruse in preparing their presentations. Your school library media specialist could acquire full-text copies of all of these either through the EBSCO database or through photocopying or check-out at a local university library.

L. G. Bolman & T. E. Deal, "Four Steps to Keeping Change Efforts Heading in the Right Direction." Journal for Quality and Participation, vol. 22, no. 3 (May 1999).

S. Chaiken and C. Strango, "Attitudes and Attitude Change," Annual Review of Psychology, vol. 38 (1987), 575-630.

P. Clampitt, Communicating for Managerial Effectiveness (Thousand Oaks, CA: Sage Publications, 1991).

J. A. Conger, "Inspiring Others: The Language of Leadership," Academy of Management Executive, vol. 5, no. 1 (1991), pp. 31-45.

J. A. Conger, "The Necessary Art of Persuasion," Harvard Business Review, vol. 76, no. 3 (May-June 1998), pp. 84-95.

J. Dutton and S. Ashford, "Selling Issues to Top Management," Academy of Management Review, vol. 18, no. 3 (July, 1993), pp. 397-428.

J. S. Fiorelli and H. Margolis, "Managing and Understanding Large Systems Change: Guidelines for Executives and Change Agents," Organizational Development Journal, vol. 11, no. 3 (Fall, 1993), pp. 1-14.

J. D. Ford and L. W. Ford, "The Role of Conversations in Producing Intentional Change in Organizations." Academy of Management Review, vol. 20, no. 3 (1995), pp. 541-570.

S. Horowitz, S., "Powerful Presentations," Thrust for Educational Leadership, vol. 25, no. 3 (November/December, 1996), 4 pages.

D. Horsley and J. Kaser, "How to Keep a Change Initiative on Track," Journal of Staff Development, vol. 20, no. 4 (Fall 1999), pp. 40-45.

D. C. Kazoleas, "A Comparison of the Persuasive Effectiveness of Qualitative Versus Quantitative Evidence: A Test of Explanatory Hypotheses," Communication Quarterly, vol. 41, no. 1 (Winter, 1993), pp. 40-50.

J. P. Kotter, Leading Change (Boston: Harvard Business School Press, 1996).

J. P. Kotter, "Leading Change: Why Transformation Efforts Fail," Harvard Business Review, vol. 73, no. 2 (1995), pp. 59-67.

A. Kruglanski, D. Webster, and A. Klem, "Motivated Resistance and Openness to Persuasion in the Presence or Absence of Prior Information," Journal of Personality and Social Psychology, vol. 65, no. 5 (1993), pp., 861- 876.

T. J. Larkin and S. Larkin, "Reaching and Changing Frontline Employees," Harvard Business Review, vol. 74, no. 3(1996), pp. 95-104.

- L. K. Lewis, "'Blindsided by That One' and 'I Saw That One Coming': The Relative Anticipation and Occurrence of Communication Problems and Other Problems in Implementers' Hindsight," Journal of Applied Communication Research, vol. 28, no. 1 (2000), pp. 44-67.
- L. K. Lewis, "Disseminating Information and Soliciting Input During Planned Organizational Change," Management Communication Quarterly, vol. 13, no. 1 (1999), pp. 43-72.
- J. A. Luchok and J. C. McCroskey, "The Effect of Quality of Evidence on Attitude Change and Source Credibility," Southern Speech Communication Journal, vol. 43 (1977), pp. 383-394.
- J. Pfeffer, Managing with Power: Politics and Influence in Organizations. (Boston: Harvard Business School Press, 1992).
- J. E. Post and M. Young, "Managing to Communicate, Communicating to Manage: How Leading Companies Communicate With Employees," Organizational Dynamics, vol. 22, no. 1 (1993), pp. 13.
- P. Richardson and D. K. Denton, "Communicating Change," Human Resource Management, vol. 35, no. 2 (1996), pp. 203-216.
- L. Sussman, "How to Frame a Message: The Art of Persuasion and Negotiation," Business Horizons, vol. 42, no. 4 (July/August 1999), pp. 2-6.
- C. Wild and N. Horney, "Cascading Communications Creates Momentum for Change," Human Resource Magazine, vol. 41, no. 12 (1996), pp. 94-100.
- P. C. Wu, "Why Is Change Difficult? Lessons for Staff Development," Journal of Staff Development, vol. 9, no. 2 (Spring, 1988), pp. 10-14.
- T. E. Zorn, D. J. Page, and G. Cheney, "Nuts About Change: Multiple Perspectives on Change-Oriented Communication in a Public Sector Organization," Management Communication Quarterly, vol. 13, no. 4 (2000), pp. 515-566.