

Electronic Theses and Dissertations, 2020-

2020

Effective Pedagogical Practices in Elementary School Libraries: An Appreciative Inquiry Approach

Maureen Scanlan
University of Central Florida

 Part of the [Library and Information Science Commons](#)
Find similar works at: <https://stars.library.ucf.edu/etd2020>
University of Central Florida Libraries <http://library.ucf.edu>

This Doctoral Dissertation (Open Access) is brought to you for free and open access by STARS. It has been accepted for inclusion in Electronic Theses and Dissertations, 2020- by an authorized administrator of STARS. For more information, please contact STARS@ucf.edu.

STARS Citation

Scanlan, Maureen, "Effective Pedagogical Practices in Elementary School Libraries: An Appreciative Inquiry Approach" (2020). *Electronic Theses and Dissertations, 2020-*. 283.
<https://stars.library.ucf.edu/etd2020/283>

EFFECTIVE PEDAGOGICAL PRACTICES IN ELEMENTARY SCHOOL LIBRARIES:
AN APPRECIATIVE INQUIRY APPROACH

by

MAUREEN I. SCANLAN
B.S. University of Central Florida, 1998
M.S. Nova Southeastern University, 2003

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the College of Community Innovation and Education
at the University of Central Florida
Orlando, Florida

Summer Term
2020

Major Professor: Suzanne Martin

© 2020 Maureen Scanlan

ABSTRACT

School libraries were designed to provide equitable access to reading and research materials for all students. Over the past few decades, staffing of school libraries has become a controversial topic as school leaders opt to eliminate school librarians due to budget constraints. Consequently, there is staffing variability in school libraries. Research indicates that a school librarian is a critical component of a successful school library program. Despite this, some schools with staffing variability in the school library are finding ways to implement an effective school library media program. This research study examined effective school library pedagogical practices in elementary school libraries where there was staffing variability. The study took place in a large urban school district and sought to understand the role of the school library in a school's comprehensive literacy program. Using a sequential explanatory mixed-methods approach data were collected during two phases. During the first phase of the study, 30 participants responded to survey questions that consisted of seven construct variables which are indicators of an effective library media program. During the second phase of the study, ten participants engaged in semi-structured interviews that consisted of questions following an Appreciative Inquiry approach. This approach allowed the researcher to identify what is working well within the district. Several barriers to the implementation of an effective school library program also surfaced. The analysis of the data revealed that there was no statistically significant difference in how school principals and library staff responded to the survey questions. Additionally, there was no statistically significant difference in how participants from Title I schools responded when compared to participants from non-Title I schools. Survey data was analyzed to identify effective pedagogical practices in elementary school libraries. Thematic analysis of interview data expounded on those effective practices in elementary school libraries.

This study provides guidance for district leaders and school principals seeking to implement an effective school library program and insight into how the library program can contribute to the school's comprehensive literacy program. The findings can guide future research on effective school library pedagogical practices in the field of public education and school libraries.

This is dedicated to my father, Phillip Scanlan.

Thank you for continually inspiring me and for helping me believe I could do this.

ACKNOWLEDGMENTS

There are many people who provided guidance and support on this academic journey. I would like to express my deepest appreciation to my committee which consisted of my dissertation chair, Dr. Suzanne Martin and other committee members—Dr. Shiva Jahani, Dr. Taylor Wenzel, and my mentor, Dr. Paul Wilhite.

To Dr. Martin, I am extremely grateful to you. Thank you for giving me the opportunity to be part of the National Urban Special Education Leadership Initiative—I am humbled to have been selected for this incredible experience. Thank you for believing in me—and for your constant guidance, support, and nurturing. Through the years, you have inspired me to do better every day. I will hang on to that as I work to make a difference for our students and educators.

To my mentor, Dr. Paul Wilhite, thank you for your patience and encouragement. From the very beginning of this journey you have cheered me on and believed in me. You helped me laugh when I wanted to cry. You have been an incredible source of inspiration. Thank you.

To my committee members, Dr. Shiva Jahani and Dr. Taylor Wenzel, thank you for your guidance and support throughout the dissertation process. I am truly appreciative of the valuable feedback you provided and how generously you shared your knowledge and expertise.

To Dr. Dena Slanda, you became an unofficial mentor to me throughout this process—thank you! Your unique journey, dedication to service, and incredibly high standards have provided much inspiration to me over the past few years. Thank you for making this journey much less stressful. I am so glad you were part of this story!

To Mark Cerasale, a trusted friend and editor, thank you. You have been a great resource throughout the writing process. I appreciate the time you sacrificed to provide me support and guidance—and humor when needed.

To my incredible colleagues, Dr. Gard-Harold, Beth Pocius, Joanne Pryor, Jessica Roberts, and Cheryl Spence, thank you! I appreciate the wisdom you shared through our many conversations throughout this journey.

To my incredible husband, Pete, thank you for believing in me and trusting that we would make it through this. I know it has not been easy, but your patience and support have meant the world to me. I love you more than I can express!

To my son, Travis, you have been my inspiration to keep moving forward, to learn more, and be a better person. Thank you for believing in me. You, Cheyenne, and my beautiful granddaughter, Elaina, have been a source of joy throughout this journey. Thank you for always being there for me. I love you and am so very proud of you.

To my family—thank you. My dad, my brothers, sister, in-laws, nieces, and nephews, your patience, support, and encouragement has meant the world to me. I love you so much.

To my friends, thank you for sticking by me when it was difficult. I missed many events and you did not make me feel guilty once. Instead you provided unending support and love. I am truly blessed to have each one of you in my life. I cannot wait to spend more time together soon!

To my wolf pack, Jen, Marci, and Sejal, your fierce loyalty and support on this journey is something I will never forget. I have learned so much from each of you and am truly grateful for your friendship. Thank you for being there all hours of the day and night!

To my NUSELI cohort, a group of incredibly talented educators, you inspired and challenged me. I am thankful to have shared this experience with you. Tricia – you have been my rock and I am honored to call you my friend. We did it!

Finally, thank you to the principals and library staff who generously shared their time with me. Your dedication to students and devotion to improving literacy is impressive. I could not have done this research without you.

TABLE OF CONTENTS

LIST OF FIGURES	xii
LIST OF TABLES	xiii
CHAPTER ONE: INTRODUCTION.....	1
Statement of the Problem	1
Significance of the Problem	2
Purpose of the Study	5
Research Questions	6
Research Design.....	7
Definitions of Terms	9
Limitations	13
Summary	13
CHAPTER TWO: LITERATURE REVIEW.....	14
Reading Achievement Gap.....	15
School Libraries and Literacy	17
History and Evolution of the School Library and Staff	21
Learning Commons	23
Library Staff	24
Florida School Library Guidelines and Evaluation.....	26
Legislative Impact	29
Appreciative Inquiry	31
Summary	36
CHAPTER THREE: METHODOLOGY	37
Research Design.....	38
Research Questions	38
Participants and Setting.....	39
Quantitative	39
Qualitative	40
Procedures	41
Instruments	41
Quantitative	41

Qualitative	43
Data Collection Credibility	43
Data Analysis	45
Quantitative	45
Qualitative	47
Synthesis of Quantitative and Qualitative Results	47
CHAPTER FOUR: DATA ANALYSIS.....	49
Phase 1: Quantitative Data Results	49
Population.....	49
Sub-Research Questions One and Two.....	52
Analysis of Constructs.....	52
Phase 2: Qualitative Data Results	64
Principal Profiles	65
Library Staff Profiles	67
Qualitative Results	69
Research Question One and Sub-Questions One and Two.....	70
Theme 1: Environment	70
Theme 2: Resources.....	72
Theme 3: Support	73
Theme 4: Community	74
Theme 5: Funding.....	75
Sub-Question Three.....	76
Theme 6: Love of Reading	77
Summary	78
CHAPTER FIVE: DISCUSSION.....	81
Statement of the Problem	81
Review of Methodology.....	82
Discussion of the Findings	82
Research Question One and Sub-Questions One and Two	84
Sub-Question 3	90
Study Limitations	91

Implications of Findings.....	91
Recommendations for Future Research	93
Conclusion.....	94
APPENDIX A: SURVEY INSTRUMENT	96
APPENDIX B: PERMISSION TO USE INSTRUMENTS	105
APPENDIX C: INTERVIEW QUESTIONS.....	108
APPENDIX D: IRB APPROVAL	110
APPENDIX E: BRACKETING INTERVIEW	113
APPENDIX F: MEMBER CHECK COMMUNICATION.....	120
APPENDIX G: INFORMED CONSENT	122
APPENDIX H: CODING	125
APPENDIX I: INTEGRATING VARIABLES AND THEMES	135
REFERENCES	137

LIST OF FIGURES

Figure 1: Appreciative Inquiry Cycle	35
--	----

LIST OF TABLES

Table 1 Elementary School Library Staffing	4
Table 2 Children’s Rights to Read.....	18
Table 3 Appreciative Inquiry Process.....	32
Table 4 Survey Instrument Constructs.....	42
Table 5 Visual Representation of Mixed-Method Procedures	48
Table 6 Job Titles of Survey Respondents.....	50
Table 7 Years of Experience.....	51
Table 8 Participants’ Level of Education.....	51
Table 9 School Literacy Practice Responses	54
Table 10 School Library Schedules	55
Table 11 Evaluating Instruction Responses	56
Table 12 Curriculum Assessment Responses	57
Table 13 Resource Management Responses.....	58
Table 14 Program Administration Responses.....	59
Table 15 Environment Responses.....	60
Table 16 Advocacy Responses	61
Table 17 Quantitative Data Results	63
Table 18 Interview Participants	64
Table 19 Frequency of Themes.....	69

CHAPTER ONE: INTRODUCTION

Reading is fundamental—the gateway to all learning. However, an intense focus on standards-based instruction and state assessments has greatly decreased opportunities and access to free voluntary reading experiences (Rumberger, 2018). In an era when legislation is driving literacy education, educators should be leveraging school libraries to complement classroom literacy instruction and increase student reading proficiency. Students with multiple risk factors, such as poverty or having a parent who did not graduate from high school, are more likely to score lower than their peers do on reading assessments (National Center for Education Statistics [NCES], 2017). Research has shown that students who are not reading proficiently by fourth grade are less likely to graduate from high school; students living in poverty are in even greater danger of dropping out of school (Hernandez, 2011; Johnson & Donham, 2012). According to Krashen (2012), school libraries with at least 500 books can offset the negative effects of poverty on literacy development. Correlational studies confirm that free reading opportunities for students and access to books contribute to an overall increase in reading and writing proficiency (Krashen, Lee, & McQuillan, 2012). By developing a successful school library program, schools can ensure all students have equitable access to books and free reading time, which will contribute to student literacy improvement.

Statement of the Problem

During the recession of the past decade, schools experienced challenging budget cuts and difficult staffing decisions resulting in a decline in the number of certified school librarians in public schools (Lance, 2018). Nonetheless, the current standards-driven era continues to

emphasize the requirement that all students read on grade level. This remains one of the most pressing goals of elementary education (Every Student Succeeds Act [ESSA], 2015). The literature indicates that schools with a strong library program can have a tremendous positive impact on developing student literacy skills, particularly in urban school districts (Kachel & Lance, 2018). Despite staffing limitations in school libraries, the provision of a well-designed school library program will allow students equitable access to reading and research materials as well as a library education to support the development of student literacy and critical thinking skills.

Current research has identified the need for qualified and certified library media specialists for successful implementation of school library media programs (Johnston & Green, 2018; Keeling, 2018). Many schools, however, are replacing their media specialist positions with a variety of school staff, including parent volunteers, paraprofessionals, other certified teachers, and part-time teachers, or staff with dual roles. This variability in staff has created a knowledge gap with respect to how school library media programs can be designed and implemented to be effective in supporting teaching and learning.

Significance of the Problem

The National Defense Education Act of 1958 provided the first federal dollars for school libraries with the purpose of improving education in the United States (NCES, 2005). This funding was the result of legislators' understanding that the school library had the potential to become the hub of student learning, create opportunities for inquiry, and develop citizens prepared higher education and the workforce. It was not until the Elementary and Secondary Education Act of 1965, which allotted \$100 million for school libraries, that school

administrators began to regard school libraries as an integral part of the school system (NCES, 2005). President Lyndon Johnson envisioned the school library as a means to address the inequities in the education system and to combat the disparity in access to resources that economically disadvantaged students face. Despite Johnson's vision and the assigned federal funding provided to states over the decades to support the development and sustainability of school libraries, there are states that do not require public schools to develop a library program managed by a certified school librarian. The Florida state legislature does not require school districts to allocate funding for school library staff. The Florida Education Financial Program designates funds specifically for the purchase of library print and digital resources, but not staffing. Consequently, when faced with challenging budget decisions regarding personnel principals may eliminate the certified school librarian position (Lance, 2018), electing to staff the school library with other certified teachers, paraprofessionals, or staff serving in dual roles. Current research has indicated that nationwide, 91% of public schools have a school library media center, but only 66% have a certified school librarian (Tuck & Holmes, 2016). Table 1 provides an example of a Florida school district's library staffing at the elementary school level as identified by school principals.

Table 1

Elementary School Library Staffing

# of schools	Media specialist certification	Staff also holds other teacher certifications	Staff also holds educational leadership certification	Paraprofessional or other non-certified staff	Title 1 school
1	x	x			Yes
1	x				No
2	x				Yes
2				x	Yes
2		x	x		No
5		x			No
7	x	x			No
8				x	No
9		x			Yes

With the growing trend of eliminating the school librarian position (Kachel & Lance, 2018), inequities within a district may exist due to the decision to staff the media center with noncertified persons or other certified teachers who do not have a background in library science or have not had training to maintain a high-quality library program. Lance and Kachel (2018) analyzed the impact of high-quality library programs over three decades and identified the following benefits:

- Positive correlation between a certified/qualified librarian and student performance on standards-based assessments
- Reading scores consistently better in schools with school librarians
- Fewer below average reading scores
- Higher achievement among vulnerable populations

After performing an exhaustive search of the academic databases, EBSCOhost and ProQuest, the researcher found there is no research to support staffing variability within the school library media center or data to support high-quality library programs without a certified librarian. Consequently, within a school district there may be a robust school library media program in one elementary school while in another school, students may not have access to adequate library services. The inconsistency in staffing can create inequities within a district. Current research depicting effective school library programs has included a certified teacher librarian, but the research does not indicate school library programs can be effective with alternative staffing and does not highlight effective school library media programs in schools with staffing variability.

Purpose of the Study

The purpose of this sequential explanatory mixed-methods study was to identify effective school library pedagogical practices in elementary school library media centers and to understand the role of the school library in a school's comprehensive literacy plan. The study was set in a large urban school district with staffing variability in the school library media centers using an Appreciative Inquiry (AI) approach and Capacity Building theoretical framework (Cooperrider, Whitney, & Stavros, 2008; Stringer, 2013). An AI approach focuses on what is working well within the organization and then integrates those effective practices to increase positive outcomes (Cooperrider, et al., 2008). Capacity building within a school organization is the process by which individuals collaborate and learn from each other to become more competent in their role(s), with the goal of having a positive impact on teaching and learning (Stringer, 2013).

Identifying the pedagogical practices and skills of certified and non-certified persons tasked with running the school library media program could lead to improved organizational practices and equitable access to resources for all students within the district. Identifying and sharing data collected from this study with school leaders may improve the overall organizational practices related to a school's library media program. This study contributed to the limited research in the knowledge of, as well as training and support needed for, school library staff who are not certified librarians or certified media specialists

Research Questions

The following research question will guide this study:

1. What is the role of the library media program in a comprehensive school literacy program?

Data from the following research sub-questions will aid in identifying effective pedagogical practices in elementary school library media programs:

1. What are the steps school leaders take to implement their successful school library program?
2. What are the steps school library staff take to implement their successful school library program?
3. What are the characteristics of library staff and school leaders who have implemented successful school library programs?

Research Design

In this study, the researcher used a sequential explanatory mixed-methods design to describe library media program pedagogical practices in an urban public school district to maximize use of school libraries for teaching and learning and to better understand the role of the school library in the comprehensive school literacy plan. The researcher also collected and interpreted data in two phases. This complementarity two-phase method allowed the researcher to use qualitative data to explore themes that were statistically interpreted from the quantitative data (Ary, Cheser Jacobs, Sorensen Irvine & Walker, 2019).

During the first phase of the study, the quantitative methods phase, the researcher collected data utilizing the state-developed EXC3L³ rubric, which is aligned with the American Association of School Librarians (AASL) 2019 standards, combined with questions to assess literacy practices of schools, that were used with permission and developed by the International Literacy Association (2019). The questions delivered via a Qualtrics© or print survey can be found in Appendix A. The constructs within the survey instrument included: (a) assessing school literacy practices, (b) evaluating instruction, (c) curriculum assessment support, (d) resource management, (e) program administration, (f) environment, and (g) advocacy.

The survey instrument allowed the researcher to collect data to analyze the effectiveness of the school library programs in the elementary school libraries and gain insights into school literacy practices. A qualified panel of educators and library/media program experts provided content validation for the survey questions using the Delphi method (Iqbal & Pison-Young, 2009). The Delphi panel's primary purpose during the quantitative phase was to review the survey for question and response clarity. Through three iterations, the survey was slightly

modified to improve understanding of library media jargon and to make the survey more accessible to staff members who may not have a background in library science.

The study's second phase, the qualitative methods phase, used an AI format to develop interview questions to complement the quantitative survey questions for addressing the positive core of the organization, which is "that which makes up the best of an organization and its people" (Cooperrider et al., 2008, p. 437) within the school library media programs. This format allowed the researcher to understand what is working well within the district using the discovering stage of AI by crafting questions that encourage the participants to share stories that illuminate the strengths of the program. The researcher developed the questions following AI guidelines, which require the interviewer to ask questions that invite participants to focus on what is working well and an inquiry approach that "moves in the direction of evoking positive images that lead to positive actions" (Cooperrider et al., 2008, p. 106). A qualified panel of educators and library/media program experts provided content validation for the interview questions using the Delphi method (Iqbal & Pison-Young, 2009).

A purposive sampling of the total population ($N = 74$) was used for the quantitative phase of this research study, which was based on two staff positions: (a) the individual assigned to work in the school library media center and (b) the school leader who was tasked with supporting and supervising the school library. Of the 37 schools, 30 participants responded to the survey ($N = 30$), with 24 unique schools represented. The survey was used to recruit willing interview participants. Sixteen respondents indicated a willingness to participate in an interview. The researcher used purposive sampling to select candidates who fit the following criteria: (a) an equal number of principals and library staff; (b) library staff representative of the staffing variability within the district to include at least one certified media specialist, paraprofessional,

and teacher; and (c) both Title 1 and non-Title 1 schools. The researcher conducted semi-structured interviews until saturation was reached ($N = 10$). The interviews were conducted at a location convenient for the participants and were recorded using a voice recorder on a password-protected cellular phone and then transcribed using Rev.com, a transcription service. The interview protocol contained member checks to ensure responses were recorded accurately (Ary et al., 2019).

The use of Appreciative Inquiry and Capacity Building theoretical framework encouraged participation in the study because these approaches are known for highlighting positive traits within an organization as opposed to identifying problems (Cooperrider et al., 2008; Stringer, 2013). Study participants included staff with undergraduate degrees, graduate degrees, and doctoral degrees. Each brought varied experiences and knowledge of school library programs and library science.

Definitions of Terms

The following terms are defined to help the reader understand the context of each term in this study.

Appreciative Inquiry:

Appreciative Inquiry is “the cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system ‘life’ when the system is most effective and capable in economic, ecological, and human terms” (Cooperrider et al., 2008, p.433).

Complementarity Approach:

A complementarity approach “involves seeking elaboration, illustration, enhancement, or clarification of findings from one method using results from another” (Ary et al., 2019, p. 519).

Delphi Method:

The Delphi Method is used to “determine the range of opinions on particular matters, to test questions of policy or clinical relevance, and to explore (or achieve) consensus on disputed topics” (Iqbal & Pison-Young, 2009, p. 1).

Learning Commons:

Learning Commons is a shared flexible learning space that can be both physical and virtual and provides digital and print resources as well as a space for technology access, collaboration, creation, socialization, and instruction (Loertscher & Koechlin, 2014).

Library Staff:

Library staff include media specialist, paraprofessionals, teachers, or other school staff members who work in the school library full- or part-time or volunteer to be involved in library management and operation at all levels (American Library Association, 2019).

Flexible Scheduling:

Flexible scheduling provides access to the school library when teachers and students need access, otherwise known as open access throughout the day (McGregor, 2006).

Fixed Scheduling:

A fixed library schedule requires teachers and students to visit the school library during a set schedule or period of time (McGregor, 2006).

Media:

Media comprise print and digital materials such as, books and research resources, technology, and research databases (Teach, 2019).

Paraprofessional:

A paraprofessional is an individual who provides instructional support services when under the supervision of a teacher and noninstructional media center/library supervision (Florida Department of Education, 2018).

Phenomenological Studies:

Phenomenological studies involve “qualitative research that focuses on understanding the meaning events have for individuals in particular situations” (Ary et al., 2019, p. 563).

Qualitative Research:

Qualitative research is “a generic term for a variety of research approaches that generally gather nonnumeric data to study phenomena, without predetermined hypotheses” (Ary et al., 2019, p. 564).

Qualtrics:

Qualtrics is a software management company that provides businesses, educational organizations, and individuals with tools to create surveys and polls and generate feedback and reports that can be distributed in a variety of ways. Results from the feedback and reports can be downloaded and analyzed (“Qualtrics,” n.d.)

Quantitative Research:

Quantitative research is “research that gathers numeric data through controlled procedures and analyses to answer predetermined questions or test hypotheses” (Ary et al., 2019, p. 564).

Sequential Explanatory Mixed-Methods Study:

In a sequential explanatory mixed-methods study, “quantitative data is collected first followed by qualitative data” and “data [that] are collected and examined in one stage inform the data collected in the next phase” (Ary et al., 2019, p. 521).

School Library Media Center:

A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators. A library media center may be called a school library, media center, resource center, information center, instructional materials center, learning resource center, or any other similar name. (NCES, 2004)

School Library Media Specialists:

A school library media specialist is a certified teacher who manages the school library and teaches students about research, information, and literature as well as technology and information databases; typically he or she has a master’s degree in library science (Florida Department of Education, 2019b).

Transliteracy Skills:

The ability to map meanings across different media and “the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and films, to digital social networks” (Thomas et al, 2007, p. 1).

Limitations

Every effort was made to ensure that the research for this study was conducted ethically and followed research standards. However, the study may have limitations because of the following:

1. The study takes place in one school district, which may not allow for transferability of findings.
2. The researcher's position in the district may affect participants' responses and/or willingness to participate.

Summary

This study sought to identify effective school library pedagogical practices that may support teaching and learning in public schools and complement a comprehensive school literacy program. Appreciative Inquiry and Capacity Building provided the research vehicle to identify these best practices. Chapter II includes a review of the research related to the subjects of school library media centers, the school librarian position, and the role of the school library in supporting literacy development.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this sequential explanatory mixed-methods study was to identify effective school library pedagogical practices in elementary school library media centers and to understand the role of the school library in a school's comprehensive literacy plan. The school principal and library staff are key contributors to the implementation of an effective school library program. Identifying the pedagogical practices and skills of certified and non-certified persons tasked with running the school library media program could lead to improved organizational practices and equitable access to resources for all students within any school district. Identifying and sharing data collected from this study with school leaders may improve the overall organizational practices related to a school's library media program. This study will contribute to the limited research in the knowledge of as well as training and support needed for school library staff who are not certified library media specialists.

Exploring the research related to the subjects of (a) school library media centers, (b) the school librarian position, and (c) the role of the school library in supporting literacy development provided the following specific categories that are related to the subjects listed above:

- The reading achievement gap
- School libraries and literacy
- History and evolution of school libraries and staff
- Florida school library guidelines and evaluation
- Legislative impacts
- Appreciative Inquiry

Reading Achievement Gap

Over 50 years ago the Equality of Educational and Opportunity Study (Coleman, 1966) identified the existence of an academic achievement gap between White and Black students and revealed that poverty increased the likelihood of adverse academic outcomes for students. Although this study elicited debate and controversy, it also sparked subsequent studies on the academic achievement gap. Specifically, a multitude of literacy experts analyzed the reading achievement gap in an attempt to find a solution to the gap—a problem that has yet to be resolved 53 years later.

The academic achievement gap has generated many research interventions that pertain to reading. One of the evidence-based practices used to work toward closing this gap is early exposure to print materials, which has shown to influence elementary-aged students' cognitive abilities as well as their general knowledge and vocabulary (Chateau & Jared, 2000; Payne, Gao, Noh, Anderson, & Stine-Morrow, 2012). Students who have exposure to print reading material and are reading on grade level by first grade have a greater chance of developing positive lifelong reading habits, which contributes to cognitive development—regardless of socioeconomic status—and extends well beyond college age (Cunningham & Stanovich, 1997; Payne et al., 2012). According to the U.S. Department of Education (2014), “Children who have access to print reading materials have better literacy outcomes” (p. 1). Stanovich (1986) explained that students who generally enjoy reading and enter school with a rich vocabulary and exposure to print text, improve in reading, whereas those students who dislike reading and have poor vocabulary development and struggle with reading will continue to struggle. Stanovich referred to this as the “rich/poor” gap. This disparity has a compounding effect on students' literacy and learning throughout their educational career. The negative effects on students who

are socioeconomically disadvantaged are even more profound. Students living in poverty enter school exposed to far fewer books than non-socioeconomically disadvantaged students do (Mol & Bus, 2011). Data from the National Household and Education Survey showed that students from economically disadvantaged homes are less prepared with school readiness skills, such as writing their name, reading, and recognizing letters resulting in a learning gap between rich and poor students (NCES, 2007). Students who enter school with this deficit continue to struggle throughout their academic career. According to a report on the achievement gap in American schools, “lagging achievement evidenced as early as fourth grade appears to be a powerful predictor of rates of high school and college graduation, as well as lifetime earnings” (McKinsey & Company, 2009, p. 2). This research underscores the importance of providing early interventions, such as access to print books, research resources, and the time and space to read independently as a means to mitigating the economic achievement gap in reading.

The national socioeconomic achievement gap persists and has continued to increase over the last few decades (Chmielewski, 2017; Reardon, 2013). On the fourth grade National Assessment of Educational Progress, the socioeconomic achievement gap in reading was 35 points (U.S. Department of Education, 2018). The overall English Language Arts socioeconomic disparity in Florida was 26 points, whereas in an urban school district the gap was 30 points (Florida Department of Education, 2018). Allington and McGill-Franzen (2009) suggested a response to the reading achievement gap—namely, provide all students with easy access to books they will enjoy reading.

High-quality school library programs are staffed with personnel who are equipped to select library books that meet the diverse needs of the student population and their interest levels. It is through the development and sustainability of robust school library media programs that

easy access to books may occur. Early educators and visionaries for school libraries declared, “Certainly no other factor in school organization bears more directly upon the educational environment than does the library” (Latrobe, 1998, p. 159). The purpose of the school library program was and still is to provide equitable and convenient access to print resources and opportunities for learning to all students *and* to function as an integral part of the school literacy plan with flexible access for teaching and learning (Latrobe, 1998). With an increase in diversity and poverty rates, the school library media center is a vehicle for providing equitable access to books and an opportunity for students to develop print and digital literacy skills (Kachel, 2018).

School Libraries and Literacy

Given equitable access, the school library is often found to be a haven for students who love to read and for students who do not have access to reading and research resources outside of school. Hunsinger (2015) noted that “for some students, a school library may be their only way to access books and technology” (p.12). According to a White House report, many economically disadvantaged students do not have access to technology, internet, or digital tools at home (as cited in Sperling, 2013). Krashen, Lee, and McQuillan (2012) stated that increased access to media resources can have a positive impact on reading achievement test scores. An Illinois impact study reported that students perform higher on reading tests in schools with a strong library media program (Lance, Rodney, & Hamilton-Pennell, 2005). Gretes’s (2013) analysis of over 60 impact studies reveals that “access to better libraries means better reading” (p.5) and “access to books appears to offset the impact of poverty” (2013, p. 5). This research indicated that effective school library media programs can positively affect student literacy. The International Literacy Association advocates for children’s right to read, and through its

campaign developed a list of 10 literacy rights to which all children are entitled (Table 2). The Children’s Rights serve as a guideline for parents, schools, and communities.

Table 2

Children’s Rights to Read

Number	Children’s Rights
1	Children have the basic human right to read.
2	Children have the right to access texts in print and digital formats
3	Children have the right to choose what they read.
4	Children have the right to read texts that mirror their experiences and languages, provide windows into the lives of others, and open doors into our diverse world.
5	Children have the right to read for pleasure
6	Children have the right to supportive reading environments with knowledgeable literacy partners
7	Children have the right to extended time set aside for reading.
8	Children have the right to share what they learn through reading by collaborating with others locally and globally.
9	Children have the right to read as a springboard for other forms of communicating, such as writing, speaking, and visually representing.
10	Children have the right to benefit from the financial and material resources of governments, agencies, and organizations that support reading and reading instruction.

Note. Adapted from “Advocating for Children’s Right to Read” by the International Literacy Association, 2019, p. 3.

To successfully navigate a continually changing world, students must map meanings across different media and be able, “to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and films, to digital social networks” (Thomas et al., 2007, p. 1). Yet the digital divide and disparities in print and digital literacy are still prevalent issues in the United States (Pew Research Center, 2019). The skills required of 21st century learners demand equitable access to print and digital resources as well as opportunities to engage in critical thinking as they acquire learning, literacy, and life skills. According to the American Library Association’s (ALA, 2020) *Library Bill of Rights*, providing students with access to the school library is a right that must be afforded to all students and, furthermore, is an issue of equity. It was the vision of President Johnson that school libraries be designed to address the inequities in the education system and to afford all students with equal access to resources (Johnson, 1965). Today this vision is still relevant as educators work to tackle the pressing goal of ensuring all students read on grade level.

This relevant vision has been a victim of a standards driven society that has diminished access to rich literacy experiences: “Research suggests that students who have access to print materials are more likely to read” (Pribesh, Gavigan, & Dickinson, 2011, p.145). In a meta-analysis of 44 studies, Lindsay (2010) concluded that access to print materials improved students reading performance and attitudes toward reading. He also concluded that “one possible remedy to the socioeconomic gap in academic achievement is to make sure that children of low-income families have access to high-quality, age appropriate books” (Lindsay, 2010, p.7). The school library provides the resources to do just that. Rumberger (2018) asserted that school libraries are not as bound by standards as classroom teachers are and therefore, they are able to allow students the opportunity to “interact with texts in flexible and collaborative ways” (p. 116). The school

library is a valuable complement to the school curriculum in many facets, allowing students to have individualized literacy and inquiry experiences. This is particularly important as students move from learning to read to reading to learn (Marcoux & Loerstscher, 2009). It is at this juncture that collaboration between teachers and the school librarian can be impactful as they work to help students “draw conclusions about meaning” (Messenger, 2015, p. 22) from the texts they read. It is a complex task that often requires students to build on background knowledge to increase access to more challenging texts and improve comprehension. Messenger (2015) made a connection between reading strategies for struggling readers and bridging those strategies into inquiry learning exercises to help students to process information and increase comprehension. This connection emphasizes the importance of teachers and librarians working collaboratively to improve student literacy through creative research experiences.

The need to train students how to research highlights why the school library must be a flexible space that evolves with the literacy and information needs of students (Grigsby, 2015). Students are more likely to be engaged in reading when a school library provides a variety of books to meet their diverse needs as well as the opportunity to self-select books of interest. Providing students with books at the appropriate reading level is key to engaging young struggling readers so they do not become too frustrated as well as help accelerate advanced students. The more a student struggles, the lower his or her self-efficacy becomes, resulting in a cycle of poor academic performance (Bandura, 1986). A well-designed library media program can help mitigate the cycle of poor academic performance, and in many academic institutions, “the school library [is] literally the heart of the educational program” (Todd, 2012, p. 2). Furthermore, flexible access to a high-quality school library results in improved literacy skills (Hall, Hendrick, & Williams, 2014). By cultivating an inviting, flexible space with a variety of

resources, the school library is able to provide students with an opportunity to gain the 21st century skills needed to survive and thrive in today's world.

History and Evolution of the School Library and Staff

School libraries have existed in the United States in varying forms since the 1700s. Public and school libraries can attribute their beginnings to Benjamin Franklin who “was interested in reading, in discussion, and in self-improvement” (Korty, 1965) and recommended school libraries as an important component in a learning institution. Franklin established the Junto Club to provide a venue for intellectual discussions that increasingly required members to reference books. This increased need for books resulted in a shared library in Franklin's home, which later led to the establishment of the Lending Library in 1731 (Korty, 1965). The Lending Library is of significance because the first school libraries began in collaboration with public libraries that shared materials with schools. Over time, these school libraries identified a growing need to better support the education of students through a more robust and intentional development of a school library program (Latrobe & Byerly, 1998). In the late 19th century, the driving forces behind school libraries were the American Library Association (ALA) and the National Education Association (NEA). The ALA (2019) was formed in October 1876 with the goal of supporting librarians as they worked to provide access to information and learning for all. Over time, the ALA continued to transform, adding a School Libraries Section in 1914 because the work of supporting schools was growing and had different needs than traditional public libraries did (Pond, 1976). Under the guidance of Charles C. Certain, the NEA adopted the first school library standards in 1918, known as the Certain Standards (Latrobe, 1998), which were later adopted by the ALA in 1920 (Pond, 1976). Certain continued his work by chairing a joint

committee in 1925 to develop elementary school library standards in collaboration with the school library section of the ALA and the NEA (Latrobe, 1998).

As differing agendas surfaced between the ALA and school libraries, there was a need to separate the two. This divide resulted in the school library section branching off in the late 1940s, which in 1951 became known as the American Association of School Librarians (AASL), a division of the ALA (Jenkins, 2000). Throughout the 19th century and early 20th century, school libraries and the AASL evolved, becoming more active in public schools throughout the United States with the continued guidance and core values of their parent organization, the ALA. Throughout the decades, library programs evolved to include more than books and leaflets of information—the collections grew to include audiovisual resources in addition to print resources (Rumberger, 2018). This is just one example of how the school library adapted with advances in technology and the ways in which information is presented and received to support teaching and learning.

In addition to evolving with technological advances, school libraries have endured many challenges since their inception, such as funding issues and how to best utilize both human and physical resources. These challenges led to the development and publication of school library program guidelines (NCES, 2005), which provided school districts and principals direction for implementing an effective school library program. Over the past several decades, the school library media standards for students and professionals have been periodically analyzed and revised to meet the needs of 21st century learners and further support schools in consistently implementing an effective school library program with the overarching goal of providing equitable access to resources and instruction in information and digital literacy. The efforts of the AASL and NEA, with support from federal, state, and local governments have influenced student

access to books and contributed to the improvement of student literacy. However, a flexible approach to the design of school library media programs is vital in addressing the needs of students competing in an ever-changing world.

Learning Commons

With the explosion of digital devices and easy access to information in the early 2000s, many professions needed to adapt to those advances and with that adapt their physical spaces as well. With an increase in the use of technology in education and digital information, the school library media center is one of the spaces that needed to adapt. Through their research, Loertscher and Koechlin (2014) were able to provide guidance for this evolution by defining the characteristics of the reinvented school library as the *learning commons*, a space designed as a “bridge between educational philosophy being practiced and the real world” (p. 3). There is a common misconception that 21st century students do not need school libraries (Loertscher & Koechlin, 2014). In truth the 21st century learner does not need a traditional school library with rows upon rows of dusty books, bulky immovable furniture, and strict rules, such as required silence; they need a reimagined space in which they can collaborate, experiment, inquire, and create (Grigsby, 2015), a space designed for innovators—a community space. This new space has been coined the *learning commons*.

Traditional school libraries that do not address this need for change are in danger of becoming obsolete. At the core of this newly designed space is the fundamental idea of flexibility. The physical space is key to the learning commons and allows for a shift from a single class space to multiple flexible learning areas. Loertscher and Koechlin (2014) explained that “the responsive nature of this approach to excellence in teaching and learning means that the

journey will never end; but it is continuously morphing to address the current and future needs of learners and school” (p. 3). It is paramount that school libraries be designed in such a way that they can evolve with the needs of 21st century learners—learners who are challenged with an ever-increasing need to develop strong inquiry and analytical skills.

For school libraries that have yet to make this transition, Grigsby (2015) advised school leaders begin by evaluating their current library media program. Schools should first determine what purposes the space serves—is it resource or student driven? Learning commons are designed for students, not materials. School library media centers that continue to focus on the resources as a priority rather than on the students are apt to have a lower number of students, teachers, and class visits as well as reduced circulation numbers (Grigsby, 2015). Many learners no longer see the value in going to the library unless it is to embark on an exciting learning journey, such as attending a session on coding, researching a relevant topic, or engaging in an experiment.

Library Staff

Much like the evolution of the school library’s physical space, the library media staff has also needed to evolve. Mary E. Hall was the harbinger of school librarianship (Alto, 2012). Hall was instrumental in leading and implementing the vision for school libraries in the United States. That vision led to the first high school library run by a professionally trained librarian who managed over 8,000 books, a large and inviting space, and audio-visual equipment (Alto, 2012). Rowena Keith Keyes (1914), who worked with Hall at Girls’ High School in Brooklyn, New York, described the school library as “the heart of the school—its laboratory of literature—playground of minds as the gymnasium is of bodies—all this and more is the library” (p. 86).

She went on to share that the library is where one could experience “the intellectual current of the school” (Keyes, 1914, p. 86). During the infancy of school libraries, Hall was the model of librarianship for school librarians. She emphasized the importance of reading and research and modeled collaborative planning with teachers to educate students in information literacy skills (Alto, 2012). Hall’s efforts provided the cornerstone of the professional identity of the school librarian.

From the beginning, there has been role confusion for the school librarian. Although Mary E. Hall was revered as a teacher-librarian from 1903 to 1944, in the early 20th century many school leaders viewed the school librarian role as a clerical position—someone who managed the stacks of books. Despite the development of professional guidelines for school librarians, many school principals struggled with the role of the school librarian as one of a teacher or support person, and some viewed the position as optional. Throughout the decades, this attitude toward the school librarian role, coupled with the changing academic and library standards, information, and technology needs of teachers and students, has resulted in a staffing variability in the school library. This is evidenced by the 20% decline in the number of certified school librarians in public schools nationwide (Sparks & Harwin, 2018). As a result of this decline, personnel assigned to the role of the school librarian may be a paraprofessional, other certified teacher, staff with dual roles, or volunteer staff. Despite the library staffing challenges, there is an overwhelming need for the school library staff to support students and teachers as they navigate the “ever-changing information and education landscape” (AASL, 2016, p. 1).

A primary goal of school librarians and library staff has been and will continue to be to help students become lifelong readers. Some have found this goal to be in conflict with the added responsibility of incorporating technology education (Knapp, 2019); however, the teaching of

literacy and digital literacy work in tandem to support and enhance student learning and literacy development (Knapp, 2019). It is the position of the AASL (2016) that “school librarians lead the way in digital learning and literacies by teaching and providing professional development in their school communities and districts” (p. 1). The educational landscape will continue to evolve and change. Throughout these changes, the school library staff must remain adaptive and flexible as they provide essential support in helping students and teachers navigate and keep current with changes by continuing to work to improve student digital learning, digital literacy, and information literacy (AASL, 2016) as well as foster students’ lifelong love of reading. The decline in the number of school librarians suggests that some school leaders do not see the value in a teacher-librarian. However, in a rapidly changing society, there is a great need for students to have an educated guide in the school library as they navigate technology innovations, learn to ethically analyze and utilize information, become discerning readers capable of appropriately selecting books, and fully developing the transliteracy skills needed in today’s world.

Florida School Library Guidelines and Evaluation

The link between school libraries and literacy is emphasized in the Florida guidelines for school libraries, which are integrated through English Language Arts standards because the Florida Department of Education does not have separate library media standards. Instead, the focus is on “the two core approaches to library media instruction, reading and inquiry” (Florida Association of Supervisors of Media [FASM], 2020, para. 2) through the READS—Florida’s K-12 Integrated Library Media Reading Guidelines, (Florida Department of Education [FLDOE], 2020a) and Information Literacy FINDS—Florida’s Library Media Research Model (FLDOE, 2020c).

National library standards, standards for the 21st century learner, and guidelines for school library media programs were considered in the development of READS, which includes the following five components: read as a personal activity; explore characteristics, history, and awards of creative works; analyze structure and aesthetic features of creative works; develop a literary-based product; and score reading progress (FASM, 2020). The FLDOE provides a chart for each component with an alignment to grade level English Language Arts standards as well as grade level summaries. Additionally, the FLDOE provides a crosswalk on their Library Media Services website with the American Association of School Libraries standards for the 21st century learner, which includes the READS component, READS indicator, AASL standards, and Florida English Language Arts standards. These tools provide teachers and school librarians the guidance to ensure students are developing transliteracy skills and to support the school library program as a contributor to the school literacy plan.

As a complement to the READS model, FINDS, the research-based tool that guides teachers and school librarians as they help students learn to research and use information ethically (FASM, 2020), supports students as they engage in inquiry-based learning experiences. This model focuses on five key concepts: focus on the information need, investigate resources to look for an answer, note and evaluate facts, develop information into knowledge for presentation, and score presentation and search (FASM, 2020). Much like the READS resources, the FLDOE provides K-12 charts to address information literacy. Teachers and librarians have the option of reviewing a crosswalk for each concept or all concepts by grade level. The concept charts indicate the standards addressed as students work on a particular skill, such as focusing on the information need. The grade-level specific charts align the FINDS components and indicators with the AASL Standards for 21st Century Learners and Florida Language Arts Standards.

Although Florida does not have isolated school library standards, the Florida Department of Education Library Media Services Department, in collaboration with organizations such as FASM, provides school library programs with guidance and tools to support the implementation of high-quality library programs. The state resources are designed to support library media staff as they help students develop digital and print literacy skills, with a focus on developing critical thinking skills to prepare students “to extend and communicate their content area knowledge” and “learn ethical and efficient information-seeking behaviors” (FASM, 2020, para. 2). These guidelines artfully connect the library media program and student literacy development.

The Library Media Services Division of the Florida Department of Education additionally provides school libraries with tools to evaluate their library media program. The evaluation tools include three instruments: the ExC3EL Evaluation Rubric, ExC3EL Evaluation Rubric Scoring Sheet, and ExC3EL Improvement Plan (FLDOE, 2020a). These tools were developed in alignment with the National Association of School Library Standards and in collaboration with focus groups, school librarians, and university professors; they were also modeled on state rubrics from both New York and Colorado (N. Teger, personal communication, October 7, 2019). The purpose of the rubrics is to provide schools with the knowledge to evaluate the school library media program and to allow school librarians to work in collaboration with school staff and administrators to continually improve the school library media program (N. Teger, personal communication, October 7, 2019). The data from the rubrics are not collected by the Florida Department of Education or used for evaluative purposes in assigning school grades, allowing schools the opportunity to administer non-punitive evaluations and then strategically plan for improvements to the school library media program using the ExC3EL Improvement Plan.

To further the development of high-quality library programs, the FASM (2020) and the FLDOE's Library Media Services collaborated to recognize exemplary school library media programs through the Florida Power-Library Schools (FP-LS) program. Although this program is voluntary, it is a way for school libraries to receive positive recognition for their outstanding program. To apply a school library program must have a certified school librarian who has worked in school library for a minimum of three years. The school library program is then evaluated based on several criteria: a survey completed by school community members, a portfolio and site visit, a narrative statement, ExC3EL scoring sheets, and a 5-minute video that showcases the school library program (FASM, 2020). Upon successful completion of this process and provided a school earns the minimum required points, a school library will receive the Florida Power-Library Schools Award, which gives the school statewide recognition as an outstanding school library program (FASM, 2020). Moreover, this award recognizes FP-LSs as leaders in collaborating to improve student achievement.

Legislative Impact

Despite the fact that research has indicated the need for school library media programs and access to books (Chateau & Jared, 2000; Latrobe, 1998; McKinsey & Company, 2009; Payne et al., 2012), federal law does not have regulations in place stipulating mandatory school library programs in the United States. However, in 2015 President Obama signed the reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 to "ensure that every child achieves" (ESSA, 2015, p.2). The revisions in ESSA (2015) included new provisions for school libraries, that permit school districts to utilize funding to support school library programs and professional development for school librarians. These provisions are a positive

step to allow for more flexibility of the use of funds to include school libraries. However, it is up to states and local school districts to determine whether they include provisions for school libraries through ESSA implementation plans (Norton & Merola, 2016).

Many states have laws that clearly identify the responsibilities of school districts and provide funding to support the staffing and development of school library programs (Kachel, 2017). The FLDOE provides specific guidance to school districts on the subject of school libraries, requiring the following of public schools:

School library media services; establishment and maintenance—Establish and maintain a program of school library media services for all public schools in the district, including school library media centers, or school library media centers open to the public, and, in addition such traveling or circulating libraries as may be needed for the proper operation of the district school system (K-20 Education Code, 2018).

Funding is provided to Florida school districts to maintain library programs, but Florida state statutes do not require schools to staff school library media centers with a certified school librarian teacher nor does the state fund the staffing of a school librarian or assistant.

Florida’s governor issued Executive Order 19-32 in 2019, which tasks the *Just Read, Florida* division of the FLDOE to “outline a pathway for Florida to be the most literate state in the nation” (p. 2). This order may influence how Florida public libraries and school libraries operate because one of the measures of a literate state is its libraries (Comen, 2018). As revealed in the National Assessment of Educational Progress from the National Center for Education Statistics (2015), and stated by Comen (2018), “literacy rates also correlate with factors associated with reading behavior and access to books” (para 3). States with higher literacy rates have higher academic performance indicators and a greater number of libraries per 100,000

people; currently, Florida has the lowest number of libraries per 100,000 people and has the lowest number of library users (Comen, 2018). Students develop reading habits in their primary years, that will affect their literacy development throughout their primary and secondary education (Cunningham & Stanovich, 1997; Payne et al., 2012). To become the most literate state, Florida legislators will need to examine both public and school libraries and the laws that support the staffing, development, and sustainability of library programs.

Appreciative Inquiry

As school districts strive to improve student literacy, exploring what is working best in an organization can lead to positive change and renewed focus on a common mission (Cooperrider et al., 2008; Sinek, Mead, & Docker, 2017). To discover what is working best in school library programs within an urban school district, an AI approach was appropriate. AI is a theory that was proposed by David Cooperrider and Suresh Srivastva in the 1980s. It continued to be viewed as a relatively new theory into the early 2000s until AI gained recognition for its positive approach to organizational progress and evaluation as well as its value in educational research (Shuayb, Sharp, Judkings, & Hetherington, 2009). The Appreciative Inquiry approach seeks to understand what is working well within an organization and build upon the positive core (Cooperrider et al., 2008). Sinek et al. (2017) reinforced the concept of approaching organizational change from a positive perspective, emphasizing the impact that inspiring employees can have on an organization through discovering *the why* of the work.

Through the AI discovery phase, the effective pedagogical practices of elementary school library programs could be identified and analyzed. Cooperrider et al. (2008) constructed a cycle

of the AI process. Table 3 contains the purpose, task, and expected outcomes during each of the AI phases.

Table 3

Appreciative Inquiry Process

Stage and key question	Purpose	Task	Outcomes
1. Discovery “What gives life?”	Discovery and appreciate personal and organizational “high point” stories and experiences.	Gathering stories and key ideas that identify the organization’s “positive core.”	Stories as evidence of values and best practices; greater sense of openness and listening skills, builds trust, generates positive energy.
2. Dream “What might be?”	Co-create a desired future from collective, imaginative and innovative capacity of the group.	Co-create visions of all the elements participants want to introduce into communities or workplaces.	Clear statements and images of members “idealized” organizations; increased creativity; amplifies voices of hope.
3. Design “How can it be?”	Choose the design elements that will support and develop the organization structures to bring the dream to life.	Participants identify which projects they want to be a part of to make the dream happen.	Begin to submit basic project plans for consideration and refinement; begin to see shifts in behavior and mindset; increased empowerment.
4. Destiny/Delivery “What will be?”	Sustain momentum in the organization; build capacity of participants to continue the process themselves.	Continued learning and adapting, consider new iterations of the cycle, engage in possibility thinking and looking for “opportunities” vs. problems.	Participants become “appreciative leaders” who champion self-sustaining change; cultural shift towards strength-based appreciative practices.

Note. Adapted from “Appreciative Inquiry: A Tool for Organizational, Programmatic, and Project-Focused Change” by K. L. Priest, E. K. Kaufman, K. Burnton, & M. Seibel, 2013, *Journal of Leadership Education*, 12(1), p. 22.

The focus of this research study is on the foundation of the AI process, which is the discovery phase. This phase allows an organization to identify key factors that will lead to *the why*, and to an understanding of the positive core. The researcher learned what is working well and what the staff value. This knowledge will ultimately provide the groundwork for the organization to develop a mission that will inspire school teams to dream, design, and deliver a high-quality library media program.

The AI approach has been utilized successfully in hundreds of action research studies. In a review of the AI literature, Yaeger, Sorensen, and Bengtsson (2005) identified 392 publications on AI between 1986 and 2003 and found this approach has been implemented not only in the United States but also in several other countries. Researchers and organizational leaders seeking a different model to implement sustainable change from the traditional organizational development (OD) approach, have used AI. Bushe (2007) stated the following:

Those who use AI are just as concerned with “problems” as any other leader; they just come at them differently. Instead of trying to solve the problem, AI generates a collective agreement about what people want to do together and enough structure and energy to mobilize action in the service of those agreements. (p. 7)

AI provides leaders with an opportunity to engage employees in the ownership of the organizational change needed, whereas more traditional approaches focus on a top down approach.

Calabrese, Hummel, and San Martin (2007) used an AI theoretical research perspective to explore teachers’ and administrators’ beliefs regarding work with students who were academically at-risk. They collected data through focus groups, semi-structured interviews, and surveys. Although administrators and teachers had different goals and approaches, Calabrese et

al. found that there was a common positive feeling regarding the investment they had in the success of their students and concluded that this could be used to help teachers and administrators collaborate more effectively in supporting academically at-risk students.

During a required review of an initial teacher education program, Allen and Innes (2013) sought to use a continuous improvement model that would not be seen “as a distressing process, both for those charged with envisioning and leading the change” (p. 2), or a top-down leadership approach. They selected a “contemporary, strengths-based approach to management” (Allen & Innes, 2013, p. 3): AI. This approach allowed participants to focus on the strengths of the program, while also considering what could be improved. By creating an opportunity and space for open and honest communication, the “mode of interaction was also perceived as constructive for future programming arrangements” (Allen & Innes, 2013, p. 10). Although Allen and Innes (2013) acknowledged that this approach created a positive environment for evaluation of an educational program and recommend its use, they also commented that facilitators should consider implementing structures to ensure they do not approach the appraisal with an overly optimistic attitude.

Michael (2005) implemented an AI approach while conducting field research in three African countries. Using the discovery phase of AI, Michael successfully collected sensitive interview data from 60 non-governmental organizations. Because of the successful implementation of this approach, Michael indicated the interviewees were open and willing to share information without reservation. She also noted that the interviewees almost naturally progressed into the dream stage of the AI process, suggesting this approach creates a momentum that can positively steer an organization to systemic improvements. Through the implementation of AI, key members of the organization could positively influence change:

Every organization has something that works right—things that give it life when it is most alive, effective, successful, and connected in healthy ways to its stakeholders and communities. AI begins by identifying what is positive and connecting to it in ways that heighten energy, vision, and action for change. (Cooperrider et al., 2008, p. xv)

Although stages of the AI process can be completed at different times, it is a cycle that includes four stages, that should be revisited periodically. Figure 1 depicts the four stages of the AI process as described by Shuayb et al. (2009) and as explained by Cooperrider et al. (2008). The AI approach may include all four stages, or it may select stages based on the research and evaluation needs of an organization.

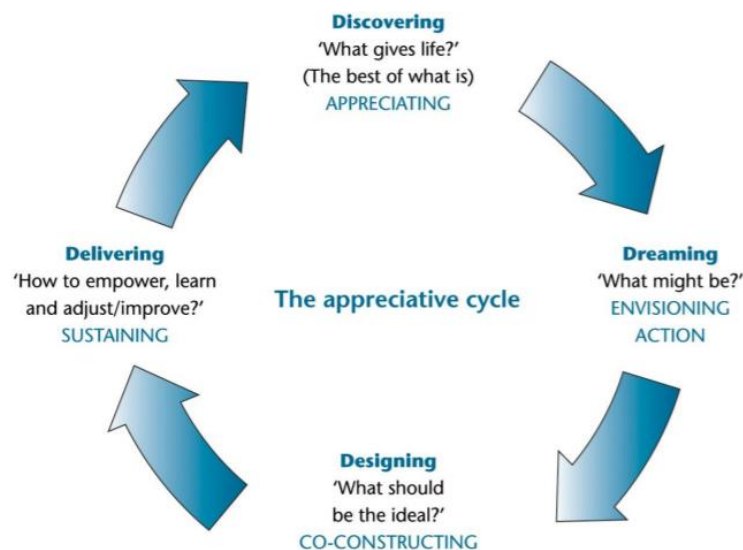


Figure 1: Appreciative Inquiry Cycle

Note. Adapted from “Using Appreciative Inquiry in Educational Research: Possibilities and Limitations by Shuayb et al., 2009. National Foundation for Educational Research.

An essential precursor step to this model is to define the affirmative topic (Cooperider et al., 2008). For the purpose of this research study, the affirmative topic is effective pedagogical practices in elementary school libraries. Given this affirmative topic, this research study focused on the discovery stage of the AI model. The discovery stage of the AI approach was warranted because of the rapid changing educational landscape affecting school library media programs coupled with a lack of state funding to staff Florida school library media centers. The discovery stage allowed the researcher to identify how school library programs are contributing to the school literacy plan and what is working best despite staffing variabilities in elementary school libraries throughout the district.

Summary

In this chapter the researcher reviewed the literature related to (a) school library media centers, (b) the school librarian position, and (c) the role of the school library in supporting literacy development. The literature supports the value of school libraries in addressing reading achievement and information access gaps. An effective school library media program can reduce the access gap to reading and research materials as well as increase the opportunity for students to develop digital literacy skills. School libraries can help with the information access gap by providing resources for students during school and by offering flexible school library media center hours. Despite existing staffing variabilities, a robust school library media program has the potential to support the school's comprehensive literacy plan. Identifying effective pedagogical practices of school library staff in a large urban school district using an AI approach will provide useful information to school administrators on effective best practices working within the school libraries that support teaching and learning.

CHAPTER THREE: METHODOLOGY

The purpose of this study was to identify effective school library pedagogical practices in elementary school library media centers and to understand the role of the school library in a school's comprehensive literacy plan. The study was limited to a large urban school district with 37 elementary school libraries. This study occurred over the period of four months.

A mixed-methods research approach provided the researcher with an opportunity to increase knowledge, particularly when addressing a topic where there is limited existing information (Creswell & Plano Clark, 2007). Using a complementarity design allowed the researcher to understand the complex issues school library staff and school leaders face as they work to implement an effective library media program through a more complete analysis (Creswell, 2002). The quantitative analysis provided numerical data that revealed common practices and characteristics of staff in the school libraries that support an effective library media program (Charles & Mertler, 2002). The qualitative data provided the basis for a deeper exploration of the common pedagogical practices and characteristics of staff through semi-structured interviews. Thematic analysis allowed for a synthesis of the survey and interview data (Braun & Clarke, 2006) to provide a better understanding of the pedagogical practices in elementary school libraries and how those practices contributed to an effective school library program and the school-wide literacy plan.

An AI approach can be transformational for an organization (Cooperrider, et al., 2008) striving to improve its impact on student learning. Throughout this process, stakeholders have “a renewed commitment to change and a sense of hope among the groups of people working to achieve that future” (Michael, 2005, p. 222). The process of identifying effective school pedagogical practices within elementary school library media centers may result in improved

organizational practices (Cooperrider et al., 2008). A Capacity Building theoretical framework complements an AI approach that uses positive solutions. This approach focuses on enhancing the abilities of the stakeholders rather than on identifying the problem(s) and then seeking external solutions to fix it (Cooperrider et al., 2008; Judge, 2012).

Research Design

This study implemented a sequential explanatory mixed-methods research design using the Discovery Phase of an AI approach (Ary et al., 2019; Cooperrider, et al., 2008). A Delphi approach (Iqbal & Pison-Young, 2009) was used to validate survey questions prior to sending to the target population. An initial survey, using print and Qualtrics surveys, was administered to the school principals and the school library media staff of the 37 elementary schools in one school district, which allowed for a broad collection of data during an initial inquiry process to identify effective pedagogical practices currently in place district wide (Cooperrider et al., 2008). Interviews were conducted with selected participants following completion of the survey. This method permitted the researcher to seek “elaboration, illustration, enhancement, or clarification of findings from one method using the results of another” (Ary et al., 2019 p. 519).

Research Questions

The following research question guided this study:

1. What is the role of the library media program in a comprehensive school literacy program?

Data from the following research sub-questions aided in identifying effective pedagogical practices in elementary school library media programs:

1. What are the steps school leaders take to implement their successful school library program?
2. What are the steps school library staff take to implement their successful school library program?
3. What are the characteristics of staff and leaders who have implemented successful school library programs?

Participants and Setting

Quantitative

A purposive sampling of the total population was used for this research study, which consisted of 37 principals and 37 library staff in traditional elementary schools located in a large urban Central Florida school district. The sample consisted of 14 Title I and 23 non-Title I schools. Library staffing as identified by the school principals was: 11 certified media specialist, 16 other certified teachers, eight paraprofessionals, one bookkeeper, and one technician.

During the initial phase of the study, because the use of district email to contact participants was not permitted, a survey was mailed to 74 individuals via the United States Postal Service, which included a print version of the survey and a link to respond via the Qualtrics survey. Directions were included to provide the participant with guidance on how to complete the Qualtrics online survey or to complete the print version and return it to the researcher in the enclosed self-addressed stamped envelope. The survey targeted the following individuals from each school:

- library staff (e.g., a certified library media specialist, school librarian, paraprofessional, or other person working full or part-time in the school library, and
- school principal

Because of the low response rate, the survey was mailed two additional times to specific individuals who had not completed the survey. Thirty participants from 24 of the 37 schools responded to the survey. Participants included 12 elementary school principals and 18 elementary school library staff. The survey responses provided data on seven construct variables that are indicators of an effective school library program (FLDOE, 2019) and they were also used to identify potential participants for the interviews.

Qualitative

The second phase of this study used a purposive sampling methodology to identify at least 10 survey participants for a follow-up interview (Ary et al., 2019; Creswell & Poth, 2018) that included both library staff and school leaders from Title 1 and non-Title 1 schools with interviews being conducted until saturation was met ($N = 10$). Qualtrics and print surveys identified 16 participants who indicated a willingness to take part in an interview. The interview participants were then selected to include five principals and five library staff. Interview participants were classified as a school principal if they held the district position of elementary principal. Interview participants were classified as library staff if their job responsibilities included managing the school library. The library staff included the following district job titles: (a) certified media specialist, (b) certified teacher, and (c) paraprofessional.

Procedures

This sequential explanatory mixed-methods approach used the following:

1. Quantitative data to gain detailed knowledge to increase understanding of effective pedagogical practices by elementary school library media centers by collecting survey data on seven construct variables that are indicators of an effective school library program and to identify interview participants.
2. Qualitative data collected from interviews to expound on the commonalities among schools identified from the quantitative data.

Once approval was received to conduct research from the University of Central Florida Institutional Review Board (IRB) and school district IRB, the researcher mailed the survey packet to the 74 potential participants at the 37 elementary schools. The packet included an explanation of research, consent form, a copy of the survey, and directions explaining that the participant had the option of completing the print survey or using the link included in the packet to complete a Qualtrics® online survey. The survey concluded with a question to gauge participants' willingness to engage in an interview. Following completion of the survey, willing participants were contacted personally (via phone and/or email) to schedule interviews, which were conducted face-to-face, via phone, and via video conference call.

Instruments

Quantitative

The research design utilized a survey instrument during the quantitative phase of the study, which was adapted with permission (Appendix B) from the state-developed EXC3L³ rubric designed to evaluate the effectiveness of library media programs, combined with questions

to assess literacy practices developed by the International Literacy Association (Appendix B). The survey consists of eight sections, each addressing a different construct of the school library program with the last section designed to collect demographic information. The first 42 questions were measured on a 5-point Likert scale. The last eight demographic questions were multiple choice and fill in the blank. The survey questions, which are aligned with the AASL (2019) standards, allowed the researcher to collect data to analyze the effectiveness of the school library programs and characteristics of school library staff and leaders who are responsible for the library program.

A qualified panel of educators who have backgrounds in literacy, school leadership, or school library program management used a Delphi approach to review all survey questions (Iqbal & Pison-Young, 2009) for content validity. The survey collected data from schools to identify common defining characteristics, themes, and pedagogical practices that contribute to an effective school library media program as well as demographic data from the 37 traditional elementary schools in the school district. Table 4 shows the survey constructs and number of questions within each section.

Table 4

Survey Instrument Constructs

Subject Section	# of Questions
Assessing School Literacy Practices	10
Evaluating Instruction	4
Curriculum Assessment Support	3
Resource Management	4
Program Administration	7
Environment	3
Advocacy	3
Staff and School Information	4

Qualitative

The qualitative section of the study used interview questions that embraced a positive framework, which Cooperrider et al., (2008) referred to as the positive core, which is the heart of the organization and can be identified or expressed in a multitude of ways, such as through awards, services, operational strengths, strengths of partners and stakeholders, leadership capacity, competencies, and other means (Cooperrider, et al., 2008). The use of a semi-structured open-ended interview protocol allowed the researcher to expand on thematic findings from the survey results (Ary et al., 2019). The questions, which followed the AI model for interview questions, were designed to elicit a more comprehensive understanding of the effective pedagogical practices identified within the elementary school library programs based on an analysis of the survey results. This approach was intended to elicit data on what is working best in the organization's elementary school libraries.

The 11 interview questions (Appendix C) were cross-referenced with the AASL (2019) standards. To ensure content validity, the same Delphi protocol and panel were used to review and validate the interview questions for the second phase of the study (Iqbal & Pison-Young, 2009). The researcher implemented a mixed-method data collection and analysis.

Data Collection Credibility

The research proposal was submitted to the University of Central Florida (UCF) IRB and the school district for approval (Appendix D). Upon receipt of the IRB approval from UCF and the school district, the study commenced. A sequential explanatory mixed-methods approach was used to implement a survey to collect data on seven contract variables and, by subsequently implementing semi-structured interviews, to select participants, collect data to provide

elaboration, enhancement, and clarification of data collected from the survey (Ary et al., 2019; Creswell & Poth, 2018). Iqbal and Pison-Young (2009) suggested using a four-round Delphi iterative process, where panel experts provided validity for survey and interview protocol development and conducted a meticulous review of the survey questions prior to administration. Participants had the option to complete a Qualtrics® online survey, which allowed for secure collection and analysis of participants' survey responses, or a print survey that was mailed to the researcher's home and kept in a locked file cabinet when not in use. The data from the print surveys and data from the Qualtrics® online survey responses were input into a password-protected Excel spreadsheet, which was saved on a password-protected flash drive and later entered into the Statistical Package for Social Sciences (SPSS) for analysis.

Prior to conducting interviews, the researcher participated in a bracketing interview (Appendix E) to set aside personal biases and preconceived thoughts related to this study and wrote reflexivity memos throughout the data collection process (Tufford & Newman, 2010). The researcher recorded all interviews using the Voice Recorder application on a password-protected cellular phone. Rev.com, a transcription service, was used to transcribe all audio-recorded responses from the semi-structured interviews. A password protected flash drive stored interview transcription. Prior to data analysis, each audio interview was compared to the transcribed interview to ensure accuracy. The interview protocol contained member checks (Appendix F) to ensure responses were recorded accurately; participants were given an opportunity to review the transcribed interview and to provide clarification and/or corrections if necessary (Ary et al., 2019). All participants received a notice of confidentiality, an explanation of the research, and an informed consent form (Appendix G) before participating in the study.

Data Analysis

Quantitative

During the first phase of the study, the researcher consolidated data collected from the print surveys and Qualtrics® online surveys in a Microsoft Excel spreadsheet. This consolidation was necessary because of a higher survey response rate via print surveys, with only eight participants electing to respond using the Qualtrics® online survey link provided in the packet. Prior to analysis and using the SPSS software, the researcher conducted data screening to help ensure data integrity and the reliability and validity of the data collected, and to identify any anomalies that needed to be removed or fixed. During this process, the researcher noted there were no missing data.

As suggested by Ary et al. (2019), the researcher (a) analyzed survey data by cross-tabulating subgroups, (b) formulated questions regarding the results, (c) examined the data for anomalies or discrepancies by subgroups and participant respondent type, (d) organized all responses and (e) tested findings for statistical significance as suggested by Field (2015). Descriptive statistics summarized demographic data collected from the survey participants and provided insight into the effective pedagogical practices of elementary school library programs based on participant responses on the seven construct variables that are indicators of an effective school library program (FLDOE, 2019). Independent t-tests compared the responses of the subgroups to determine whether there were statistically significant differences between principals' and library staff's responses on the seven survey construct variables that are indicators of an effective school library program, which can be found in Table 4. A second iteration of independent t-tests determined whether there were statistically significant differences between

the responses of Title I and non-Title I schools. Because of the small sample size, Shapiro-Wilk tests on the two t-tests were conducted to determine whether the data are normally distributed where $p > .05$. Skewness and kurtosis were also analyzed to confirm data normality, where skewness between ± 2.0 is considered relatively normal, and where kurtosis between ± 2.0 is considered relatively normal (Lomax & Hahs-Vaughn, 2012). The Independent T-Test was the appropriate test to identify whether there were statistically significant differences in the means of the sub-groups as the data assumptions for this test were met (Field, 2015). Cohen's d was computed for all independent t-tests to determine effect size. Conventions for interpreting d are as follows: (a) small effect, $d = .2$; (b) medium effect size, $d = .5$; and, (c) large effect size, $d = .8$ (Lomax & Hahs-Vaughn, 2012). A small effect size would indicate the means of the sub-groups did not differ significantly, whereas a large effect size would indicate the means of the sub-groups did differ significantly.

The survey construct variables were cross tabulated with the American Association of School Librarians (2019) standards to identify recurring effective pedagogical practices in elementary school library media programs. In alignment with Field (2015), the descriptive statistics provided a summary of the data collected and provided meaningful details about the population. The analysis of participant responses determined the percentage of schools that reported they were implementing effective school library media pedagogical practices in the seven critical construct areas from the survey. The SPSS was used to conduct the statistical analyses.

Qualitative

For the second, qualitative phase of the study, the researcher conducted an in-depth analysis of the transcripts from semi-structured interviews. Each transcript was read at least once prior to coding of the data. During the second reading, the data were initially coded and labeled. The codes were reviewed again to recode and identify categories. The categorization of the codes led to the identification of emerging themes and analysis of the findings.

Synthesis of Quantitative and Qualitative Results

The researcher interpreted results from both phases of the study to gain a better understanding of the current pedagogical practices in the elementary schools and how those schools that have effective library media programs contribute to the school literacy program. The results of this analysis were presented using a semi-tabular method. Table 5 provides a visual model for the data collection and analysis procedures for this sequential explanatory mixed-methods study.

Table 5

Visual Representation of Mixed-Method Procedures

Phase	Procedure	Product
Phase 1: Data collection	Qualtrics® or print survey	Numerical data Demographic data
Phase 2: Data analysis	Independent T-Tests Shapiro-Wilk Test Descriptive Statistics Cross tabulation Thematic Coding	Presentation of results
Connecting Phases 1 and 2	Purposive sampling determined by survey findings	Interviewed sample population, until saturation ($n = 10$) Semi-structured interview schedule
Phase 2: Data collection	Individual semi-structured interviews Verbatim transcription of recordings	Interview transcripts
Phase 2: Data analysis	Coding and thematic analysis Cross thematic analysis	Indexed and charted data Thematic categories Mapping and interpretation of the data
Integration of Phase 1 and 2 results	Synthesis of survey and interview data	Analysis of results presented using a semi-tabular method Discussion Implications Future research

Note. Adapted from “Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice by N.V. Ivankova, J.W. Creswell, and S. Sticke, 2006, *Field Methods*. 18(1), p. 14.

CHAPTER FOUR: DATA ANALYSIS

The purpose of this sequential explanatory mixed-methods study was to identify effective pedagogical practices in elementary school libraries. The researcher collected survey data from elementary school principals and library staff to identify current pedagogical practices in an urban district's elementary school libraries and gain insight into the participants' attitudes and beliefs regarding school library programs. The researcher interviewed five school principals and five library staff members to capture a deeper understanding of the school library programs. This chapter details the quantitative data results followed by the qualitative data results in response to the research question (RQ) and sub-questions (SQ):

RQ1: What is the role of the library media program in a comprehensive school literacy program?

SQ1: What are the steps school leaders take to implement their successful school library program?

SQ2: What are the steps school library staff take to implement their successful school library program?

SQ3: What are the characteristics of library staff and leaders who have implemented successful school library programs?

Phase 1: Quantitative Data Results

Population

The total target population included 37 elementary school principals and 37 elementary library staff. The survey participant response rate was 40%. There were 24 unique schools represented, 14 Title I and 23 non-Title I schools, a 65% response rate. Descriptive statistics

summarized the demographic data of the survey participants ($N = 30$). Respondents included 12 elementary school principals (40%) and 18 library staff members (60%). The library staff included the following job titles: (a) seven media specialists (23%), (b) four paraprofessionals (13%), (c) five teachers (17%), (d) one assistant principal (3%), and one reading coach (3%). Table 6 summarizes the various job titles of the survey respondents.

Table 6

Job Titles of Survey Respondents

Job Title	Number of Respondents	Percentage Represented
Principal	12	40
Library Staff		
Certified Media Specialist	7	23
Paraprofessional	4	13
Certified Teacher	5	17
Assistant Principal	1	3
Reading Coach	1	3

Each participant provided the years of experience in their current role. The largest portion of survey participants (36%) reported they had more than 12 years of experience in their current role, followed by participants who reported 0–3 years of experience (30%). Table 7 provides the years of experience in their current role as reported by the survey participants.

Table 7

Years of Experience

Years of Experience	Number of Respondents
0-3 years	9
4-6 years	6
7-9 years	2
10-12 years	2
More than 12 Years	11
Total	30

The researcher collected demographic data on each participant's level of educational experience. Most respondents (60%) held a master's degree, followed by respondents (27%) who held a bachelor's degree. Table 8 provides an overview of the level of educational experience of the participants.

Table 8

Participants' Level of Education

Level of Education	Number of Respondents
Associate Degree	2
Bachelor's Degree	8
Master's Degree	18
Doctoral Degree	2
Total	30

Sub-Research Questions One and Two

Analysis of Constructs

Participants responded to survey items using a 5-point Likert scale to collect data on their attitudes toward seven constructs that are indicators of a strong school library media program as determined by the Florida Department of Education (2019a) and serve as a gauge in determining what steps school leaders and library staff take to implement a successful school library program (Appendix A). The construct variables were (a) school literacy practices, (b) evaluating instruction, (c) curriculum assessment support, (d) resource management, (e) program administration, (f) environment, and (g) advocacy. Independent t-tests determined whether there was a statistically significant difference between principal and library staff responses to the constructs. Independent t-tests were also conducted to determine whether participants in a Title I school responded differently from participants in a non-Title I school. Descriptive statistics, mean, and standard deviation were used to analyze participants' responses to questions related to effective pedagogical practices of school library programs.

School Literacy Practices

The first construct of the survey asked participants to indicate their attitudes towards school literacy practices. The Child Literacy Rights served as a basis for the first survey construct (see Table 2, Chapter 2), which asked participants to assess school literacy practices in relation to children's rights to read. Participant responses to those questions provided a better understanding of district-wide literacy practices and insight into participant knowledge of student literacy practices.

An Independent t-test was used to determine whether there was a statistically significant difference between the responses from school leaders and library staff on school literacy practices. School literacy practices data were normally distributed, with a skewness of $-.001$ ($SE = \pm 2$) and kurtosis of $-.398$ ($SE = \pm 2$). The Shapiro-Wilk test verified the data followed a normal distribution ($p > .05$). The Independent t-test results indicated there was no statistically significant difference in the responses between school principals ($M = 3.93$, $SD = .58$) and library staff ($M = 3.91$, $SD = .67$) on school literacy practices, $t(28) = .059$, $p = .954$, $d = .03$. There was no statistically significant difference between the responses from Title I schools ($M = 3.80$, $SD = .67$) and non-Title I schools ($M = 3.96$, $SD = .61$) on school literacy practices, $t(28) = -.665$, $p = .512$, $d = .25$. Survey participants ranked school literacy practices based on how the literacy components related to student literacy experiences. The participant responses indicated most schools (70%) believed they had effective literacy practices in place to support student literacy. Table 9 summarizes participants' responses.

Table 9

School Literacy Practice Responses

Literacy Component	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Reading Enjoyment	0%	6.7%	6.7%	56.7%	30%
Relatability to Materials	0%	6.7%	16.7%	43.3%	33.3%
Access to Materials	0%	0%	0%	30%	70%
Literacy Support	0%	20%	26.7%	30%	23.3%
Administrators Model Reading	6.7%	3.3%	26.7%	36.7%	26.7%
Teachers Model Reading	0%	3.3%	13.3%	53.3%	30%
Enthusiasm for Reading	0%	10%	23.3%	43.3%	23.3%
Visit Libraries	6.7%	0%	33.3%	36.7%	23.3%
Designated Reading Time	3.3%	20%	16.7%	40%	20%
Reading for Pleasure	0%	6.7%	20%	50%	23.3%

An important factor that affects school literacy practices is the school library schedule. The survey results indicated that 63% of the schools implemented a combination of both fixed and flexible schedules to allow for maximum use of the resources and space (Table 10).

Table 10

School Library Schedules

Type of Schedule	Frequency	Percent
Fixed	7	23.3
Flexible	4	13.3
Both	19	63.3

The implementation of a mixed model (fixed and flexible) school library schedule permitted classes to be regularly scheduled for library media learning, book checkout, access to technology, and research; however, students and teachers who had a need for access were also permitted to utilize the space and resources.

Evaluating Instruction

Participants evaluated the library media program’s ability to enhance student achievement through a systematically, collaboratively planned instructional program (FLDOE, 2019). Evaluating Instruction data were normally distributed, with a skewness of $-.135$ ($SE = \pm 2$) and kurtosis of $-.543$ ($SE = \pm 2$). The Shapiro-Wilk test verified the data followed a normal distribution ($p > .05$). An independent t-test determined there was no statistically significant difference in the responses of school principals ($M = 3.78$, $SD = .64$) and library staff ($M = 3.66$, $SD = .75$) on evaluating instruction, $t(28) = .480$, $p = .635$, $d = .17$. There was no statistically significant difference between the responses from Title I schools ($M = 3.63$, $SD = .62$) and non-Title I schools ($M = 3.73$, $SD = .73$) on evaluating instruction, $t(28) = -.369$, $p = .715$, $d = .15$. Many respondents (56%) indicated that the school library program enhanced student achievement; however, a modicum of respondents (26%) indicated that they neither agreed nor

disagreed that the school library program contributed to the enhancement of student achievement. Responses on evaluating instruction are summarized in Table 11.

Table 11

Evaluating Instruction Responses

Evaluation Component	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Instruction	6.7%	13.3%	26.7%	36.7%	16.7%
Partnerships	0%	13.3%	23.3%	43.3%	20%
Transliteracy Skills	3.3%	20%	33.3%	23.3%	20%
Literacy Instruction	0%	10%	23.3%	40%	26.7%

Curriculum Assessment Support

Participants evaluated the school library media program on factors that related to enhancing student achievement by supporting all facets of the instructional program. Curriculum Assessment Support data were normally distributed, with a skewness of $-.369$ ($SE = \pm 2$) and kurtosis of $-.260$ ($SE = \pm 2$). The Shapiro-Wilk test verified the data followed a normal distribution ($p > .05$). An independent t-test determined there was no statistically significant difference between school principals ($M = 3.70$, $SD = .57$) and library staff ($M = 3.71$, $SD = .83$) responses on curriculum assessment support, $t(28) = -.01$, $p = .992$, $d = .01$. There was no statistically significant difference between the responses from Title I schools ($M = 3.55$, $SD = .67$) and non-Title I schools ($M = 3.77$, $SD = .75$) on curriculum assessment support, $t(28) = -.741$, $p = .465$, $d = .21$. Most respondents (60%) indicated that the school library program enhanced student achievement by supporting all facets of the instructional program.

Additionally, 31% of respondents indicated they neither agreed nor disagreed that the school

library program enhanced student achievement by supporting facets of the instructional program.

Table 12 provides a summary of curriculum assessment responses.

Table 12

Curriculum Assessment Responses

Curriculum Component	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Reading Guidance	0%	3.3%	16.7%	46.7%	33.3%
Professional Development	6.7%	6.7%	43.3%	33.3%	10%
School Improvement Plan	6.7%	3.3%	33.3%	40%	16.7%

Resource Management

Resource management is an essential component of an effective school library program. Participants were asked to respond to statements on the resources in the library media program, and to indicate whether those resources are appropriate, accurate, current, and provided in formats that meet the needs of the learning community. Resource Management data were normally distributed, with a skewness of $-.651$ ($SE = \pm 2$) and kurtosis of 1.032 ($SE = \pm 2$). The Shapiro-Wilk test verified the data followed a normal distribution ($p > .05$). An independent t-test determined whether school principal responses differed from library staff responses on resource management. The test revealed that responses from school principals ($M = 3.84$, $SD = .49$) did not differ significantly from school library staff ($M = 3.94$, $SD = .77$) on resource management, $t(28) = -.370$, $p = .714$, $d = .15$. There was no statistically significant difference between the responses from Title I schools ($M = 3.74$, $SD = .80$) and non-Title I schools ($M =$

3.97, $SD = .61$) on resource management, $t(28) = -.877$, $p = .388$, $d = .32$. Participants' responses on resource management indicated that this was an area where school libraries excelled in contributing to school literacy and creating a successful school library program. The majority of respondents (90%) indicated that the school library program resources were appropriate, accurate, current, and provided in formats that meet the needs of the learning community. Table 13 provides a summary of resource management responses.

Table 13

Resource Management Responses

Resource Management Components	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Collection	0%	3.3%	6.7%	53.3%	36.7%
Organization	0%	6.7%	3.3%	46.7%	43.3%
Acquisition of Materials	0%	3.3%	6.7%	50%	40%
Maintenance	0%	3.3%	6.7%	60%	30%

Program Administration

Program administration, the technological processes and resources that enhance learning and serve as an infrastructure for administering a properly staffed and well-funded library media program, is critical to a successful school library program. Program Administration data were normally distributed, with a skewness of $-.800$ ($SE = \pm 2$) and kurtosis of $-.834$ ($SE = \pm 2$). The Shapiro-Wilk test verified the data followed a normal distribution ($p > .05$). An independent t-test determined there was no statistically significant difference between school principal responses ($M = 3.43$, $SD = .67$) and library staff responses ($M = 3.53$, $SD = .79$) on program

administration, $t(28) = -.385, p = .703, d = .14$. There was no statistically significant difference between the responses from Title I schools ($M = 3.35, SD = .88$) and non-Title I schools ($M = 3.55, SD = .67$) on program administration, $t(28) = -.672, p = .507, d = .27$. Most respondents (52%) indicated that, overall, the school library media program had effective program administration; however, the majority of respondents (53%) also indicated there was not enough support in the area of funding, and most schools (67%) did not have a website dedicated to the school library program. Table 14 provides a summary of program administration responses.

Table 14

Program Administration Responses

Program Administration Components	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Full Time Staff	23.3%	13.3%	3.3%	30%	30%
Adequate Funding	16.7%	36.7%	13.3%	30%	3.3%
Flexible Access	3.3%	26.7%	10%	40%	20%
School Library Website	16.7%	50%	6.7%	26.7%	0%
Support Technology	3.3%	13.3%	13.3%	46.7%	23.3%
Managed Technology	6.7%	10%	13.3%	46.7%	23.3%
Program Evaluation Conducted	10%	16.7%	30%	23.3%	20%

Environment

An effective school library program provides an inviting, accessible, and stimulating environment for collaborative and individual learning experiences. Respondents rated the environment of the school library media program. Environment data were normally distributed, with a skewness of -1.018 ($SE = \pm 2$) and kurtosis of 1.885 ($SE = \pm 2$). The Shapiro-Wilk test verified the data followed a normal distribution ($p > .05$). An independent t-test determined that there was no statistically significant difference between school principal ($M = 3.35, SD = .72$) and library staff ($M = 3.53, SD = .83$) responses on school library media environment, $t(28) = -.594, p = .558, d = .23$. There was no statistically significant difference between the responses from Title I schools ($M = 3.24, SD = 1.01$) and non-Title I schools ($M = 3.54, SD = .66$) on environment, $t(28) = -.961, p = .345, d = .35$. Most respondents (77%) indicated that the school library program provided an effective learning environment. Table 15 summarizes the school library media program environment response.

Table 15

Environment Responses

Environment Components	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Flexible Space	3.3%	10%	3.3%	40%	43.3%
Flexible Furniture	6.7%	13.3%	3.3%	33.3%	43.3%
Contribution to Culture	6.7%	13.3%	10%	36.7%	33.3%

Advocacy

Participants were asked to indicate whether the school library program initiatives were promoted throughout the community. Advocacy of the school library program includes communication, community involvement, and involvement in professional organizations. Advocacy data were normally distributed, with a skewness of $-.840$ ($SE = \pm 2$) and kurtosis of 1.718 ($SE = \pm 2$). The Shapiro-Wilk test verified the data followed a normal distribution ($p > .05$). An independent t-test revealed that there was no statistically significant difference between school principal ($M = 3.41$, $SD = .83$) and library staff ($M = 3.58$, $SD = .84$) responses on school library media program advocacy, $t(28) = -.534$, $p = .598$, $d = .20$. There was no statistically significant difference between the responses from Title I schools ($M = 3.25$, $SD = 1.03$) and non-Title I schools ($M = 3.62$, $SD = .72$) on advocacy, $t(28) = -1.14$, $p = .263$, $d = .42$. Most participants (74%) indicated that the school library program does not meet the advocacy components of a successful school library program. Table 16 summarizes responses on advocacy in the school library media program.

Table 16

Advocacy Responses

Advocacy Components	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Communication	10%	40%	23.3%	13.3%	13.3%
Community Involvement	3.3%	16.7%	13.3%	40%	26.7%
Involvement in Professional Organizations	13.3%	26.7%	23.3%	30%	6.7%

Table 17 summarizes the quantitative data presented. Cohen's d is included to show the effect sizes of the results are small ($d = 0.2$), with the exception of advocacy, which has a small to medium effect size ($d = 0.5$).

Table 17

Quantitative Data Results

Construct	Principals		Library Staff		Independent T-Test	Cohen's <i>d</i>	Title I		Non-Title I		Independent T-Test	Cohen's <i>d</i>	Skewness	Kurtosis
	(n = 12)		(n = 18)				(n = 9)		(n = 21)					
	M	SD	M	SD			M	SD	M	SD				
Literacy Practices	3.93	.57	3.91	.66	$t(28) = .954,$ $p = .059$	.03	3.80	.67	3.96	.61	$t(28) = -.665,$ $p = .512$	.25	-.001	-.398
Evaluating Instruction	3.78	.64	3.66	.75	$t(28) = .480,$ $p = .635$	.17	3.63	.62	3.73	.73	$t(28) = -.369,$ $p = .715$	.15	-.135	-.543
Curriculum Assessment	3.70	.57	3.71	.83	$t(28) = -.01,$ $p = .992$	.01	3.55	.67	3.70	.75	$t(28) = -.741,$ $p = .465$	.21	-.369	-.260
Resource Management	3.84	.49	3.94	.77	$t(28) = -.370,$ $p = .714$	.15	3.74	.80	3.97	.61	$t(28) = -.877,$ $p = .388$	.32	-.651	1.032
Program Administration	3.43	.67	3.53	.78	$t(28) = -.385,$ $p = .703$	.14	3.34	.88	3.55	.67	$t(28) = -.672,$ $p = .507$	.27	-.800	.834
Environment	3.35	.72	3.53	.83	$t(28) = -.594,$ $p = .558$	.23	3.24	.67	3.54	1.01	$t(28) = -.961,$ $p = .345$	.35	-1.018	1.885
Advocacy	3.41	.83	3.58	.84	$t(28) = -.534,$ $p = .598$	.20	3.25	1.03	3.62	.72	$t(28) = -1.14,$ $p = .263$	.42	-.840	1.718

Phase 2: Qualitative Data Results

The qualitative results consist of participant profiles, followed by thematic analysis. Participant profiles provide the reader with a detailed frame of reference. The voice and experiences of the participants should be presented clearly. Sutton and Austin (2015) recommended the use of a brief participant description. The participants' names were replaced with pseudonyms to protect their identity; however, the data presented remains accurate. The researcher conducted a thematic analysis of participant interviews using an inductive approach: (a) familiarization and organization of the data, (b) preliminary coding, (c) generating themes, (d) reviewing themes, (e) defining and naming themes, and (f) reporting results (Ary et al., 2019). Interview participants were selected based on their role as a principal or library staff member in order to include an equal number of principals and library staff and a representation of participants from both Title 1 and non-Title 1 schools (see Table 18).

Table 18

Interview Participants

School	Position	Title 1
PS1	Certified Media Specialist	No
PS7	Certified Media Specialist	Yes
PS10	School Principal	No
PS13	School Principal	No
PS21	Certified Media Specialist	Yes
PS24	School Principal	Yes
PS25	School Principal	No
PS26	School Principal	Yes
PS29	Certified Teacher	Yes
PS32	Paraprofessional	No

Principal Profiles

John

John was a principal for over 13 years at three different elementary schools. He has worked in Title I and non-Title 1 schools. At the time of the interview, he was the principal in a Title 1 school with approximately 700 students. John grew up in a military family where education was highly valued. He has a master's degree in educational leadership. John described his reading experiences as traditional, but shared he had an influential third grade teacher who pushed him to do better. As an educator he became an avid reader. However, his passion for reading was ignited when he became a father, reading nightly to his children. He wanted to be a model to them, which sparked an even deeper appreciation for the importance of reading.

Elaina

Elaina has a master's degree in educational leadership and has served as a principal for over eight years. At the time of the interview, she was the principal of a non-Title 1 school with over 700 students. Elaina always enjoyed school and learning; however, as a child who struggled with reading, she decided to become an educator to better understand the reading process and become a better reader. As a school principal she became an avid reader who made time to read all 15 of the annual Sunshine State books and other books that her students frequently read so she could engage in conversations with them about reading. Elaina purposely infused reading into her daily life as a principal and a parent.

Amy

Amy has been a school principal for over 12 years. She earned a master's degree in educational leadership and has experience as an assistant principal at all school levels: elementary, middle, and high school. Amy indicated that one of her strongest skills is building relationships and that has helped her in her work as an elementary school principal, where building relationships is essential. As a child, Amy's parents valued reading and her family would often read together. Amy has always had a passion for reading and would often visit the bookmobile to get something new to read. In her relationships with students, Amy tried to impart this same love of reading to them.

Phillip

Phillip earned a master's degree in educational leadership and has been a school principal for over 12 years. He was inspired to become an educator in sixth grade after taking a math class in which he had poor instruction. His desire to help meet the needs of all students led him to a career as a teacher and then as an administrator. Phillip is a former English teacher who became the principal of a Title I elementary school. Phillip has a passion for reading that he shares with his students and community by making changes to give students greater access to books in hopes of instilling a love of reading school-wide and within the community.

Michelle

Michelle has over six years of experience as a principal. She earned a master's degree in educational leadership. Although she began her career in middle school, she soon adjusted to elementary and seized the opportunity to have an impact on early readers as a school principal. It

was important to Michelle to have a broader impact on student learning, which is why she became an administrator. She loved reading from an early age and enjoyed receiving books from a monthly book club as well as reading magazines. This passion for reading inspired Michelle to ensure her students have access to books all year round, including summers.

Library Staff Profiles

Beth

Beth earned a master's degree in educational leadership and is a certified teacher. Beth serves dual roles in her school as the reading coach and library staff and, at the time of the interview had been in her current role for nearly two years. Beth has a passion for reading because reading always came easier to her; however, she realized that not all students feel this way. She hoped that by allowing students free choice to select books that appealed to them, more students would find reading enjoyable.

Cheryl

Cheryl earned a bachelor's degree and has worked as a certified school media specialist for over five years. Libraries have always been a part of her life. Cheryl fondly remembered spending a lot of time with her mother at the library when she was younger. As she got older, she volunteered in her school library. Cheryl has always had a passion for reading and a love of books. She strived to connect students to a genre or series that sparked their interest so they too could discover a love of reading.

Travis

Travis grew up in a family of educators. This inspired his passion for education and the reason he earned a bachelor's degree to pursue a teaching career. After teaching for eight years, he had an opportunity to become the school library staff and education technology facilitator (ETF), serving the school in dual roles. Travis did not always love books and did not have the most positive experiences with reading. His attitude changed when he became an educator and father who enjoyed reading to students and his children. However, he indicated his past disdain for books helped him connect with reluctant readers and also influenced how he displayed books in the media center. It is important to him to have high interest books in circulation and prominently displayed as well as books that resonate with the diverse student population.

Lauren

Lauren has a master's degree in library science and worked as a library staff and ETF. Before working in the school system, Lauren worked in the children's department of a library. She worked with schools and would often do story time or origami programs, which eventually led to her working in the school system. She has always loved books and reading aloud to students. Lauren loves when a student is able to find a book to read, which is why the school library was designed to showcase books like a bookstore, organized by genres. This structure also allowed the library staff and volunteers to quickly assist students select a book.

Sarah

Sarah is an educator with an associate degree, who at the time of the interview had been working in the school library for over 21 years. She has always loved reading and referred to it

as her “escape”. This love of reading is what drew her to a career in education. Sarah shared this passion with her students by reading all Sunshine State books and other books that students would find appealing. She loved when new books arrived and was excited to display them for the students. To spark students’ interest in reading, she would often read aloud for them.

Qualitative Results

The researcher conducted semi-structured interviews during the qualitative phase of this study. The interviews ranged in duration from 10 minutes and 23 seconds to 33 minutes and 39 seconds with an average length of 22 minutes. All interviews were recorded, transcribed using *Rev.com* transcription service, printed and analyzed for common themes related to the school library program and literacy. During the analysis, 52 codes were identified (Appendix H), and then organized to generate themes (Ary et al., 2019). Six prevalent themes emerged from the analysis: (a) environment, (b) resources, (c) support, (d) community, (e) funding, and (f) love of reading. Table 18 lists the frequency of the themes.

Table 19

Frequency of Themes

Theme	Frequency of Theme
Environment	14
Resources	8
Support	7
Community	8
Funding	7
Love of Reading	8

The qualitative data analysis provided rich narrative descriptions and direct quotes to support the thematic findings and lend credibility to the data analysis (Ary et al., 2019). The qualitative data

supported the evidence revealed by the quantitative data by providing meaningful insight into the role of the school library media program in the comprehensive school literacy plan (RQ1) and identifying steps school leaders and library staff take to implement a successful school library program (SQ2 and SQ3). The data revealed characteristics of the library staff and school leaders who have implemented successful school library media programs (SQ3).

Research Question One and Sub-Questions One and Two

The research question addressed was “What is the role of the library media program in a comprehensive school literacy program?” The two sub-questions addressed were (a) “What are the steps school leaders take to implement their successful school library program?” and, (b) “What are the steps school library staff take to implement their successful school library program?” Most participants (80%) indicated there was no evidence of intentional planning to include the school library media program in the school comprehensive literacy program, even though school leaders and library staff felt responsible for contributing to the school literacy plan and improving student literacy. The following themes detail actions taken by school leaders and library staff that contributed to the success of the school library program and the school literacy plan.

Theme 1: Environment

Participants expressed that they worked to create an environment that encouraged students to read daily and that made reading a routine part of daily life. This was accomplished in a variety of ways. Participant eight stated that he created a positive reading environment by reading to students: “I like to play around with it and give them different voices to get them

interested in reading.” Participant eight and four other participants shared that they strategically displayed high-interest books that enabled students to quickly locate something to read.

Participant nine explained the library was organized by genre to appeal to students: “I feel like once the students find one book that they enjoy by going to that genre, they’re now seeing other books that are in that area that they could jump to.” This created an inviting environment with a “coffee book shop” feel.

Most schools indicated they expected a reading culture and that the community also expect the learning environment to foster student literacy. Participant five shared, “Our community finds it important here. . . parents expect that kids are going to the [library] to read.” Participant five also explained that the school library is, “the hub of my school.” Several other principals echoed the sentiment the school library was the academic hub of the school, which helped set high academic expectations and the expectation that all students read for pleasure and for learning. Participant four shared the following:

It is the nucleus of our school and we treat it as such. That is our hub. We’re a magnet program for STEM, but if you notice we don’t supplant the media center with that, they coincide. They exist together symbiotically. And I think that is very, very, very important.

Another participant stated he paid attention to his students’ reading habits. He shared a story of a student whom he noticed did not have a book with her. He recalled she used to be an avid reader. After several weeks of asking her why she did not have a book, she finally got one. This personal attention created an environment where it was expected all students read. But he did not just ask about the book. Participant one shared, “I wrote the title down because I wanted to read it so I could talk to her about it. Just that idea of regardless of what your surroundings are,

what your situation is, this is something you can do on your own—become a reader and maybe spend more time reading than playing video games.”

Theme 2: Resources

All participants stressed the importance of having appropriate accurate and current resources in all formats to meet the needs of their students. The school district provided a large collection of eBooks via OverDrive, an online library service, to all students in the district as well as research databases. Individual schools maintained their own print library collection. Providing a well-developed collection of print and digital books is an important step school leaders and library staff take when implementing a successful school library program. Participant seven shared the following:

I just think it’s really important that whoever is in the media center identify their population and when they are ordering books, they take that into consideration, and not just place a cookie cutter book order. Because I think that makes a huge difference for diverse populations. . . really focusing on getting them books that are going to help them grow as readers.

Student choice was a recurring factor. Participant six shared, “I don’t think they’re ever going to like reading unless they get to read books that they do like.” Participants emphasized the importance of not only having the appropriate resources but also allowing students to find books that inspire a love for reading. Participant eight conveyed this in the following statement:

When I have a student who discovers that series or genre that just sparks their interest, you can see it, you can see in their whole being, their eyes light up. They come back and say, “Oh, I love this. Do you have the next book?”

Participant three echoed this by saying, “Seeing kids hunting for a book that interests them. When I walk in and I see kids at shelves or talking with each other, looking at a book that’s—I think that’s a thrill for me.”

Participants also shared the importance of permitting students to take home reading materials. Several library staff and school principals indicated that past practices did not allow students to take books home. Participant four shared, “They had many practices in place, such as you can’t have a library book out of the library, out of the media center. Books weren’t allowed to be taken into the cafeteria, the dining room, or anywhere else. And so there was no love of reading because students simply didn’t read.” Participant four and three other participants changed this practice to remove barriers that prevent students from reading. Participant two explained:

If a child takes a book home and they lose it, we’ll just have the funds to replace it. I just feel like they need to have that opportunity because some kids don’t have books at home and they will never read them if they never take them home or they’re told to leave them in their desk.

Theme 3: Support

An effective school library media program requires support from administrators, teachers, and the community. All the participants mentioned the support received from their Parent Teacher Association (PTA) or Parent Teacher Student Association (PTSA) afforded them the opportunity to provide additional resources and opportunities for their students. Participant nine shared, “They’re very supportive and we’re fortunate here.” Participant eight shared, “We’ve got a rock star PTSA.” Participant seven indicated that the PTA also supported the schools through

fundraisers, “They help out during book fair time with volunteers. . . it helps with fundraising for the library.”

Another common factor was support received from teachers and administrators who model positive reading practices and support student literacy. Teachers read aloud to students and worked with the library staff to implement cross-curricular lessons. The news programs reminded students to read. Participant three shared that they announce, “Don’t forget to read your Sunshine State book.” Participant eight shared the following:

The principal has been a firm believer in what we do here in the library, making sure that there is as little interruption to students checking out books as possible and making sure that I’m equipped with what I need to be successful here.

Schools used activities to bring students, teachers, and library staff together to support reading. Participant nine explained that teachers and students “have a five-minute tea party with reading. I pull multiple books of each genre and they’ll all sit down and read it and then they make a list of what they do and don’t like. Then, they come back and get those books.”

Theme 4: Community

A shared experience among all participants was participation in Scholastic book fairs. Participants indicated the book fairs bring the community together to support reading. Participant three shared the following:

The biggest driving force in that has been our Scholastic Book Fairs because it gets kids and parents and teachers in the library or media center and it’s just an exciting energy during a book fair that I do believe it carries over.

Participants' expressed that sense of community throughout the interviews, sharing that the school library media center should be a place where the school community gathers. Participant three stated the following:

It should be the town center, the hub [of the school] like a meeting place where the students can go and play a game, or do a puzzle, read a book, or something online, with print books accessible to them.

The sense of community was also evident in the support the school library program received from volunteers. Four participants indicated they would not be able to have a successful school library program without the support of volunteers. Participant nine shared, "We can't work without our volunteer though. If we didn't have a full-time volunteer it'd be a lot harder, and so I can't imagine how it is at schools that don't have anybody."

Theme 5: Funding

Participants shared their concern regarding funding for the library media program. The primary funding concern was related to the library staff position; most participants indicated a fulltime library staff position was not funded. Five participants indicated they had multiple roles or responsibilities in the school library. Participant nine stated, "I went back and forth because of funding. Sometimes I would be 100% media specialist, sometimes I would be 100% ETF, sometimes I would be 50-50, just depending." Participant eight expressed concern regarding staffing, "This year has been a little different because I lost my assistant." Participant six shared, "I kind of bounce back and forth between media and reading coach, and way more time as the reading coach actually." Participant 10 shared her concern for teachers who were picking up

some of the responsibilities, such as checking out books to students, that the media specialist would perform:

I think I would like to see full-time staffing. I feel sorry for the teachers here because they have so much on them. And in a perfect world with all the money, you would have a person there to help the students. . . then that would give the teacher time to personally help that child select a book instead of needing to help them at the circulation center.

In addition to having multiple job roles, some of the library staff indicated they were required to supervise lunch and bus duty, which takes up several hours during the day.

Participant 10 also noted, “I have to be in the dining room for three hours and I have bus duty. In a perfect world, we’d have a person to help the students.”

Sub-Question Three

The third sub-question asked was, “What are the characteristics of library staff and leaders who have implemented successful school library programs?” Most participants (90%) indicated they had a passion for reading, an affection for libraries and books, and a desire to instill that love of reading in students. The participants shared their determination and optimism as they worked to support student literacy and implement a successful school library program, even when faced with systemic issues that presented barriers for student access to resources. The school leaders and library staff also conveyed they felt a deep responsibility to support student literacy.

Theme 6: Love of Reading

A love of reading was the most common characteristic of school leaders and library staff who implement a successful school library media program. Participant 10 shared, “I’ve always loved reading.” Participant five shared, “I’ve always loved books.” Nine participants indicated they had always had a love of reading, whereas one participant indicated his love of reading developed as an adult.

Participants also expressed the importance of the library. Participant seven explained, “I pretty much have always been in libraries. They were important when I was a child. [Reading has] always been an important part of my life.” Participant one shared, “I went to the library once a week and we picked out a book.” Connecting the love for reading and libraries, Participant two explained, “We don’t want to lose that love for actually having real books that we read.”

This love of reading carried over into the participants’ work with students and supporting student literacy, with several participants expressing the joy they feel when a student finds a great book. Participant seven shared, “I love seeing the kids get excited about reading.” Participant three shared the best part was “seeing the kids hunt for a book that interests them.” Participants had an underlying expectation of other educators regarding supporting student literacy and the love of reading, as explained by Participant four:

When I strategically hire people, I ensure that they have the same value of reading and they understand that that’s the exact core that we want to establish and embrace, but we want to drive home and nurture and grow.

Participants conveyed a desire to impart a love of reading to students and increase access to engaging reading materials. Participant six shared, “Not everyone has always loved reading like me, so how are we going to increase opportunities for students to enjoy reading?”

Summary

This chapter provided a description of the quantitative and qualitative findings of this study. The use of a sequential explanatory mixed-methods approach provided deeper insights into the pedagogical practices of elementary school libraries and two potential barriers. The research question and three sub-questions provided the foundation for data collection.

The researcher presented demographic data to provide relevant participant characteristics with respect to the job title (school principal vs. library staff) and school type (Title I vs. non-Title I). Participant survey results provided the data to analyze seven constructs that indicated effective pedagogical practices of school library media programs. Independent t-tests indicated there was no statistically significant difference between school leaders and school library staff response to the constructs. Independent t-tests indicated there was no statistically significant difference between the response of Title I and non-Title I schools. The quantitative data indicated effective pedagogical practices of school library media programs was evident in seven of the eight constructs. The data revealed that the following percentage of participants indicated there is evidence of these effective pedagogical practices in their school library media program: (a) school literacy practices (70%), (b) evaluating instruction (56%), (c) curriculum assessment support (60%), (d) resource management (90%), (e) program administration (67%), and (f) environment (77%). However, respondents (74%) also indicated that their school library

programs do not effectively advocate for the school library media program, which is a critical component of an effective school library program (FLDOE, 2019a).

Ten interview participants shared their experiences as they related to the school library media program. The results from the qualitative data expanded on the results from the quantitative data, allowing for a meaningful understanding of effective pedagogical practices in elementary school libraries. Thematic analysis of the interview data revealed six themes: (a) environment, (b) resources, (c) support, (d) community, (e), funding, and (f) love of reading. Although the participants did not indicate that there was intentional planning to include the school library in the comprehensive school-wide literacy program, there was evidence to support that the school library does contribute to student literacy.

Creating a positive school library environment was the most frequently mentioned theme throughout all 10 interviews. This finding revealed that participants took steps to create a welcoming atmosphere in the school library, with engaging book displays to foster student literacy. Participants shared that the school library was considered the nucleus or academic hub of the school, which created an academic culture.

Based on data from the survey and interviews, participants identified the availability of current and relevant resources in multiple formats as a priority in the school library. Participants also shared the importance of these resources meeting the needs of their diverse learners to support students' academic growth and literacy. Access to the resources was a concern for some participants, with most indicating that students have access on a weekly basis through the class rotation schedule.

Participants indicated support for the school library was essential to an effective school library program. Schools received support from PTA and parent volunteers who helped with

organizing literacy events and the operation of the school library. Participants shared that the school principal leads literacy initiatives and sets the tone for reading expectations. Teachers support the school library program by setting the expectation that all students read and visit the library to learn to independently select books to read.

Theme four revealed that the community influences the school literacy plan and library program. Through Scholastic book fairs and literacy events, the community celebrated reading and supported students by raising funds to provide books to the school and students. Principals and library staff took deliberate steps to include the community in the planning of literacy events and fundraising, which positively impacted student literacy.

Participants expressed concerns regarding the funding for the school library staff position. The school library staff indicated they had multiple roles and responsibilities beyond supporting the school library program, which caused concerns regarding the access to resources and support students are missing. Some principals shared they strategically budget and make sacrifices in other areas in order to have the library staff position. Most participants indicated that it was necessary to have at least one full-time person in the school library during school hours.

All interview participants expressed a love of reading. This quality is indicative of school leaders and library staff who have implemented an effective school library program. Through reading discussions, book talks, and other interactions with students, the participants share this love of reading with students and hope to instill in them a love of reading. Many participants indicated students who enjoy reading will grow as readers.

CHAPTER FIVE: DISCUSSION

The final chapter of this sequential explanatory mixed-methods study will review (a) the statement of the problem, (b) research methodology, (c) major findings, and (d) study limitations, as well as (e) provide recommendations for future research, and (f) summarize the findings and recommendations.

Statement of the Problem

During the recession of the past decade, schools experienced challenging budget cuts and difficult staffing decisions resulting in a decline in the number of certified school librarians in public schools (Lance, 2018). Nonetheless, our standards-driven era continues to emphasize the requirement that all students read at grade level. This remains one of the most pressing goals of elementary education (ESSA, 2015). The literature indicates that schools with a strong library program can have a tremendous positive impact in developing student literacy skills, particularly in urban school districts (Kachel & Lance, 2018). Despite staffing limitations in school libraries, the provision of a well-designed school library program will allow students equitable access to reading and research materials as well as library education to support the development of student literacy and critical thinking skills.

Current research identifies the need for qualified and certified library media specialists for successful implementation of school library media programs (Johnston & Green, 2018; Keeling, 2018). Many schools, however, are replacing their media specialist positions with a variety of school staff, including parent volunteers, paraprofessionals, other certified teachers, and part-time teachers or staff with dual roles. This variability in staff has created a knowledge

gap with respect to how school library media programs can be designed and implemented to be effective in supporting teaching and learning.

Review of Methodology

This study implemented an AI approach and Capacity Building theoretical framework (Cooperrider et al., 2008; Stringer, 2013). The AI approach highlighted what is working well within the organization (Cooperrider et al., 2008). Capacity building within a school organization is the process by which individuals collaborate and learn from each other to become more competent in their role(s), with the goal of having a positive impact on teaching and learning (Stringer, 2013). This research study focused on a school district where there was staffing variability in elementary school libraries in the library staff position. Data from surveys and semi-structured interviews guided this research study in response to the following research question and sub-questions:

1. How does the school library program contribute to the comprehensive school literacy program?
2. What steps do school leaders and library staff take to implement an effective school library program?
3. What are the characteristics of school leaders and library staff who have implemented a successful school library program?

Discussion of the Findings

This study presented quantitative and qualitative data to identify effective pedagogical practices of elementary school libraries how the school library program contributes to the

comprehensive school literacy program. Statistical analysis revealed principals and school library staff did not respond differently to the constructs within the survey. Furthermore, there was no statistical difference in Title I participant responses compared to non-Title I participant responses. The researcher presented demographic data and descriptive statistics to give meaningful insight into the effective pedagogical practices of elementary school library programs. Following a complementarity approach, supporting qualitative data revealed six themes to elaborate on how the school library program contributes to a comprehensive school literacy program, the steps school leaders and library staff take to implement an effective school library program, and the characteristics of school leaders and library staff who implement an effective school library program. This complementarity approach allowed for a more in-depth understanding of the practices, culture, and beliefs prevalent in school library media centers (Ary et al., 2019). The AI approach was intended to disarm participants and foster cooperation and collaboration because the focus was on the positive attributes of the school library media center (Cooperrider et al., 2008; Michael, 2005). The qualitative data revealed the following themes: (a) environment, (b) resources, (c) support, (d) community, (e) funding, and (d) love of reading. This section synthesizes the quantitative and qualitative data outlined in Chapter Four in the following categories presented by the data: (a) environment, (b) resources, (c) support, (d) community, (e) program administration, and (f) love of reading. Refer to Appendix I for a detailed synthesis of the data.

Research Question One and Sub-Questions One and Two

The first five themes (a) environment, (b) resources, (c) support, (d) community, and (e) program administration provided data to answer the research question and sub-questions one and two:

- (1) How does the school library program contribute to the comprehensive school literacy program?
- (2) What steps do school leaders take to implement an effective school library program?
- (3) What steps do library staff take to implement an effective library program?

This section also provides evidence of potential barriers for a library program as indicated by the data.

Environment

Survey and interview data supported the importance of the environment of the school library program. Participants indicated the school library program provided a positive learning environment for students, staff, and the community, which contributes to the comprehensive school literacy program. Latrobe (1998) explained the school library has a profound impact on the educational environment. This idea is reinforced by the AASL(2009): “School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment” (p. 23). Participants explained that literacy practices within the school library allowed for reading enjoyment. Furthermore, the library staff strategically designed reading displays to appeal to students’ interests, which increased student enthusiasm for reading. According to the International Literacy Association (2019), reading enjoyment and enthusiasm for reading are two critical components of school literacy practices.

School leaders and library staff who have implemented an effective school library program focus on cultivating an environment that fosters strong literacy practices.

Participants validated the idea of the school library being the center of literacy and learning—the academic hub or nucleus of the school academic environment. The idea has been around for decades, with Keyes (1914) referring to the school library as “the heart of the school” (p.86) and Todd (2012) asserting that the school library is the “heart of the education program” (p. 2). In addition, participants emphasized the importance of the school library as a place where students can safely collaborate, research, read, innovate, and commune with one another (Grigsby, 2015). Many of the study participants have designed and constructed a space to support 21st century learners, a space Loertscher and Koechlin (2014) called the learning commons—a place where students, staff, and the community can read, research, and innovate in a flexible space.

Resources

Survey and interview data supported the importance of library access within the school library program through the implementation of a combination of fixed and flexible schedules. The International Literacy Association (2019) prioritizes school literacy practices that provide access to resources and the school library as well as relatable materials. McGregor (2006) asserted that flexible scheduling provides more liberal access to information and support when students are engaging in inquiry learning. However, McGregor also indicated that there must be intention behind the school library schedule to determine whether the schedule is supporting student learning and inquiry. The first component in relation to resources is student and teacher access provided by the school library schedule. Library staff in collaboration with administrators

must have knowledge of the benefits of a fixed, flexible, or mixed model schedule and the ability to monitor the impact of that schedule on student learning and access to resources. These practices contribute to an effective library program. As a resource, this fixed and flexible schedule model provides dual benefits to schools' students and staff through consistent access to the school library as well as timely access for engaging research and collaborative learning experiences.

All participants indicated the resources available in the school library program provided students with accurate, current, and relevant digital and print materials. Many participants' schools purchased, and displayed materials driven by student choice and interest. The purchase of student-preferred resources underscores Krashen's (2012) assertion that access to libraries with adequate resources provides students with greater reading opportunities, which is particularly important for vulnerable populations of students who may not have access to resources elsewhere. Lindsay (2010) stressed that a "remedy to the socioeconomic gap in academic achievement is to make sure that children of low-income families have access to high-quality, age-appropriate books" (p. 7). The study's data supported the evidence that school leaders and library staff provided students with access and high-quality resources. Access is an important step that school leaders and library staff must take to implement an effective school library program and to contribute to the comprehensive school literacy program.

Support

Participants in this study noted strong support from the PTA for the school library program and for supporting student literacy. Support from the community is an indicator of an effective library program (American Library Association, 2020; FLDOE, 2019). Many of the

participants indicated that their PTAs supported their literacy program efforts by volunteering at literacy events and providing daily support in the school library. Some participants shared that the library program would not function effectively without the volunteer support.

According to the FLDOE (2019a), the library media program should also contribute to enhancing student achievement by supporting all facets of the academic program. Participants indicated there was strong support provided in reading guidance and literacy instruction. However, the data did not support that the school library programs were as effective in providing instruction on transliteracy skills or cross-curricular instruction and support with lesson planning.

Participants shared concerns that professional development in the areas of library media services and research skills was not available in most school library programs. The American Association of School Librarians (2016) explained that the school library program should be leading the way in “digital learning and literacies by teaching and providing professional development” (p. 1) Students, staff, and the community could benefit from professional development in navigating the resources and developing transliteracy skills. Lance et al. (2009) reported that teachers rated their literacy teaching as excellent more often when they collaborated with librarians. The FLDOE (2019a) indicated that professional development is an important factor in an effective school library program. The school library should also be included as a component that supports the comprehensive school literacy program. There were minimal indicators to support that the school library was included in the School Improvement Plan, or intentionally included in the comprehensive literacy program. However, the data indicated that school leaders and library staff took action to proactively support student literacy; yet this action was not part of a formalized plan.

Community

The school community includes several facets in relation to the school library program: (a) community involvement, (b) literacy events and initiatives promoted throughout the community, (c) communication, and (d) involvement of school library staff and school leaders in professional organizations that support school libraries and literacy. Data from this study indicated that the school library programs hosted literacy events that involved the community and increased enthusiasm for reading, such as the Scholastic book fairs. School literacy events led to an increase in community volunteers, who enjoy participating in these types of events and supporting school-wide literacy. The data indicated that some volunteers raise money to ensure vulnerable students have funds to purchase at least one book at the book fairs.

Community communication specific to the school library program presented a challenge for most of the participants. The data showed that school library programs did not have a designated webpage to share information with the school or community on upcoming literacy events, library events, or new resources available. The school library media webpage should be designed for community events and to showcase the successes of the school library program (Baumbach, Brewer, & Renfroe, 2004). This communication has the potential to increase community involvement and increase student interest in resources showcased on the webpage.

Program Administration

Two key components of an effective school library program is that it is well-staffed and funded. The Florida Education Finance Program provides funding for some library materials but does not allocate funding to support library staff. Florida legislature requires Florida school districts to provide a library program but does not require staffing for that program (K-20

Education Code, 2018). The researcher sought to understand the challenges schools face with staffing decisions related to the school library program. Although many participants indicated there is a full-time staff member in the school library program, the data showed that most of those staff members have dual responsibilities and may spend less than 50% of the time in the library staff role or the library is staffed part-time. These data align with trends occurring in school library programs across the nation (Kachel & Lance, 2018). The participants expressed concern over this, indicating that at least one full-time staff member could have an impact on the library program and student access to resources.

Several principals shared that they strategically budget for the library staff position but that doing so has a negative impact in other areas, such as the number of additional support staff that can be hired. Participants interviewed indicated that this adds to the responsibilities of school administrators. The participants also expressed a concern for teachers who may feel overburdened because they are responsible for managing library materials when library staff is unavailable. Library staff indicated they often felt unable to fulfill all their responsibilities when required to work in dual roles. The participants advocated for a full-time staff member to support student literacy. A full-time library staff member can provide students with the skills to self-select books. Krashen et al. (2010) reported the following:

Studies confirm that more access to books and reading materials in general results in more independent self-selected reading. More independent self-selected reading results in more literacy development. (p. 3)

The library program must be well staffed for students to have consistent access to reading materials and be supported as they learn to become self-selected readers, which will enable them to become more independent and grow as readers.

Sub-Question 3

The following category provided data to answer sub-question three: What are the characteristics of school leaders and library staff who have implemented a successful school library program?

Love of Reading

The researcher sought to understand the characteristics of school leaders and library staff members who have implemented an effective library program to gain insight into the qualities needed of staff members who were placed in a library staff position, whether or not that person is a certified media specialist. The data supported that school leaders and library staff who implemented an effective school library program have a love of reading and wanted to impart that love of reading to students. This characteristic was evident in all of the interview participants. Most staff members indicated that school leaders spend time modeling good reading practices to students. The data indicated that school library staff and teachers also model reading for students. Furthermore, time was provided for students to read independently and for pleasure during school hours.

The more frequently students are exposed to reading experiences and the greater access they have to print materials, the more likely students are to read (Pribesh, Gavigan & Dickinson, 2011), which leads to improved literacy skills. Students are reluctant to read if they dislike reading. Data supports that library staff who are enthusiastic about reading, spend more time selecting appropriate resources for the school library program. Moreover, school leaders and library staff who spent time having meaningful book discussions with students and helped them select appropriate reading material saw an increase in student literacy. The love of reading and a

determination to support student literacy are characteristics that impact the effectiveness of the school library program.

Study Limitations

There were limitations in this study. One limitation was the potential participant bias that might have been embedded in the individual interview data. The statements that participants made were based on personal beliefs and perspectives. In some cases, participants may have been tempted to respond in a way that they think is more desirable to meet the researcher's expectations resulting in the possibility of inaccurate data.

The researcher's professional role as an administrator in the district from which the data were compiled may have contributed to her own bias as it pertains to her role in supporting these specific school library programs.

Implications of Findings

The analysis of survey and interview data provided insights on the effective pedagogical practices of elementary school library programs that may have implications for practice. Although many of the schools that participated in this study indicated variability in library staff, most schools indicated they were meeting the criteria for an effective school library program (FLDOE, 2019a). However, there were a few areas that were flagged as potential barriers for the school library program: (a) professional development, (b) communication, and (c) funding.

Findings from this study indicate a need for targeting professional development to support teachers and school leaders in maximizing the resources in the school library program to support student literacy. School library programs represented in this study lacked professional

development opportunities to provide staff with the skills needed to navigate digital and print resources that could lead to improved student transliteracy skills. A continuation of the AI process would better help identify the professional development needs of specific schools and through Capacity Building allow schools to share what professional development is working well to maximize the use of the resources in the school library program.

The COVID-19 pandemic had a direct impact on the delivery of instruction. As schools rapidly changed from face-to-face to distance teaching and learning, there was an increased need for the library staff to support remote learning efforts. With many teachers feeling overwhelmed by the multitude of resources, library staff could assist in vetting digital resources and provide training on how to best utilize technology to engage students in meaningful learning activities. Another area where library staff could provide impactful assistance is to parents who are struggling with navigating the diverse digital resources students are tasked with using. As we move forward, uncertain as to how this unprecedented period will affect education long-term, the needs of students who do not have access to technology must also be addressed. The library staff should be considered as a key contributor for planning and dispersing print resources to students in need should distance learning continue to be necessary.

The participants shared that communication regarding the library program is mostly internal, on the school news or through running notifications on the closed-circuit television. There are missed opportunities to communicate with the students, staff, and community. The school library program should have a designated web page to communicate school library hours and, special events, highlight successes, and advertise new materials. This would allow schools to communicate to a broader audience and provide the community with timely information related to the school library program.

There are no easy solutions to the challenging funding issues schools face. This study revealed the struggles school leaders endure when making challenging staffing decisions. However, to ensure equitable access to resources and provide meaningful inquiry learning experiences, the library must be staffed sufficiently. The benefits on student literacy are supported by the research. With appropriate training and support, with a staff member who has the characteristics of school leaders, and with staff members who have implemented a successful library program, it is possible for a school library program to positively impact student literacy.

Finally, school leaders and library staff should take deliberate steps to include the school library program in the comprehensive school literacy program. Through intentional planning and assessing how resources can be better utilized, student literacy can be improved. Deliberate planning will allow stakeholders to better understand how to support the school library program and school literacy.

Recommendations for Future Research

The role of the school library program is an integral component of the school comprehensive literacy program. The major findings from this study and a review of the literature suggest that the following are areas for future research:

1. Future studies should investigate the comparative effectiveness of school library programs with full-time certified media specialists and full-time other library staff.
2. Future studies should investigate the academic impact on students who do not have access to a school library program during school hours or during extended times.
3. Future studies should investigate the training and support needed for noncertified library staff to implement an effective school library program.

4. Further research is needed on distance learning and the role of the school library program.
5. More research is needed to identify what school districts are doing to prepare library staff and school leaders for the task of implementing an effective school library program.

Conclusion

Over the past few decades, the position of the school library and the school librarian has been diminished. Many library staff members are tasked with multiple roles, supervisory duties at lunch and before and after school, that inadvertently result in reducing student access to library resources. There are educators who believe that the school library has become obsolete and do not see the value in staffing the school library program. However, the findings of this study provide evidence aligned with current research: an effective school library program has a positive impact on student learning and literacy as well as reading achievement scores (Gretes, 2013; Krashen et al., 2012; Lance et al., 2005;). This sequential explanatory mixed-methods study sought to identify effective pedagogical practices of elementary school libraries by determining how the school library contributes to the comprehensive school literacy program and through the steps school leaders and library staff take to implement an effective school library program.

The results of this study revealed that school leaders and library staff feel a responsibility to support student literacy. The participants did not indicate that they contribute to the comprehensive school literacy plan in a deliberately formalized manner; however, they did indicate they took deliberate actions to (a) create an environment that fosters good literacy

practices; (b) acquire resources that are appropriate, relevant, and appealing to diverse learners; (c) provide and receive support for the school library program and literacy; (d) build a community that supports literacy initiatives and the school library; (e) work towards effective program administration; and (f) share the love of reading to inspire students to read.

APPENDIX A: SURVEY INSTRUMENT

Effective Pedagogical Practices in Elementary School Libraries: An Appreciative Inquiry Approach

Survey Instrument

Indicate the accuracy of the statements on a scale of 1 (strongly disagree) to 5 (strongly agree). Circle or check your response.

I. Assessing School Literacy Practices

1.1. Children in my school have access to a variety of reading materials, both print and digital.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

1.2. Children in my school are excited about reading.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

1.3. Children in my school have access to reading materials – print and digital – that reflect their identities and lived experiences and that offer insight into the identities and lived experiences of others.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

1.4. Children in my school talk enthusiastically about their reading experiences.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

1.5. Children in my school visit the school and public library voluntarily.

1	2	3	4	5
---	---	---	---	---

1.6. Children in my school are supported by well-prepared literacy partners (public library, parents, business partners, and community organizations).

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

1.7. Children in my school read for pleasure.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

1.8. Children in my school have designated time to read during the school day.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

1.9. Administrators/school leaders in my school model literacy by reading and talking about their reading experiences enthusiastically.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

1.10 Teachers/Staff in my school model literacy by reading and talking about their reading experiences enthusiastically.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

II. Evaluating Instruction

The library media program enhances student achievement through a systematically, collaboratively planned instructional program in the following areas:

2.1. Information literacy and inquiry-based instruction

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

2.2. Transliteracy skills instruction, which is the ability to read, write, and interact across a range of platforms, tools, and media of all forms

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

2.3. Literature appreciation and literature-based instruction

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

2.4. Instructional partnerships (PTSA, parents, business partners, etc.)

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

III. Curriculum Assessment Support

The library media program enhances student achievement by supporting all facets of the instructional program in the following areas:

3.1. Reading and promoting guidance

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

3.2. Professional development

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

3.3. School improvement plan

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

IV. Resource Management

The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community in the following areas:

4.1. Current Collection of Library Materials/Resources

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

4.2. Organization of Library and Library Material/Resources

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

4.3. Acquisition of New Library Materials/Resources

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

4.4. Maintenance of Library Materials/Resources

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

V. Program Administration

Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well-funded library media program in the following areas:

5.1. There is a full-time staff member(s) assigned to manage the library.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

5.2. There is adequate funding to support the school library media program.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

5.3. Students, staff, and the community have flexible access to the school library.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

5.4. The school has a designed website for the school library.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

5.5. The school library staff supports technology information retrieval, production, and TV production.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

5.6. The school library staff manages and supports the use of technology (devices, research databases, online books, and other digital resources).

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

5.7. The school library staff periodically completes a program evaluation of the school library media program.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

VI. Environment

Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community in the following areas:

6.1. Facility is flexibly designed to support a variety of teaching and learning activities and is ADA compliant.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

6.2. The furniture is appropriate for the students and staff and allows for varied use (small groups, large groups, collaborative work, individual students, etc.).

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

6.3. The school library climate contributes to a school wide culture of inquiry, independent and lifelong reading, is aesthetically and visually appealing, serves as an extension of the classroom, and generates a dynamic teaching and learning environment.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

VII. Advocacy

The library media program and its initiatives are promoted throughout the learning community in the following areas:

7.1. In-school communication is consistent. Library program data is shared with administrators and the school community. The library website promotes the library program and activities, and information is shared via a variety of communication methods (newsletters, social media, etc.)

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

7.2. Parents and community members are involved in library program activities that are collaboratively planned, such as parent workshops, book fairs, reading motivational activities, etc.).

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

7.3. The library staff and school leadership are involved in local, state, and national organizations to keep current on current trends and research-based best practices.

1	2	3	4	5
strongly disagree	disagree	neither agree or disagree	agree	strongly agree

VIII. Staff and School Information

8.1. How long have you worked in your current role as a school leader or library staff?

- a. 1-3 years
- b. 4-6 years
- c. 7-9 years
- d. 10-12 years
- e. 12 or more

8.2. What is your highest level of education?

- a. high school b. associates c. bachelor d. master e. doctorate

8.3. Who works in the school library?

- a. certified media specialist b. paraprofessional c. Education Technology Facilitator (ETF)
d. teacher e. parent/volunteer f. other / explain

8.4. Is the school library on a fixed or flexible schedule?

- a. fixed b. flexible c. both d. unsure

8.5. How many students visit the school library on a daily basis (average)?

- a. less than 10 b. 11-25 c. 26-50 d. 51-75 e. more than 76

8.6. School Name: _____

8.7. Your Name: _____

8.8. Would you be willing to share more information about your library media program by participating in a short follow up interview?

- a. yes b. no

Thank you for taking the time to complete this survey. Your input is greatly appreciated!

APPENDIX B: PERMISSION TO USE INSTRUMENTS

Approval to use ExC3EL:

From: Sykes, Melissa <Melissa.Sykes@fldoe.org>
Sent: Tuesday, September 17, 2019 12:47 PM
To: Scanlan, Maureen <scanlamz@scps.k12.fl.us>
Subject: RE: ExC3EL Evaluation Rubric

******* CAUTION: This email originated from outside SCPS. *******

DO NOT click links or open attachments unless you recognize the sender and are expecting the information or have verified with a third party that the information is safe! Contact the I.S. Help Desk at **407-320-0350** if you have concerns about unsafe content.

Good afternoon,

Congratulations on your dissertation approval! Yes you are free to use our rubric, we just ask that you cite us with the information/framework that you use from the rubric.

The rubric was updated I believe a couple of years ago and it was before I was in my current position here. The ExC3EL rubric was created by Nancy Teger you can contact her [here](#) if you need further information regarding the rubric.

Melissa C. Sykes
Library Media & Instructional Materials Specialist
Bureau of Standards and Instructional Support
Florida Department of Education
325 West Gaines Street, Suite 424
Tallahassee, FL 32399-0400
850-245-5094



DIVISION OF PUBLIC SCHOOLS
Highest Achievement...Every Student, Every Day.



September 20, 2019

Maureen I. Scanlan

Coordinator of Instructional Projects | Instructional Resources
Seminole County Public Schools 400 E. Lake Mary Blvd. Sanford, FL 32773
(407) 320-0161

PO Box 8139
Newark, DE 19714-8139 USA
302.731.1600
literacyworldwide.org

RE: International Literacy Association. (2019). Advocating for children's rights to read.
Newark, DE: Author.

Board of Directors

Kathy N. Headley
President
Clemson University

Stephen Peters
Vice President
Laurens County School District 55

Bernadette Dwyer
Immediate Past President
Dublin City University, Ireland

Juli-Anne Benjamin
Marion P. Thomas Charter School

Kia Brown-Dudley
The Education Partners

Wendy Carss
*University of Waikato,
New Zealand*

Rachael Gabriel
University of Connecticut

Beverley E. Harris
*Mico University College
University of the West Indies*

Kenneth Kunz
Monmouth University

Susan Paasch
Sauk Rapids Public School District

Julia Reynolds
Allendale Public Schools

Laurie Sharp
Tarleton State University

Marcie Craig Post
Executive Director

_____ ILA grants you permission without fee for the use stipulated in your

 X ILA grants you permission without fee for the use of the above
in your dissertation, thesis, research project.*

_____ You are the/an author of the cited material, and ILA has no
objection to your specified use of this material.*

_____ The material you plan to use will appear as an adaptation and there is no fee.*

*ILA requires a credit line that includes authors, editors, title, publication, copyright date, and
"Copyright © [date] by the International Literacy Association" as shown above.

Sincerely,

Wendy Logan

Executive Programs Manager

International Literacy Association wlogan@reading.org

Fax: 302-368-2449

APPENDIX C: INTERVIEW QUESTIONS

Interview Questions:

1. Please tell me about yourself. Why did you become a school leader/library staff?
2. Tell me about your experiences with libraries and reading? Have you always loved books?
3. What is the best part of your job in relation to the school library?
4. What positive experiences have you had working with school partners to support the school library and literacy? (PTSA, business partners, parent volunteers, etc.) How does the school community support your literacy plan/school library?
5. Tell me how your principal (or you as the principal) supports reading? How about the teachers and other staff? (does he/she model reading, set reading expectations, etc.)
6. Do you offer professional development for teachers or teach lessons to students/classes on the library media resources, etc.?
7. In what ways does the library/school librarian or library staff contribute to the comprehensive school literacy plan?
8. What resources do you use to promote the school library? (newsletters, social media, tv production, etc.) How frequently?
9. How many community events/student events do you host monthly or yearly and what type of events are they? (book talks, themed events, book fairs, parent nights, literacy nights, etc.).
10. When do students have access to the school library? (before/after school/lunch, during class scheduled visits, when teachers permit, etc.)
11. What is the role of the library media program in a comprehensive school literacy program in your dream school library?

APPENDIX D: IRB APPROVAL



UNIVERSITY OF CENTRAL FLORIDA

Institutional Review Board
FWA00000351
IRB00001138
Office of Research
12201 Research Parkway
Orlando, FL 32826-3246

EXEMPTION DETERMINATION

December 9, 2019

Dear Maureen Scanlan:

On 12/9/2019, the IRB determined the following submission to be human subjects research that is exempt from regulation:

Type of Review:	Initial Study, Category 2
Title:	Effective Pedagogical Practices in Elementary School Libraries: An Appreciative Inquiry Approach
Investigator:	Maureen Scanlan
IRB ID:	STUDY00001196
Funding:	None
Grant ID:	None

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made, and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request so that IRB records will be accurate.

If you have any questions, please contact the UCF IRB at 407-823-2901 or irb@ucf.edu. Please include your project title and IRB number in all correspondence with this office.

Sincerely,

Racine Jacques, Ph.D.
Designated Reviewer



WALT GRIFFIN
Superintendent

Educational Support Center
400 E. Lake Mary Boulevard
Sanford, Florida 32773-7127
Phone: (407) 320-0000
Fax: (407) 320-0281

SCHOOL BOARD

TINA CALDERONE, Ed.D.
Chairman

KAREN ALMOND
Vice Chairman

KRISTINE KRAUS
Board Member

AMY PENNOCK
Board Member

ABBY SANCHEZ
Board Member



**"A" Rated
Academically
High-Performing
School District**

Visit Our Web Site
www.scps.us

December 2, 2019

Ms. Maureen Scanlan
18 Lilac Drive
DeBary, FL 32713

Dear Ms. Scanlan,

I am in receipt of the proposal and supplemental information that you submitted for permission to conduct research in the Seminole County Public Schools. You are granted permission to conduct the study described herein, *Effective Pedagogical Practices in Elementary School Libraries: An Appreciative Inquiry Approach*, with the following parameters:

1. Please refrain from beginning your study until you receive an approved UCF IRB form and submit the form to my office.
2. Conduct all study related questioning outside of contracted time for both you and the participants.
3. Upon completion of your study, please send a copy of your results to my office.

Best of luck!

Respectfully,

Anna-Marie Cote, Ed.D.
Deputy Superintendent, Instructional Excellence and Equity

- cc. Dr. Shawn Gard-Harold, Director, Teaching and Learning
Dr. Marian Cummings, Executive Director, Elementary Education
Dr. Robin Dehlinger, Executive Director, Elementary Education

APPENDIX E: BRACKETING INTERVIEW

Bracketing Interview Questions

1. Tell me about your education background.
2. What about your current position?
3. What made you want to become an educator? (if not answered by previous questions)
4. How did you end up becoming an administrator?
5. Tell me about your experiences with public libraries? What about school libraries?
6. As a former school administrator how do you view the role of school library?
7. As a current district administrator how do you view the role of the school library?
8. Have you ever taken any courses on how to implement an effective school library program?
9. Describe your current research on school libraries.
10. Have you ever had any professional development related to school libraries?
11. Do you belong to any organizations related to library media services?
12. Describe your experiences as a district administrator tasked with supporting school libraries.
13. What would you like to see improved in the school library programs?
14. What do you expect to discover as a result of your research study?
15. Any final comments to add before you begin your research?

Maureen Scanlon:

This is Maureen Scanlon with Cheryl, conducting a bracketing interview. Cheryl is going to ask questions. Whenever you're ready, Cheryl.

Cheryl:

Okay. Maureen, can you tell me about your educational background?

Maureen Scanlon:

I started my career in education as an English teacher, and taught for about 13 or 14 years. English in primarily high school, a couple of years in middle school. And then decided, well, early in my career I was encouraged by one of my administrators to pursue an educational leadership master's degree. And so I worked on that. But loved teaching, so stayed in the classroom for many years after I earned a master's degree in educational leadership. And then, eventually moved into becoming an assistant principal for about five or six years, and then became a district administrator.

Cheryl:

Okay, wonderful. What is your current position?

Maureen Scanlon:

My current role is a coordinator of instructional projects. So I help support instructional resources, library media services, and any other various projects that may come up to help our students be successful.

Cheryl:

All right. What made you want to become an educator?

Maureen Scanlon:

My younger sibling, my younger brother, he always struggled with reading and speech. And I, from a very early age, I loved helping him, and tutoring him, and working with him on his speech. And that was just something that I enjoyed doing.

Maureen Scanlon:

I also had some challenging experiences in school. In first grade I was retained at my mother's request, and I had some teachers that I felt like were not very supportive. And so, from a very young age, I was very aware of what a strong impact a good teacher could have in a student's life, and I had that in fifth grade, and that kind of turned my life around. My teacher, Mrs Camerata.

Maureen Scanlon:

And so, those experiences together really made me want to become an educator so that I can make a difference, and not ... And help to show students that no matter what their level is, they have the opportunity to be successful if they work hard enough.

Cheryl:

Cheryl:

You kind of talked about it a little bit already with your path, and how you were a teacher and eventually administrative to your position. But how did you decide to become an administrator?

Maureen Scanlon:

Well, that was a struggle for me. Because honestly, I felt like I was always destined to be a teacher, and was real hesitant to leave the classroom. But I had an amazing mentor administrator who helped me see that as an administrator, I might be able to have a broader impact on students. And I really saw that as I became an assistant principal, and was able to impact the master schedule, and equity in the master schedule, and be able to provide incredible opportunities for students. And so that was, he was really the person who encouraged me to move out into a different role.

Cheryl:

Okay. Switching gears a little bit, tell me about your experiences with public libraries, both public and school libraries.

Maureen Scanlon:

Okay, so I've always been a nerd and I say that in a very loving way. When I was younger, my grandfather used to give us money to buy candy and stuff, and I always bought books. Sometimes when I was younger, to get out of my house, I would walk down to our library in Chester, New Jersey. And they had all these quiet rooms that you could sit in, and the librarians were super sweet to me. And so I would spend literally hours in a public library in Chester growing up.

Maureen Scanlon:

And then when I was in upper-elementary and in middle and high school, I actually used to go to the library a lot. I was involved in some book reading programs, and then later, in my middle school years, I actually worked in the school library helping out with shelving and AV resources, and things like that. And so I've always just felt like that was a very welcoming and safe space for me.

Cheryl:

Sounds like it. As a former school administrator, how do you view the role of a school library?

Maureen Scanlon:

For me, as a former English teacher and as an administrator, I think that the school library is and should be the hub of the educational center. It should be a place where people go and collaborate and learn and research and pose inquiry questions. And it should be a place that students want to go to learn, and to interact with both digital and print resources, and access should be available to all students to help them in that process.

Cheryl:

And as a current district administrator, do you feel any differences in how you view that role?

Maureen Scanlon: I think one of the main reasons that I've chosen to research library programs in elementary schools is because this is a challenge for me. Now, my role has shifted somewhat and I'm, one of my responsibilities is to try to provide support for our school libraries.

Maureen Scanlon:

And I feel like I lack some knowledge and resources to be able to do that effectively. And so I'm hoping this will help, because I'm a little bit at a loss as to how to support people because there's such a wide range of staffing in the system where I work.

Maureen Scanlon:

And so I'm hopeful that I can find some answers to those questions that I have, about how to support all of our schools and all of our students, and having access to the school library. And that's just something that it's always in the back of my mind, nagging me.

Cheryl:

Okay. Have you ever taken any courses on how to implement an effective school library program?

Maureen Scanlon:

No, I never have taken courses. And when I worked in a high school, there was an amazing media specialist at both campuses where I worked. And so that person was always able to provide direction to my students in regard to research databases, and how to approach research, and find materials in the school library.

Maureen Scanlon:

So I never necessarily had that to learn a great deal about that. However, recently, in my current role, I'm working on developing a professional development to help people navigate all of our district research resources.

Maureen Scanlon:

And then, also because I wanted to learn more about what is expected of certified library media specialists, I did study for and take the library media certification tests, and was able to pass that test. I don't think that makes me more qualified to run a library program at this point, but it definitely gave me some good insights into what is expected.

Cheryl:

Okay. Can you describe your current research on school libraries?

Maureen Scanlon:

So far I've been doing a lot of reading and research. I really had very limited knowledge before, and also I was not aware of current trends. So that's been something exciting for me to see, the direction of what a 21st century library space should look like, feel like, and what it should include. So I'm excited to continue exploring that, and figuring out ways that we can help improve our library programs to meet the needs of our modern-day learners.

Cheryl:

You mentioned working on professional development, but have you had yourself any professional development related to school libraries? [inaudible 00:08:03]

Maureen Scanlon:

No, I really haven't, and I think that that is a challenge, that there isn't for, me in my career, there wasn't something out there for me to really learn how to navigate that space. And I think it's equally important for teachers and for library staff. But no, the answer is no, I haven't.

Cheryl:

Okay. Do you belong to any organizations related to [inaudible 00:08:24]?

Maureen Scanlon:

Yes, actually, I do. I belong to a Fatima organization, which is really for school administrators who support instructional materials and resources, but that's closely tied to what I do with media library services and I also belong to the Fasten group, which is the organization for school library medias, and that group is really supportive and connects me with current information, including legislation that pertains to library media services in Florida.

Cheryl:

Okay. Can you describe your experiences as a district administrator tasked with supporting school libraries?

Maureen Scanlon:

Again, I think this has just been one of the areas that I struggle with the most, and feel like I need to experience the most growth, I hope, which will come from pursuing this research topic.

Maureen Scanlon:

It is a challenge because there are so many varying levels of both knowledge, experience, and training in regards to implementing a library program. We have some school libraries that are supported primarily by volunteer staff, and some that have a certified media specialist who has a degree in library sciences.

Maureen Scanlon:

So that's quite a wide range, and I'm still trying to figure out how to best support all of the staff in our school to benefit our students.

Cheryl:

Okay. What would you like to see improved in the school library [inaudible 00:09:55]?

Maureen Scanlon:

If I could see one thing improved, I would definitely say it would be the access that students have to materials. We still, I know that we're living in a digital age and that the assumption, sometimes, is that students have access to all of these wonderful resources because we're connected to technology, and have easy access to eBooks and resources.

Maureen Scanlon:

However, there are still many, many students that don't have books in their home, and that don't have access to the internet or technology. And the only way that those students will get an equitable

education is to have access to those resources in their school library. So that's definitely, probably my number one goal, is to increase access.

Cheryl:

Is there anything you expect to discover as a result of your research study?

Maureen Scanlon:

I really hope that I discover some excellent strategies and things that schools are doing to excite students about coming to the library, and what they're doing to excite students about reading. And hopefully be able to get some ideas that I can share with other schools in the district, so that we can all focus on supporting our students and literacy.

Cheryl:

And finally, do you have any comments you want to add before you begin your research?

Maureen Scanlon:

No, I don't think so. I think I've talked quite a lot, I tend to do that. So I think I covered everything. Is there anything that you think I missed out on?

Cheryl:

No, I cannot think of anything either.

Maureen Scanlon:

Okay. Thank you for helping me with this, Cheryl. I really appreciate it. I'm going to go ahead and stop the recording now.

Cheryl:

Okay.

APPENDIX F: MEMBER CHECK COMMUNICATION

Dear Participant (Insert Name),

Thank you for taking the time to participate in an interview to help me with my research. I truly appreciated it.

At the time of the interview I mentioned that you would have an opportunity to review the transcripts of your interview. This is an important part of the process to help ensure accuracy of your responses.

Attached you will find a copy of the transcript.

As I explained when we met, for confidentiality, I have password protected the file and will send you the password in a separate e-mail or text message.

Please take some time to review your transcript carefully. If you find that the transcript did not capture what you said or your intention accurately, please let me know.

If you have any questions, please feel free to contact me via phone or email.

Thank you again for helping me with my research study.

All the best,

Maureen Scanlan

Doctoral Candidate

University of Central Florida

maureenscanlan@knights.ucf.edu

321-279-7928

APPENDIX G: INFORMED CONSENT



UNIVERSITY OF
CENTRAL FLORIDA

EXPLANATION OF RESEARCH

Title of Project: Effective Pedagogical Practices in Elementary School Libraries: An Appreciative Inquiry Approach

Principal Investigator: Maureen I. Scanlan

Faculty Supervisor: Dr. Suzanne Martin

Dear Library Media Staff/Library Media Supervisor:

You are being invited to take part in a research study. Your participation in this study is voluntary and any personal or school identifiable information will remain confidential. You must be 18 years of age or older to participate in this study and work in the elementary school library full or part-time or supervise the school library program in a Seminole County Public School.

The purpose of this research study is to identify effective pedagogical practices within elementary school library media programs and to understand how the school library program contributes to the comprehensive school literacy plan. This study seeks to understand what is working well in the district using an Appreciative Inquiry Approach.

Participants will be asked to respond to interview questions, which should take no more than 30 minutes of your time. The interview will take place in-person at an agreed upon location that is convenient for you, such as your school site or public venue, before or after your duty day. Interviews may also be conducted via phone or video call. You will be audio recorded during the interview. If you do not want to be recorded, you will not be able to participate in this study. All recordings will be kept on a locked device and will be password protected. The recording will be erased or destroyed after data analysis.

If you have questions, concerns, or complaints please contact: *Maureen Scanlan, Doctoral Candidate, Curriculum and Instruction, College of Community Innovation and Education, (321) 279-7928* or by email at maureenscanlan@knights.ucf.edu or *Dr. Suzanne Martin, Dissertation Chair, College of Community Innovation and Education (407) 823-4260* or by email at suzanne.martin@ucf.edu.

IRB contact about your rights in this study or to report a complaint: If you have questions about your rights as a research participant, or have concerns about the conduct of this study, please contact Institutional Review Board (IRB), University of Central Florida, Office of Research, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901, or email irb@ucf.edu.

Select **NO** if you do not wish to participate in this research study:

Yes, I am at least 18 years of age and agree to participate.

No, I am under 18 or do not wish to participate



UNIVERSITY OF
CENTRAL FLORIDA

EXPLANATION OF RESEARCH

Title of Project: Effective Pedagogical Practices in Elementary School Libraries: An Appreciative Inquiry Approach

Principal Investigator: Maureen I. Scanlan

Faculty Supervisor: Dr. Suzanne Martin

Dear Library Media Staff/Library Media Supervisor:

You are being invited to take part in a research study. Your participation in this study is voluntary and any personal or school identifiable information will remain confidential. You must be 18 years of age or older to participate in this study and currently employed in an elementary school library full or part-time or as the supervisor of the school library program in a Seminole County Public School.

The purpose of this research study is to identify effective pedagogical practices within elementary school library media programs and to understand how the school library program contributes to the comprehensive school literacy plan. This study seeks to understand what is working well in the district using an Appreciative Inquiry Approach.

Participants are asked to complete a brief survey containing questions about the school library media program as well as a few demographic questions. The survey should take no more than 15 minutes of your time. The survey may be completed in print (copy included) or online via the link below. Should you decide to complete the print copy of the survey, please return using the enclosed self-addressed envelope.

http://ucf.qualtrics.com/jfe/form/SV_9EQ3IJhmWdLm1D

If you have questions, concerns, or complaints please contact: *Maureen Scanlan, Doctoral Candidate, Curriculum and Instruction, College of Community Innovation and Education, (321) 279-7928* or by email at maureenscanlan@knights.ucf.edu or Dr. *Suzanne Martin, Dissertation Chair, College of Community Innovation and Education, (407) 823-4260* or by email at suzanne.martin@ucf.edu.

IRB contact about your rights in this study or to report a complaint: If you have questions about your rights as a research participant, or have concerns about the conduct of this study, please contact Institutional Review Board (IRB), University of Central Florida, Office of Research, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901, or email irb@ucf.edu.

Select NO if you do not wish to participate in this research study:

- Yes, I am at least 18 years of age and agree to participate.
- No, I am under 18 or do not wish to participate

APPENDIX H: CODING

Open Code	Participant and Properties	Examples of participants words
<p>Has a love of reading</p> <p>Loves children connecting to books</p> <p>Always loved reading and libraries</p> <p>Always wanted to be an educator</p> <p>Reading as an escape</p>	<p>P10 Reading interventionist, media center Reading as an escape</p> <p>P9 Public librarian, public school librarian</p> <p>Worked in a library and got paid to go to grad school</p> <p>Knew from a young age – wanted to change experiences</p>	<p>P10 I've always love reading</p> <p>Reading was my escape Matilda pulling the wagon, with books Maxed out library books</p> <p>You might see a child reading a particular book and you'll say, 'Oh, well this series is very similar. You're getting a little older and might like this series' or Oh I see you like that author. And do you know that he or she also wrote this?</p> <p>P9 Worked in the public library system in the children's department; then worked in an elementary school</p> <p>My father always read to me, so I just grew up doing the same and to me that was fun And I love the fact that our library here, our local library, it's not quiet, there's activity and everything.</p> <p>P7 I pretty much always have been in libraries. They were very important when I was a child. It's always been an important part of my life</p> <p>Safe space where you feel like you can go an enjoy yourself</p> <p>P6 Not everyone has always loved reading like me, so how are we going to increase opportunities for student to enjoy reading</p> <p>P5 I've always loved books</p> <p>P4 I always wanted to be in education</p> <p>We had a major initiative to promote the love of reading. And my kids will repeat it after you. The more you read,</p>

Connecting with reading materials	P10 Sunshine State Reading Program	<p>P10 I love seeing the kids get excited about reading, and the Sunshine State Reading program</p> <p>P3 Seeing kids hunt for a book that interests them...</p> <p>P2 Sunshine State books, we do a big Sunshine State book kickoff and so forth</p> <p>Help the students read the sunshine state books as far as keeping a reading log...they get to go to an ice cream party</p>
PTA provides support	P10 Buys books for the media center	<p>P10 The PTA purchases them every year [Sunshine State Books]</p> <p>P5 Our PTA also funds book events</p> <p>P7 PTA is good at helping out during the book fair with volunteers</p> <p>P4 We have one of our PTA officers, every single day he's in the media center supporting us on multiple days</p> <p>P3 PTA have support our media centers</p> <p>P2 The PTA definitely supports our book fairs, which in turn helps us buy additional books for our library</p>
Guest Speakers	P10 Sunshine State program	P10 Guest speakers a month that you can view on Facebook and I give that information to the teachers.
Collaboration with teachers	P10 Give information to teachers	<p>P10 I'm funneling information that I'm given to the teachers. I see that as one of my big responsibilities.</p> <p>P1 The key players is always the classroom teacher.</p>

<p>Multiple Responsibilities</p>	<p>P10 Duties other than the Media Center</p>	<p>P10 I have to be in the dining room for three hours I have bus duty and talk with the kids and they bring me books to return</p>
<p>Community Readers Community influence</p>	<p>P10 Older community members and high schools read to students</p>	<p>P10 Every Wednesday they come in and [high school] comes on Wednesday They pull first and second graders. P5 Our community finds it important here. I means that's why we've always had a media specialist. P2 So the community supports our library being open over the summertime</p>
<p>Lively learning environment Hub of the school</p>	<p>P10 Rambunctious full of children P5 Center of academics</p>	<p>P10 It's a rambunctious full of children place The students and some of them had been students they come in an read to our younger children. P5 It's the hub of my school. I do want the media center to continue to be kind of that hub for our school where students want to go. P4 It is the nucleus of our school and we treat it as such. P3 It should be the center of the school. A hub like a meeting place P2 It's a part of our culture. It's just a given that you are going to the library.</p>
<p>Technology in the media center Horizon check out Managing computer is time consuming</p>	<p>P10 Labs and 3D printers available and iReady labtops Two computer set up for check out P9</p>	<p>P10 We have four labs and one of them has a 3-D printer, one has iReady labtops. on the Horizons system, we have two computers set up just for Horizons" P9 even though I'm am the media specialist, I tend to do more technical stuff"</p>

<p>Principals advocates for reading</p>	<p>P10 Literacy nights, TV announcements</p> <p>Creates schedule for teachers to bring students into the library</p>	<p>P10 She's always been an advocate of reading herself. When we have the Dr. Seuss day, she's always on TV. We have literacy week, and a literacy night for parents.</p>
<p>Events in the Media Center</p> <p>Scholastic Book Fair</p>	<p>Book fairs several times a year</p>	<p>P10 We have the book fair. When the PTA has the book fair, we have it in [the media center]. It's a large multipurpose room as far as everything that comes in and out. We have our staff meetings in there too.</p> <p>P8 We have backpack night; it's like a reading backpack. The kids get a little kit of books that they can read at home with their parents. We have the book fair in here too.</p> <p>P5 Our scholastic book fairs that they put on go directly to the media center. Our homeless or our most at risk highest needs students get a free book from that book fair.</p> <p>P5 There's a coin challenge that we do that kind of gets us doing with the book fair.</p> <p>P3 The biggest driving force in that has been our scholastic book fairs.</p> <p>P1 We have made that connection with Scholastic.</p>
<p>Volunteers</p> <p>Need for volunteers</p> <p>Community donates books to the school</p>	<p>P10 Parent volunteers help with books</p> <p>P9 We can't do it without them</p>	<p>P10 A parent volunteer I have, she has her own little book club with first graders.</p> <p>P9 We can't work without our volunteer though. If we didn't have a full time volunteer it'd be a lot harder and so I can't imagine how it is at schools that don't have anybody.</p> <p>P8 Volunteers support during events, like the book fair.</p>

<p>Promotion of the school library</p>	<p>P10 Posters, websites, twitter, PTA facebook</p>	<p>P10 We advertise by posters and we advertise by our websites</p> <p>We have rolling advertisement on the smart TVs We have the rolling screen and we have a book fair and the date</p> <p>P9 We promote things on a monthly basis</p> <p>P6 No only for scholastic book fairs</p> <p>P5 The PTA Facebook page is big</p> <p>P3 We remind students to read their Sunshine State books</p>
<p>Concern about funding and position</p> <p>Principal decisions regarding positions</p> <p>Staffing concerns</p> <p>Losing position</p> <p>Dual positions</p> <p>Media position is critical</p>	<p>P10 Full-time staffing needed</p> <p>P9 Go back and forth between ETF/Coaches and media specialist</p> <p>Less support</p> <p>Divided between multiple positions</p>	<p>P10 I feel sorry for the teachers</p> <p>In a perfect world, we'd have a person to help the students</p> <p>P9 I went back and forth because of funding. Sometimes I would be 100% media specialist, sometimes I would be 100% ETF, sometimes I would be 50-50 just depending</p> <p>But that's the thing they do when they combine the ETF and the media jobs, which like I said it's really sad</p> <p>In all honesty, and I'll just be real honest with it, you don't do either job well. That's the thing.</p> <p>P8 This year has been a little bit different because this year I lost my assistant.</p> <p>I probably spend half my time in the library and the other half split between various roles that I have</p> <p>Honestly I just need an assistant.</p>

		<p>P6 I kind of bounce back and forth between media and reading coach, and way more time reading coach actually</p> <p>P5 And the media specialist is pivotal. It's pivotal. It's not the same, I think, as having an assistant.</p> <p>...I want to see that kids with more opportunities. I mean, if we're reading then we can see beyond our five mile radius. I believe that.</p> <p>P4 It is staffed by our paraprofessional and our ETF person who is a former media specialist.</p>
<p>Resources</p> <p>Funding for books</p>	<p>Establishing a better collection of books</p> <p>Need funding for books</p>	<p>P9 it's more of a browsing collection than it is to do with a collection" broken down by genres</p> <p>P7 I would need more funding to replace books and to keep up with current literature.</p>
<p>Student Choice</p> <p>Appealing to students</p> <p>Genrification</p>	<p>Students should have freedom to select books of interest</p> <p>Importance of having books of interest</p> <p>Making it easier for students to access high interest books</p>	<p>P9 I feel like once the students find one book they enjoy by going to the genre, they're now seeing other books that are in that area</p> <p>Juvenile fiction – it was a good way to bring those kids that were done with the picture books and make them feel excited that they were moving on into the chapter books</p> <p>P8 I would say a lot of our non-readers have started to read because they found something that was interesting to them</p> <p>P7 When I have a student who discovers that series or genre that just sparks their interest</p>

		<p>P3 Stars for reading and it's like a little in school library that they can pick a book from and keep</p>
<p>Collaboration with teachers</p>	<p>Working with teachers to support literacy</p>	<p>P9 We work with the teachers. I will pull multiple books of each genres and they'll all sit down and read it</p> <p>P8 I'm sharing with them about our OverDrive system and how we have the ability check out books</p> <p>I compile lists of books on a certain topic or subject they doing for a project</p> <p>P7 I've been able to pull books for them for different lessons that's they've done or different topics they've bene studying</p>
<p>Dream library</p>	<p>More time needed</p>	<p>P9 I would like to come in and be able to spend more time. I would like to be able to pull books and be able to recommend books to students</p>
<p>Connection to school and education</p>	<p>Always grew up around schools</p>	<p>P8 I've been in school my entire life. My dad was an administrator and my mom was a preschool teacher...so education has kind of been my life</p>
<p>Reading to students</p>	<p>Reading is important part of the role</p>	<p>P8 Reading to kindergarten and first grade. I like to play around with and it give them different voices to get them interested in reading</p>
<p>Principal support</p>	<p>Principal advocates and supports reading</p>	<p>P8 The principal is a firm believer in what we do here in the library</p> <p>P2 I have a book club. I have quick book talks with students</p>
<p>Scheduling students</p>	<p>Student come to the library on a regular schedule</p>	<p>P7 K-2 come every six school days, 3,4, and 5 come every seven school days</p> <p>P6 Students come in at their scheduled time with their teacher</p>

		<p>P3 Stars for reading and it's like a little in school library that they can pick a book from and keep</p>
<p>Collaboration with teachers</p>	<p>Working with teachers to support literacy</p>	<p>P9 We work with the teachers. I will pull multiple books of each genres and they'll all sit down and read it</p> <p>P8 I'm sharing with them about our OverDrive system and how we have the ability check out books</p> <p>I compile lists of books on a certain topic or subject they doing for a project</p> <p>P7 I've been able to pull books for them for different lessons that's they've done or different topics they've bene studying</p>
<p>Dream library</p>	<p>More time needed</p>	<p>P9 I would like to come in and be able to spend more time. I would like to be able to pull books and be able to recommend books to students</p>
<p>Connection to school and education</p>	<p>Always grew up around schools</p>	<p>P8 I've been in school my entire life. My dad was an administrator and my mom was a preschool teacher...so education has kind of been my life</p>
<p>Reading to students</p>	<p>Reading is important part of the role</p>	<p>P8 Reading to kindergarten and first grade. I like to play around with and it give them different voices to get them interested in reading</p>
<p>Principal support</p>	<p>Principal advocates and supports reading</p>	<p>P8 The principal is a firm believer in what we do here in the library</p> <p>P2 I have a book club. I have quick book talks with students</p>
<p>Scheduling students</p>	<p>Student come to the library on a regular schedule</p>	<p>P7 K-2 come every six school days, 3,4, and 5 come every seven school days</p> <p>P6 Students come in at their scheduled time with their teacher</p>

Connecting with student	Talking about books	<p>P4 It's very simple. I eat lunch with them every single Wednesday, one of the questions I always ask them is, "what's your favorite book"</p> <p>P1 The willingness to make adjustments to best meet our students needs and their demographics</p> <p>We had our art teacher join us in allowing students to create their own little boxes.... little space at home that they would have their own books.</p>
Open access	Library is open to students	<p>P4 We also have open access to the media center at all times. Teachers can schedule time on a google form.</p> <p>P2 We encourage every class to come to the library weekly and every child check out books.</p> <p>We have extended hours and are open during the summer</p>
Reading was a struggle	Wanted to help other students appreciate reading/grow confidence	<p>P2 Actually, reading was a struggle for me, but it made me want to be a better reader</p> <p>P8 I hated reading, but that works to my advantage</p> <p>P1 I realize there was a point at time when I was in second grade and I was in a pullout group But ended up loving reading</p>

Love of Reading - 8

Resources - 8

Community - 8

Support - 7

Funding - 7

Environment - 14

Total 52 codes

6 themes

APPENDIX I: INTEGRATING VARIABLES AND THEMES

**Qualitative Data
THEMES**

Environment

- Reading daily
- Positive environment
- Organization to appeal to students
- Student interests
- Hub of the school
- Nucleus of the school
- Noticing student reading habits
- Talking to kids about reading

Resources

- Accurate, current, relevant resources
- Print and digital resources
- Student choice
- Series and genre
- Students finding books of interest
- Access – taking books home

Support

- Support from teachers and administrators
- PTA
- Model reading
- Community supports reading
- Principal supports the library program
- Activities to encourage reading

Community

- Scholastic Book Fairs
- Community Reading together
- Town center, the hub
- Activities to bring students together to collaborate
- Volunteers support library

Funding - barrier

- Lack of funding for position
- Teachers overburdened
- Library staff overburdened

Love of Reading

- passion for reading
- need for students to enjoy reading
- determination/dedication
- responsibility to support student literacy
- value of the library
- impart love of reading to students
- increase access to materials / resources

**Quantitative Data
CONSTRUCT VARIABLES**

Assessing School Literacy Practices

- Reading Enjoyment – 86.7%
- Relatable materials – 76.6%
- Access to materials – 100%
- Support – 53.3%
- Model reading – 83.3%
- Enthusiasm – 76.6%
- Library access – 60%
- Reading time – 60%
- Pleasure reading – 73.3%

Type of Schedule

63% - mixed schedule - provides access and consistency in access

Evaluating Instruction

- Enhance student achievement planned program
- Instruction – 56%
- Partnerships – PTA, etc. – 63.3%
- Inst. On skills – 43%
- Lit. inst. 66.7%

Curriculum Assessment Support

- Supports student instruction
- Reading guidance – 80%
- Prof. devl – 43.3%
- SIP – 56.7%

Resource Management

- Collection – 90%
- Organization – 90%
- Acquisition of Mat. 90%
- Maintenance – 90%

Program Administration

- Well-staffed and funded program
- Full-time staff – 60%
- Funding – 33.3%
- Flexible access – 60%
- Website – 26.7
- Techn supp – 70%
- Manage tech – 70%
- Evaluations conducted – 43.3%

Environment

- Inviting accessible, stimulating for collaborative and individual experiences
- Flexible space – 83.3%
- Flexible furniture – 76.6%
- Culture – 70%

Advocacy

- Initiatives promoted throughout community
- Communication, etc. 26.6%
- Community involvement – 62.7%
- Professional organizations – 36.7

REFERENCES

- Allen, J.M., & Innes, M. (2013). Using appreciative inquiry to frame the appraisal of an Australian initial teacher education program. *Australian Journal of Teacher Education*, 38(11), pp. 1-16.
- Allington, R.L., & McGill-Franzen, A. (2009). Why summer matters in the rich/poor achievement gap. *Teachers College Record*. Retrieved from <http://www.tcrecord.org>
- Alto, T. (2012). Mary E. Hall: Dawn of the Professional School Librarian. *School Library Monthly*, 29(1), 11–13. Retrieved from <https://search.ebscohost.com>
- American Library Association (2020). Access to resources and services in the school library: An interpretation of the library bill of rights. Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>
- American Association of School Librarians. (2016). Instructional role of the school librarian. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position_Statement_Instructional_Role_SL_2016-06-25.pdf
- American Association of School Librarians. (2009). *Standards for the 21st century learning in action*. Retrieved from <https://www.epsnj.org/site/handlers/filedownload.ashx?moduleinstanceid=7770&dataid=32216&FileName=AASL%2021ST%20C%20learner.pdf>
- American Library Association (2019). Library support staff resource center. Retrieved from http://www.ala.org/aboutala/offices/hrdr/librarysupportstaff/overview_of_library_support

- _staffAmerican Association of School Librarians (2019). Standards crosswalk. Retrieved from <https://standards.aasl.org>
- Ary, D., Cheser Jacobs, L. C., Sorensen Irvine, C. K., & Walker, D. A. (2019). *Introduction to research in education*. Boston, MA: Cengage Learning, Inc.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, N.J.: Prentice-Hall.
- Baumbach, D., Brewer, S., & Renfroe, M. (2004). What should be on a school library web page? *Learning & Leading with Technology*, 32(1), 46-51. Retrieved from <https://files.eric.ed.gov/fulltext/EJ695797.pdf>
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. Retrieved from <https://core.ac.uk/download/pdf/1347976.pdf>
- Bushe, G. (2007) Appreciative inquiry is not about the positive. *OD Practitioner*. Retrieved from http://www.gervasebushe.ca/AI_pos.pdf.
- Calabrese, R., Hummel, C. & San Martin, T. (2007). Learning to appreciate at-risk students: Challenging the beliefs and attitudes of teachers and administrators. *International Journal of Educational Management*, 21(4), 275, 291. doi: 10.1108/09513540710749500
- Charles, C.M., & Mertler, C.A. (2002). *Introduction to educational research* (4th ed.). Boston: Allyn & Bacon.
- Chateau, D. & Jared, D. (2000). Exposure to print and word recognition processes. *Memory & Cognition*, 28(1), 143-153. Retrieved from <https://link.springer.com/content/pdf/10.3758%2FBF03211582.pdf>
- Chmielewski, A. (2017). The Global Increase in the Socioeconomic Achievement Gap, 1964-2015 (CEPA Working Paper No.17-04). Retrieved from Stanford Center for Education

- Policy Analysis: <http://cepa.stanford.edu/wp17-04>
- Coleman, J. S. (1966). Equality of educational opportunity. U.S. Department of Health, Education, and Welfare. Superintendent of Documents Catalog No. FS 5.238:38001. Retrieved from <https://files.eric.ed.gov/fulltext/ED012275.pdf>
- Comen, E. (2018). Most and least literate states. Retrieved from <https://247wallst.com/special-report/2018/09/07/most-and-least-literate-states/2/>
- Cooperrider, D.L., Whitney, D., & Stavros, J.M. (2008). *Appreciative inquiry handbook for leaders of change* (2nd ed.). Brunswick, OH: Crown Custom Publishing, Inc.
- Creswell, J. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill Prentice Hall
- Creswell, J., & Plano Clark, V. (2007) *Designing and Conducting Mixed-Methods Research*. Thousand Oak, CA: Sage
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: SAGE Publication Ltd.
- Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology*, 33(6), 934-945. Retrieved from <https://pdfs.semanticscholar.org/aa80/07d71042168e1b897289663c56adbdc172b.pdf>
- Every Student Succeeds Act. (2015). Every student succeeds act of 2015, pub. l. no. 114-95 § 114 Stat. 117(2015-2016). Retrieved from <https://www.congress.gov/bill/114th-congress/senate-bill/1177>
- Executive Order Number 19-32. (2019). Retrieved from <https://www.flgov.com/wp-content/uploads/2019/01/EO-19-32.pdf>

Field, A. (2015). *Discovering statistics using IBM SPSS statistics* (4th ed.). Thousand Oaks, CA: SAGE Publication Ltd.

Florida Association of Supervisors of Media (2020). READS. Retrieved January 20, 2020, from <https://www.flpowerlibraries.com/reads>

Florida Department of Education (2019a). ExC3EL - Florida's K-12 library program evaluation tool. Retrieved from <http://www.fldoe.org/core/fileparse.php/7564/urlt/evaluationrubricscoringsheet.pdf>

Florida Department of Education. (2020c). Information literacy: - FINDS – Florida’s library media research model. Retrieved January 20, 2020 from <http://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t/info-literacy-fls-library-media-curric.shtml>

Florida Department of Education. (2020a). Library media services. Retrieved January 20, 2020, from <http://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t/info-literacy-fls-library-media-curric.shtml>

Florida Department of Education. (2020b). READS – Florida’s K-12 integrated library media reading guidelines. Retrieved January 20, 2020, from <http://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t/library-media-services.shtml>

Florida Department of Education (2019b). Specialization requirements for certification in educational media specialist (Grades pk-12)—specialty class. Retrieved from <http://www.fldoe.org/teaching/certification/administrative-rules/6a-4-0251.shtml>

Gretes, F. (2013). School library impact studies: A review of the findings and guide to sources. *Harry & Jeanette Weinberg Foundation*. Retrieved from

<https://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf>

Grigsby, S. K. S. (2015). Re-imagining the 21st century school library: From storage space to active learning space. *TechTrends: Linking Research and Practice to Improve Learning*, 59(3), 103–106. doi: 10.1007/s11528-015-0859

Hall, K. W., Hendrick, W. B., and Williams, L.M. (2014) Empowering students during in-school independent reading. *Childhood Education*, 90(2), 91-98. doi: 10.1080/00094053.2014.894789

Hernandez, D.J. (2011). Double jeopardy: How third-grade reading skills and poverty influence high school graduation. *Annie E. Casey Foundation*. Retrieved from <https://eric.ed.gov/?id=ED518818>

Hunsinger, V. (2015). School librarians as equity warriors. *Knowledge Quest*, 44(1), 10-14.

Retrieved from

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/KNOW_44_1_EquityWarriors_OE10-14.pdf

Iqbal, S., & Pison-Young, L. (2009). The delphi method. *The Psychologist*, 22(7), 598-601.

Retrieved from <https://thepsychologist.bps.org.uk/volume-22/edition-7/delphi-method>

International Literacy Association. (2019). *Advocating for children’s right to read*. Newark: DE.

Retrieved from <https://www.literacyworldwide.org/docs/default-source/resource-documents/ila-childrens-rights-to-read-advocacy-manual.pdf>

Ivankova, N.V., Creswell, J.W., & Stick, S.L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field Methods*, 18(1), pp. 1-8. doi: 10.1177/1525822x05282260

- Jenkins, C.A. (2000). The history of the youth services librarianship: A review of the research literature. *Libraries & Culture*, 35(1), 103-140. Retrieved from <https://www.jstor.org/stable/25548802>
- Johnson, L.B. (1965) Johnson's remarks on signing the elementary and secondary education act. *LBJ Presidential Library*. Retrieved from <http://www.lbjlibrary.org/lyndon-baines-johnson/timeline/johnsons-remarks-on-signing-the-elementary-and-secondary-education-act>
- Johnson, L., & Donham, J. (2012). Reading by grade three: How well do school library circulation policies support early reading? *Teacher Librarian*, 40(2), 8.
- Johnston, M. P. & Green, L. S. (2018). Still polishing the diamond: School library research over the last decade. *School Library Research*, 21. Retrieved from <https://web-b-ebshost-com.ezproxy.net.ucf.edu/ehost/pdfviewer/pdfviewer?vid=10&sid=e190aa3b-7cc8-4a93-949b-4bd289e2c166%40pdc-v-sessmgr03>
- Judge, W. Q. (2012). *Focusing on organizational change*. Saylor Foundation. Retrieved from https://saylordotorg.github.io/text_focusing-on-organizational-change/s03-what-is-organizational-capacit.html
- K-20 Education Code, ss. 1006. (2018). Retrieved from http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1006/1006.html
- Kachel, D.E. (2017). Requirements for school librarians: A state-by-state summary. *PA School Library Project*. Retrieved from <https://massteacher.org/-/media/massteacher/files/employment-licensure/librarytaskforce/wd-31-requirements-for-school-librarians-by-state-4-10-17.pdf?la=en>

- Kachel, D. E. (2018). School librarians as equity warriors: Advocating for all students. *Teacher Librarian*, 46(2), 44-46.
- Kachel, D.E. & Lance, K.C. (2018). Changing times: School librarian staffing status. *Teacher Librarian*, 45(4), 14-19. Retrieved from <http://teacherlibrarian.com/wp-content/uploads/2018/04/Kachel-Lance-article.pdf>
- Keeling, M. (2018). Framing an urban school library with the “national school library standards”. *Knowledge Quest*, 46 (4), 34-40.
- Keyes, R.K. (1914). How we use our school library. *The English Journal*, 3(2), 86-93. Retrieved from <https://www.jstor.org/stable/800857>
- King, M.B., & Bouchard, K. (2011). The capacity to build organizational capacity in schools. *Journal of Educational Administration*, 49(6), pp. 653-669.
<https://doi.org/10.1108/09578231111174802>
- Knapp, N. F. (2019). Using Technology to Foster “Real Reading” in the School Library and Beyond. *Knowledge Quest*, 48(1), 54–60. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1227429&authtype=shib&site=ehost-live&scope=site>
- Korty, M. (1965). Benjamin Franklin and Eighteenth-Century American Libraries. *Transactions of the American Philosophical Society*, 55(9), 1-83. doi:10.2307/1006049
- Krashen, S. (2012, April 5) The power of reading [Video file]. Retrieved from <https://www.youtube.com/watch?v=DSW7gmvDLag>

- Krashen, S., Lee, S., & McQuillan, J. (2010). An analysis of the PIRLS (2006) data: Can the school library reduce the effect of poverty on reading achievement? *California School Library Association Journal*, 34, 26-28.
- Krashen, S., Lee, S., & McQuillan, J. (2012). Is the library important? Multivariate studies at the national and international level. *Journal of Language and Literacy Education*, 8(1), 26-36. Retrieved from <https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1008099>
- Lance, K.C. (2018). School librarian, where art thou? *School Library Journal*. Retrieved from <https://www.slj.com/?detailStory=school-librarian-art-thou>
- Lance, K.C., Rodney, M.J., & Hamilton-Pennell, C. (2005). *Powerful Libraries Make Powerful Learners: The Illinois Study*. Canton, IL: Illinois School Library Media Association. <http://www.islma.org/pdf/ILStudy2.pdf/>
- Lance, K.C., Rodney, M.J., & Schwarz, B. (2009). *The Idaho school library impact study-2009: How Idaho librarians, teachers, and administrators collaborate for student success*. Idaho Commission for Libraries. Retrieved from <http://libraries.idaho.gov/files/Exec%20Sum%20Final.pdf>
- Latrobe, K.H. (1998). The emerging school library media center: Historical issues and perspectives. Englewood, Colo: Libraries Unlimited. Retrieved from <https://search.ebscohost.com>
- Latrobe, K. & Byerly, S. (1998). From classroom collections to the communication age. *Techtrends*, 43(1), 43-46. Retrieved from <https://link-springer-com.ezproxy.net.ucf.edu/content/pdf/10.1007%2F02818138.pdf>

- Lindsay, J. (2010). Children's access to print material and education-related outcomes: findings from a meta-analytic review. Learning Point Associates.
http://static1.squarespace.com/static/5731ee0840261d67c7155483/t/5767517d29687f6102b04f75/1466388897631/Lindsay_Children%27s+Access+to+Print+Material+and+Education-Related+Outcomes_2010.pdf
- Loertscher, D. V., & Koechlin, C. (2014). Climbing to Excellence: Defining Characteristics of Successful Learning Commons. *Knowledge Quest*, 42(4), 14–15. Retrieved from <https://search.ebscohost.com>
- Lomax, R.G., & Hahs-Vaughn, D.L. (2012). *An introduction to statistical concepts* (3rd ed.) New York: NY: Routledge Taylor & Francis Group.
- Marcoux, E. & Loertscher, D. V. (2009). The role of the school library in a school's reading program. *Teacher Librarian*, 37(1), 8-10. Retrieved from <https://search.ebscohost.com>
- McGregor, J. (2006). Flexible scheduling: Implementing an innovation. *School Library Media Research*, 9. Retrieved from www.ala.org/aasl/slr
- McKinsey & Company (2009). The economic impact of the achievement gap in America's schools. Washington, D.C. Retrieved from https://dropoutprevention.org/wp-content/uploads/2015/07/ACHIEVEMENT_GAP_REPORT_20090512.pdf
- Messenger, C. G. (2015). Information Literacy + Literacy = Evidence-Based Practice in the Classroom and the School Library. *Knowledge Quest*, 43(3), 20–27. Retrieved from <https://search.ebscohost.com>
- Michael, S. (2005). The promise of appreciative inquiry as an interview tool for field research. *Development in Practice*, 15(2), 222-230. doi: 10.1080/09614520500042094

Mol, S. E. & Bus, A. G. (2011). To read or not to read: Analysis of print exposure from infancy to early adulthood. *Psychological Bulletin*, 137(2), 267-296. doi: 10.1037/a0021890

Nacher, N. (2008). The mann-whitney u: A test for assessing whether two independent samples come from the same distribution. *Tutorial in Quantitative Methods for Psychology*, 4(1), 13-20. doi: 10.20982/tqmp.041.p013

National Center for Education Statistics (2015) National assessment of educational progress. Retrieved from <https://nces.ed.gov>

National Center for Education Statistics (2005). America's public school libraries: 1953-2000. Retrieved from <https://nces.ed.gov/pubs2005/2005324.pdf>

National Center for Education Statistics (2014). Library statistics program. Retrieved from <https://nces.ed.gov/surveys/libraries/>

National Center for Educational Statistics (2007). National household education surveys program of 2007: Methodology report. Retrieved from https://nces.ed.gov/pubs2009/2009047_1.pdf

National Center for Educational Statistics (2017). Risk factors and academic outcomes in kindergarten through third grade. Retrieved from https://nces.ed.gov/programs/coe/indicator_tgd.asp

National Center for Educational Statistics (2004) School library media centers: Selected results from the education longitudinal study of 2002. Retrieved from <https://nces.ed.gov/pubs2005/2005302.pdf>

Norton, S.K, & Merola, M. (2016). ESSA and school libraries: ALA/AASL sessions rain librarians on the fundamentals. *American Libraries Magazine*. Retrieved from <https://americanlibrariesmagazine.org/2016/11/01/essa-school-libraries-training/>

- Payne, B. R., Gao, X., Noh, S. R., Anderson, C. J., & Stine-Morrow, E. A. (2012). The effects of print exposure on sentence processing and memory in older adults: Evidence for efficiency and reserve. *Neuropsychology, development, and cognition. Section B, Aging, neuropsychology and cognition*, 19(1-2), 122–149. doi:10.1080/13825585.2011.628376
- Pew Research Center. (2019). Digital divide. Retrieved from <https://www.pewresearch.org/topics/digital-divide/>
- Pond, P. (1976). Development of a professional school library association: American association of school librarians. *School Media Quarterly*, 5(1), 12-18. Retrieved from <http://www.ala.org/aasl/about/history-1914>.
- Pribesh, S., Gavigan, K., & Dickison, G., (2011). The access gap: Poverty and characteristics of school library media centers. *The Library Quarterly*, 81(2), 143-160. Retrieved from <http://www.jstor.org/stable/10.1086/658868>
- Qualtrics (n.d.) Retrieved from www.qualtrics.com.
- Reardon, S. F. (2013). The widening income achievement gap. *Educational Leadership*, 70(8), 10-16. Retrieved from <http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/The-Widening-Income-Achievement-Gap.aspx>.
- Rumberger, A.T. (2018). Constructing the literate child in the library: An analysis of school library standards. *Berkley Review of Education*, 7(2), 115-137. doi: 10.5070/B8bre7232303
- Shuayb, M., Sharp, C., Judkins, M., & Hetherington, M. (2009). Using appreciative inquiry in educational research: Possibilities and limitations. *National Foundation for Educational Research*. Retrieved from <https://www.nfer.ac.uk/publications/aen01/aen01.pdf>

- Sinek, S., Mead, D., & Docker, P. (2017). *Find your why: A practical guide for discovering purpose for you and your team*. New York, NY: Portfolio/Penguin.
- Sparks, S.D., & Harwin, A. (2018). Schools see steep drop in librarians, new analysis finds. *Education Week*, 39(2). Retrieved from <https://www.edweek.org/ew/articles/2018/05/16/schools-see-steep-drop-in-librarians-new.html>
- Sperling, G. (2013). Four years of broadband growth. White House (June 14). Retrieved from <https://obamawhitehouse.archives.gov/blog/2013/06/14/four-years-broadband-growth>
- Stanovich, K. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 360-407. Retrieved from https://www.psychologytoday.com/files/u81/Stanovich__1986_.pdf
- Stringer, P. (2013). Contemporary approaches to research in learning innovations: Capacity building for school improvement. Rotterdam, The Netherlands: Sense Publishers. Retrieved from <https://www.sensepublishers.com/media/1667-capacity-building-for-school-improvement.pdf>
- Sutton, J., & Austin, Z. (2015). Qualitative Research: Data Collection, Analysis, and Management. *The Canadian journal of hospital pharmacy*, 68(3), 226–231. <https://doi.org/10.4212/cjhp.v68i3.1456>
- Teach (2019). School media. Retrieved from <https://teach.com/what/teachers-know/school-media/>
- Thomas, S., Joseph, C., Laccetti, J., Mason, B., Mills, S., Perril, S., & Pullinger, K. (2007). Transliteracy: Crossing divides. *First Monday*, 12(12). doi: <https://doi.org/10.5210/fm.v12i12.2060>

- Todd, R. J. (2012) School libraries and the development of intellectual agency: Evidence from New Jersey. *School Library Research*, (15). Retrieved from <http://www.ala.org/aasl/pubs/slr>
- Tuck, K. D. & Holmes, D. R. (2016). Library/Media Centers in U.S. Public Schools: Growth, Staffing, and Resources. Full Report. National Education Association. National Education Association. Retrieved from <https://search.ebscohost.com>
- Tufford, L. & Newman, P. (2010). Bracketing in qualitative research. *Qualitative Social Work*, (11)1, pp. 80-96. doi: 10.1177/1473325010368316
- U.S. Department of Education (2014). Access to reading materials: Circulation of children's library materials, by school district. Retrieved from <https://www2.ed.gov/datastory/bookaccess/index.html#datanotes>
- U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. (2018) The condition of education: Reading performance. Retrieved from https://nces.ed.gov/programs/coe/pdf/coe_cnb.pdf
- Yaeger, T., Sorensen, P., & Bengtsson, U. (2005). Assessment of the state of Appreciative Inquiry: Past, present, and future. In R.W. Woodman & W.A. Pasmore (Eds.), *Research in Organizational Change and Development*. (Vol. 15, pp. 297-319. Emerald Group Publishing Limited, Bingley.