Early-Career School Librarians’ Use of Information Literacy Skills to Master Their Information Needs

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Agenda

- Background
- Preparation of School Librarians
- Role of the School Librarian
- Study & Findings
- Discussion

Link to Slides
School Librarians
Background Information

Teacher First
- Certified Teacher
- Formal instruction in pedagogy

Factors that affect IL skills
- Limited exposure to Information Literacy
- Grade levels taught
- Age of the individual
- More focused on use of technology and digital tools

Inconsistent Perceptions
- Initial perceptions do not align with the reality of the role
- Perception that coursework prepares them to be successful in all aspects of the role
Preparation of School Librarians

Standards
- International Association of School Librarians (IASL)
- American Association of School Librarians (AASL)
- International Society for Technology in Education (ISTE)
- State-set School Library Standards

Certification Requirements
- Portfolio
- Internship
- Certification Exam

Everyday School Operations
- Information Literacy Instruction
- Digital Citizenship
- Readers’ Advisory
- Collection Development & Management
- Cataloging
- Programming
- Promotion & Advocacy
Role of the School Librarian
The Study

Q: Are School Librarians prepared to meet their own information needs?

Focus:
The information needs of library school students & early-career school librarians

Methodology:
Mixed method ~ anonymized surveys & virtual interviews

Participants:
Library school students & school librarians across the U.S. (N=44)

*This paper is a portion of a larger study & subsequent 2023 paper in Peabody Journal of Education
## Selected Findings

### General Librarianship Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>I haven't encountered this topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe my SLP adequately prepares/d me to... (n=44)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborate with others</td>
<td>54.55%</td>
<td>34.09%</td>
<td>4.55%</td>
<td>0.00%</td>
<td>6.82%</td>
</tr>
<tr>
<td>Schedule classes/programs</td>
<td>31.82%</td>
<td>50.00%</td>
<td>6.82%</td>
<td>2.27%</td>
<td>9.09%</td>
</tr>
<tr>
<td>Manage the library collection</td>
<td>56.82%</td>
<td>34.09%</td>
<td>2.27%</td>
<td>0.00%</td>
<td>6.82%</td>
</tr>
<tr>
<td>Address content standards in the library collection</td>
<td>52.27%</td>
<td>34.09%</td>
<td>4.55%</td>
<td>0.00%</td>
<td>9.09%</td>
</tr>
<tr>
<td>Manage a library budget</td>
<td>34.09%</td>
<td>43.18%</td>
<td>6.82%</td>
<td>6.82%</td>
<td>9.09%</td>
</tr>
<tr>
<td><strong>Manage library staff</strong></td>
<td>29.55%</td>
<td>38.64%</td>
<td><strong>18.18%</strong></td>
<td><strong>4.55%</strong></td>
<td>9.09%</td>
</tr>
<tr>
<td>Manage student or adult volunteers</td>
<td>34.09%</td>
<td>36.36%</td>
<td><strong>15.91%</strong></td>
<td><strong>4.55%</strong></td>
<td>9.09%</td>
</tr>
<tr>
<td>Manage a maker space</td>
<td>25.00%</td>
<td>38.64%</td>
<td><strong>22.73%</strong></td>
<td><strong>4.55%</strong></td>
<td>9.09%</td>
</tr>
<tr>
<td>Conduct action research</td>
<td>31.82%</td>
<td>38.64%</td>
<td><strong>15.91%</strong></td>
<td><strong>4.55%</strong></td>
<td>9.09%</td>
</tr>
</tbody>
</table>
## Selected Findings

**Librarianship Duties Supporting Student Learning**

<table>
<thead>
<tr>
<th>I believe my SLP adequately prepares/d me to... (n=41)</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>I haven’t encountered this topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with others to address student needs</td>
<td>56.10%</td>
<td>31.71%</td>
<td>2.44%</td>
<td>0.00%</td>
<td>9.76%</td>
</tr>
<tr>
<td>Teach information literacy</td>
<td>58.54%</td>
<td>29.27%</td>
<td>4.88%</td>
<td>0.00%</td>
<td>7.32%</td>
</tr>
<tr>
<td>Teach digital citizenship</td>
<td>63.41%</td>
<td>21.95%</td>
<td>7.32%</td>
<td>0.00%</td>
<td>7.32%</td>
</tr>
<tr>
<td><strong>Teach maker literacies</strong></td>
<td></td>
<td></td>
<td><strong>19.51%</strong></td>
<td><strong>2.44%</strong></td>
<td><strong>14.63%</strong></td>
</tr>
<tr>
<td>Address content standards in library instruction</td>
<td>48.78%</td>
<td>34.15%</td>
<td>7.32%</td>
<td>0.00%</td>
<td>9.76%</td>
</tr>
<tr>
<td><strong>Address campus instructional needs or goals in library instruction</strong></td>
<td>46.34%</td>
<td>31.71%</td>
<td><strong>12.20%</strong></td>
<td>0.00%</td>
<td>9.76%</td>
</tr>
</tbody>
</table>
Confirmed SLS students leave their preparation program with gaps between coursework & professional practice.

SLS graduates have difficulty equating gaps in their knowledge with the need for information.

Largest source of support was found in professional learning networks.

SLP programs should look for opportunities to build library students’ own information literacy.
Thank You

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