

School Library Media SIG Session

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ABSTRACT

A School Librarian Needs Assessment on Culturally Responsive and Impactful K-12 Online Teaching and Learning. There is a lack of research that examines school library education, professional development, or application of culturally responsive pedagogy in K-12 online settings. This research project investigates the characteristics of the school librarianship knowledge gap on culturally responsive online pedagogy through needs assessment research. Data was collected utilizing national online webinars as online discussion groups. The findings from the first phase of a national research grant project to examine, assess, and address the school librarianship knowledge gap on the design and delivery of targeted and culturally responsive online learning will be presented.

Opening the Pipeline: Sustaining Recruitment for School Librarianship. Over the last decade, the number of school librarians (SLs) in US public schools declined. Among the reasons administrators shared regarding these unfilled (and potentially lost) positions were issues with “the pipeline” or the availability of qualified candidates to apply for posted positions. This was particularly true in states with no school librarian preparation programs (SLPPs) at their colleges and universities and resulted in areas (often rural) where school districts had openings for SLs but were unable to find candidates willing to relocate (Lance & Kachel, 2021). To understand this “pipeline problem” and the role that SLPPs play, we turn to the recruitment practices in SLPPs, and ask: what are the current practices for inviting, promoting, and/or recruiting candidates to SLPPs? Initial research findings and anecdotal academic experience reveal that barriers to entering SLPPs include rigid requirements for credentialing and the financial burdens of tuition and associated personal expenses. With new insights into the variety of strategies used (and not used) across programs, we hope to initiate professional conversations

and create recommendations for opening and sustaining a national pipeline that ensures that well-qualified candidates are prepared to serve as school librarians.

Share and Share Alike: School Librarians Sharing Their Truths about Evidence Based Practice. P12 educators are expected to utilize evidence to inform practices and decisions. Although most school librarians collect and use evidence, they struggle doing so systematically or in relation to teaching and learning. We conducted focus groups interviews with school librarians and their educators and supervisors to identify existing opportunities that prepare school librarians for evidence-based practice (EBP), challenges with those opportunities, and types and forms of professional learning that school librarians prefer as they continue to hone their application of EBP. Our findings indicate that additional tools and real-time learning opportunities would further support school librarians' EBP knowledge and skills.

ALISE RESEARCH TAXONOMY TOPICS

education; administration; students; school libraries; online learning.

AUTHOR KEYWORDS

school libraries; evidence-based practice; practitioner research; culturally responsive pedagogy.

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DOI: <https://doi.org/10.21900/j.alise.2024.1661>