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Current Scheduling Trends in Minnesota's Elementary School Library Programs

By

Eleanor Radaj

A Starred Paper Proposal

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Chapter 1: Introduction

Introduction

Throughout the past century, many studies have been completed which look at the role library media specialists play in the school learning environment, and many empirical studies have corroborated that the presence of a licensed library media specialist has a positive impact on student learning outcomes (Gretes, 2013; Scholastic, 2016; Lance & Kachel, 2018). These studies also show that there is a range of impacts as well, and that “...better test scores have been associated with: how many times a week students visit their libraries, how flexible their access to libraries is scheduled, and how much they borrow library materials for use elsewhere” (Lance & Kachel, 2018, p. 17). Despite a wealth of research showing these benefits, the reality is that school library positions and programs have been cut (Lance, 2018), had funding reduced, and often been neglected or misunderstood in the changing school climates.

One element of an effective school library program advocated by the American Library Association (ALA) and the American Association of School Libraries (AASL) is open access and flexible scheduling (ALA, 2019), but elementary libraries are more likely to have fixed scheduling, wherein the library media specialist provides prep coverage and allows classroom teachers the opportunity to plan and collaborate.

Context and Background

Two large-scale censuses of Minnesota school library programs conducted by Metronet, a state-funded library network in Minnesota (Baxter & Smalley, 2003; Baxter & Smalley, 2004) showed that over half of elementary media programs primarily operated under fixed scheduling, depriving students and staff of the open access and availability. Despite the rapidly changing field of education, and the continually evolving role of the library media specialist, no large-scale

data collection about Minnesota school library programs appears to have happened in the past two decades, since the Metronet censuses by Baxter and Smalley.

Rationale

This paper first examines the existing literature to understand the benefits of flexible scheduling in library programs. Then, addresses the lack of recent data surrounding flexible scheduling in Minnesota by conducting a small-scale survey of current elementary library scheduling trends in Minnesota's elementary schools.

Problem Statement

After collecting the survey data, the new findings are compared to the data from the Metronet (Baxter & Smalley, 2003; Baxter & Smalley, 2004) censuses, and the question is asked: do the current scheduling trends of Minnesota library media specialists support the best practice of flexible scheduling to support student academic achievement? If so, how?

Significance

This study serves to update available data of Minnesota schools' library programs and express the current "state of the media center" in the state's elementary schools. This information can be used by media specialists and school administration to advocate for flexible scheduling.

Definition of Terms

Library Media Specialist

Frequently also called "school librarian" and "teacher librarian", a Library Media Specialist is a licensed educator with specialized library training and certification. The term Library Media Specialist (LMS) was chosen preferentially as it is the official title according to the Minnesota Professional Educator Licensing and Standards Board (2021). The ALA posits that:

Today's school librarian works with both students and teachers to facilitate access to information in a wide variety of formats, instruct students and teachers how to acquire, evaluate and use information and the technology needed in this process, and introduces children and young adults to literature and other resources to broaden their horizons.

(2006, para. 1)

The LMS also serves as a leader, administrator, collaborator, and change agent within the school environment.

Media Center

Frequently also called a “school library”, this is the physical space overseen by a library media specialist or library media aide. The official statement from the ALA states:

Effective school libraries are dynamic learning environments that bridge the gap between access and opportunity for all learners. Under the leadership of the school librarian, the school library provides access to resources and technology, connecting classroom learning to real-world events...In this way, effective school libraries prepare learners for college, career, and life (2018, para. 9).

Fixed Schedule

A style of scheduling wherein the library media specialist and/or media center are scheduled for fixed, predetermined blocks of time, often on a weekly basis or similar rotation (Gavigan et. al., 2010).

Mixed Schedule

A style of scheduling wherein the library media specialist and/or media center are scheduled out for some fixed, predetermined blocks of time, but also regularly have allotments of

time available for collaboration, co-teaching, or other administrative tasks (Gavigan et. al., 2010).

Flexible Schedule

A style of scheduling wherein the library media specialist and/or media center have no predetermined schedule, but instead are available to staff and students on an on-call basis, which allows for greater collaboration, co-teaching, and administrative opportunities. “The library media specialist and the classroom teacher collaborate in scheduling classes into the library media center to meet specific needs generated by classroom teaching and learning activities” (Donham van Deusen & Tallman, para. 4, 1994).

Collaboration

Collaboration is used here to reference shared planning time between teachers to build knowledge and develop or reflect on instruction and instructional materials. “Collaboration means that you are truly sharing the planning, delivery, and evaluation of instruction” (Fox, 2001, p. 11).

Library Media Aide

Frequently called library assistant, educational assistant, paraprofessional, or other titles. Library Media Aide is the preferred term within Minnesota, which defines the role as “Staff who assist in organizing and managing school libraries. ... Also include librarian aides who function essentially as clerical or physical aide to the librarian and whose contact with students is casual or irregular.” (Minnesota Professional Educator Licensing and Standards Board, 2021).

School Library Program

Used to refer to the physical space, staffing, and programming of a school library, the school library program is the complete package of how a library operates and influences a school (Scholastic, 2016).

Prep Coverage

This term is used in scheduling to refer to one teacher supervising a group of students so another teacher can complete planning, collaborating, and administrative tasks. In the context of this paper, prep coverage is when an elementary teacher leaves their homeroom class with a library media specialist or other teachers. “The practice of scheduling classes in the school library on a set schedule to provide educator release or preparation time” (ALA, 2019).

Information Literacy

Also called “21st-century skills,” “Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning” (The Association of College and Research Libraries, 2016, p. 8).

Summary

The purpose of this study is to look at the current practices of school libraries and the role of library media specialists in Minnesota. Multiple types of schedules can be used in school libraries, such as fixed, mixed, and flexible. This chapter defined some of the terms used in the rest of the proposal and laid out this study’s focus. In the following chapters, the study examines the existing literature supporting flexible scheduling, details the methodology by which this paper sampled the current library scheduling trends in Minnesota, and compared the newly gathered data to that from the Metronet censuses by Baxter and Smalley.

Chapter 2: Literature Review

Introduction

The American Library Association advocates for flexible scheduling, because allowing access to the library media center “on an as-needed basis to facilitate just-in-time research, training, and utilization of technology with instruction from the school librarian and the content-area educator” (2019, p. 1). This position is just one of many in the ALA’s official statement that encourages a flexible schedule. The ALA also states, “The practice of scheduling classes in the school library on a set schedule to provide educator release or preparation time inhibits best practice by limiting collaboration and co-teaching opportunities between the school librarian and classroom educator” (p. 1). Many studies have shown the influence of a flexible schedule in the school library media center and the benefits it can have on a school learning environment. These studies have shown that having an open and flexible schedule positively impacts collaborative opportunities, book circulation, attitudes towards library media programs, and the ability to effectively teach information literacy skills.

Despite the benefits that a flexible schedule can provide in an elementary school, there are reasons why fixed scheduling remains more popular, including misunderstandings or lack of knowledge about the LMS’s role, providing supervision for teacher’s prep periods, and the job security that can come from being a part of prep coverage (Johnson, 2001). But as Donham van Deusen and Tallman proclaimed, “with a flexible schedule the program dictates the schedule; with a *fixed* schedule the schedule controls the program” (1994, “Conclusion” para. 4). This lack of control for a library program can be costly – fixed scheduling means that important lessons from the LMS often stand alone, and do not connect as strongly with important curriculum in the classroom (Shannon, 1996). Additionally, McGregor (2006) shows that fixed scheduling reduces

the LMS's ability to collaborate with classroom teachers or provide open access to library books and other resources in the media center.

The focus of this chapter will be to summarize existing research that demonstrates the ways a flexible schedule in a library media center can positively benefit the school learning environment. It will explore specifically the impact flexible scheduling has on collaboration between the LMS and other teaching staff, increasing book circulation, information literacy, test scores, and the perception of the LMS role among other teachers and administrators. Additionally, this chapter will posit why fixed schedules remain common in elementary libraries despite the drawbacks they contain.

Methodology

For this literature review, research began by looking at resources from the ALA and AASL, including professional journals tied to these organizations. These resources, combined with the 2003 and 2004 Metronet censuses of Minnesota school library programs (Baxter & Smalley 2003; Baxter & Smalley 2004), guided the researcher to focus on fixed and flexible scheduling in elementary school settings for this literature review. Many of the remaining resources were gathered from the St. Cloud State library databases, primarily using ERIC and JSTOR. Within these databases, searches were conducted using terms including, but not limited to "elementary", "school librarian", "media specialist", "prep coverage", and "scheduling". The researcher included more than 10 empirical studies and original data such as the Metronet censuses (Baxter & Smalley, 2003; Baxter and Smalley, 2004), Gavigan et. al. (2010), Pribesh et. al. (2011), and Donham van Deusen & Tallman (1994) in addition to four comprehensive literature reviews (Lance, 2018; Lance & Kachel, 2018; Gretes, 2013; Scholastic, 2018), and numerous experiential pieces (e.g., Fox, 2001; Ludmer, 2008a; Ludmer, 2008b). Sources were

preferentially selected from 2000-present, with the notable exceptions of Donham van Deusen and Tallman (1994) and Shannon (1996). Though older, these articles were included because they are formative work in the field of library scheduling and are repeatedly cited amidst other sources. The intention of providing this myriad of sources is to provide a broad scope of the scholastic and anecdotal impacts of the flexible schedule in elementary library media centers.

Review of Research

Prevalence of Fixed vs. Flexible Schedules

To understand the impact of scheduling in a library media program, one first must understand the differences between the two most common models of scheduling - fixed schedules, and flexible schedules. In their 2006 study, McGregor defined flexible scheduling as an “...arrangement that allows for variation in library use, rather than having each class scheduled into the library for a regular, fixed period” (p. 1), with Donham van Deusen and Tallman adding “...the library media specialist and the classroom teacher collaborate in scheduling classes into the library” (1994, para. 4). Donham van Deusen and Tallman also define fixed scheduling as “...students attend a regularly scheduled class in the media center usually on a weekly basis” (1994, para. 4.). For this study, the term “prep coverage” will be used in conjunction with fixed scheduling, for most often in a fixed schedule the LMS is supervising students to allow the primary classroom teacher a chance to plan and prepare during the day. This prep coverage “...provides classroom teachers with planning time while their classes visit the school library media center” (Bishop, 2007, as cited in Gavigan et al., 2010, p. 131) and is the most frequently cited motivation for fixed scheduling.

Gavigan et al. (2010) conducted a study looking at 88 elementary schools in North Carolina and Virginia. Of the schools in the study, only 13% had a fully flexible schedule, with

38% holding a fully fixed schedule, and 62% having a mixed or partially flexible schedule. A 2004 Metronet census by Baxter and Smalley on Minnesota school libraries reported that 49% of elementary school media specialists covered some prep time, with 45% having at least 15 prep periods a week, and 19% covering over 25 preps per week (Baxter & Smalley, 2004), and in the previous census they found that the elementary LMS covered an average of 58 prep periods per month (Baxter & Smalley, 2003). Pribesh et al. (2011) found that “students attending high-poverty schools are likely to have a fixed schedule. Those enrolled in low-poverty schools are much more likely to have some sort of flexible schedule” (p. 153). These studies show that fixed scheduling remains the primary model in elementary schools despite the need for open access to the library.

Benefits of Flexible Schedules

Collaboration. The benefit of a flexible schedule most often touted is the ability of the LMS to collaborate with classroom teachers and other staff. The media specialist is the ideal collaborator when it comes to curriculum planning and resource selection because “...no other educator receives as much training in selection, evaluation, and integration of educational resources” (Lance & Kachel, 2018, p. 17). A review of over 60 impact studies by Gretes (2013) concluded that “...collaborative planning between school librarians and teachers enhance student learning” (p. 3). When the school librarian is given time to collaborate with teachers, they can serve as a leader within the school, wherein they can provide professional development to teachers, serve on committees, and work closely with administrators.

Donham van Deusen and Tallman (1994) describe five areas where LMS can collaborate and consult with teachers regarding the curriculum: gathering materials, identifying and designing unit objectives, planning and designing teaching and learning activities, teaching

collaboratively, and evaluating the final results. All five of these areas “...were significantly greater in schools employ[ing] flexible or mixed scheduling than in schools employing fixed schedules” (1994, “Results” para. 4.). A flexible schedule is ideal for the development of curriculum consultation and collaborative opportunities. “In elementary schools, those LMS who did not have a full prep schedule but had time in the day for planning and library management duties had more developed programs than those that had full prep schedules” (Baxter & Smalley, 2003, p. 61). By giving the library media specialist the appropriate and flexible time to plan and collaborate with teachers, they can create a program that has a more meaningful impact on the school learning environment.

Book Circulation. One of the needs of a library media center is to support reading literacy as a hub of literature. Gavigan et al. (2010) found “There was a significant and positive relationship between flexible scheduling and per-pupil book circulation in elementary schools” (p. 131). In this study of North Carolina and Virginia elementary schools, they found that students in schools with a totally flexible library schedule “...checked out an average of 102 books per year when other factors influencing circulation were accounted for”, compared to 57 books per pupil annually in schools with fixed or mixed schedules (p. 135). This study supports the long-held belief that a flexible schedule means greater and more open access to all the library materials. “Placing the school library media center program on a fixed schedule to, in part, provide planning time for classroom teachers may be counterproductive and detrimental to student access to materials” (Gavigan et al., 2010, p. 136). If open access to literary and informational materials is valued by administration and teachers, flexible scheduling can be an effective way to provide these resources and opportunities to students.

Information Literacy. Information literacy in this study is defined as the way in which students interact with information, including but not limited to searching for and gathering materials, evaluating and verifying source reliability, and integrating diverse sources into a body of knowledge. A literature review conducted by Scholastic found that over 70% of school librarians provide instruction on information literacy (2016). In the review, Scholastic ambassador and former librarian Schumacher added, “If a school doesn’t have a dedicated teacher-librarian, kids will read less and be less comfortable evaluating information” (Scholastic, 2016, p.11). While the presence of a librarian has a positive impact on information literacy, this impact can be improved if the media center and LMS have a flexible schedule, because they are able to provide direct lessons in conjunction with classroom teachers and in a time-sensitive manner.

One specific example of how information literacy is impacted by flexible scheduling was from Minnesota in the 2004 Metronet census. They found that students were much less likely to understand and utilize the state-funded ELM (Electronic Library Minnesota) databases if they did not have open access to the media center and LMS (Baxter & Smalley, 2004). The census quoted one staff member who feared staffing cuts to the media centers in their district would lead to students who “have had very little training in using media resources when they get to junior high” (p. 51). When a flexible schedule has been established, it has made a difference in the way students perceive and use the space. McGregor stated, “Students consider the library as an obvious source of information and use it naturally to find answers to their questions” (2006, p. 16). When students have access to the media center whenever the need arises, they learn how to navigate a sea of information with help from the LMS, who can teach them how to answer their

questions with quality information sources, thus training students to be more independent researchers.

Test Scores. One well-researched impact of school libraries, in general, is that having a full-time school librarian increases scores on both state and national assessments for all groups of students. A research compilation from Scholastic showed that scores increased for all students, specifically culturally diverse, impoverished, and English Language Learners, especially if the librarian is full-time and professionally endorsed (2016). In a library impact study for the state of Illinois, Lance found a direct correlation between flexibility and testing scores; “Elementary schools with more flexibly scheduled libraries performed 10 percent better in reading and 11 percent better in writing on the ISAT tests of fifth-graders than schools with less flexibly scheduled libraries” (Lance, 2005, p. 2). Because the flexible schedule provides more opportunities for students to utilize the library media center, it can be one effective step towards improving student learning. “Placing the school library media center on a fixed schedule... may be counterproductive and detrimental to student access to materials. This study shows that a flexibly scheduled school library media program is likely to result in an increase in per-pupil book circulation” (Gavigan et. al., 2010, p. 136). In her comprehensive review of library studies, Gretes (2013) found that increased circulation of library materials related to increased test scores in numerous states. Therefore, it appears possible that flexible library scheduling can have a positive relationship to testing scores, based on increased book circulation and access to a librarian.

Perception of LMS Role

In the Metronet census by Baxter and Smalley, it was found that the efficacy of flexible scheduling was impacted by the perception of the LMS role. Primarily, it was clear that a flexible

schedule was most likely to be achieved when school leadership valued the LMS as a leader who could provide value through collaboration “The research evidence is clear that teachers collaborate more with other teachers and with the LMS when the principal actively encourages it and makes sure that schedules are in place to facilitate collaboration” (Baxter & Smalley, 2004, p. 22). It is generally agreed by the resources used in this review that having a supportive administration is a key factor in establishing a successful library program with a fixed schedule. Ultimately, the school administration has the power to determine the schedule, and the administration’s perception of the library program will drive the scheduling model in the school.

In other instances, the media center and LMS were viewed more positively after implementing flexible scheduling as staff and administration began to understand the positive impacts it had. One principal, after implementing flexible scheduling, extolled its virtues, saying “I think the media specialist is in a better position to impact on curriculum goals and to make sure that her efforts and the teachers’ efforts are collaborative and correlated” (McGregor, 2006, p. 10). The teacher’s perception of the LMS and media center changes too, with one fourth grade teacher stating, “And with the flexible scheduling, I feel like the kids are actually utilizing the library for its true purpose, to have the information there, so they can gather it and learn more about a topic” (p. 10). When the field of education changes so constantly, it can feel like implementing a flexible schedule is “one more thing” which can cause more work for the classroom teacher, but after implementation, many teachers realize that the open and flexible library media center can be a place that provides the staff with as much support as the students.

Drawbacks of Flexible Schedules

It is necessary to address that there are real and perceived drawbacks that can come with flexible scheduling. Gavigan warns that “There are many professionals in the field of school

library media services who are sharply divided over the issue of fixed or partially-fixed scheduling in library media centers” (2010, p. 133). With a regular decline of library staffing (Lance, 2018) flexibly scheduled librarians may be more easily cut than those who provide prep coverage. Additionally, flexible scheduling requires a lot of support from administrators and staff and may inspire naught but “Incredulous stares... from the eyes of teachers whose lives revolve around schedules” (Fox, 2001, p. 10). Another chief concern is that “you can’t teach kids you don’t see” (Johnson, 2001), and teachers who feel like a flexible schedule is “just one more change they are expected to make” (Shannon, 1996, para. 4) may be reluctant to engage with or collaborate alongside the LMS, therefore reducing the opportunities their students get to utilize the media center and LMS.

Reliance on Fixed Schedules

Many LMSs will assert that fixed schedules are a boon to the elementary world. Stubeck (2015) and Ludmer (2008a; 2008b) published their favorable accounts of their fixed schedules and the way they were able to create collaborative units with a few of their colleagues in their elementary schools. These positions can arise for several reasons; sometimes, the atmosphere of the school or personality of the LMS does not lean towards collaboration, or the administration is unaware of the potential that could arise from making changes towards a mixed or flexible schedule. Some involve personal scheduling; “If I have a fixed schedule, I’ll be assured of having a regular lunch period” (Creighton, 2008, p. 24). And Creighton summarized a final attitude: “Sometimes a dependable framework is enough to convince folks to assume an “If it ain’t broke, don’t fix it” attitude” (p. 24). Convincing administration and staff that a change to flexible scheduling can be beneficial is difficult, and the change is “not necessarily embraced or understood by teachers” (McGregor, 2006, p. 5) who may view a flexible schedule as adding one

more thing to their plates by necessitating more meetings and planned scheduling when they perceive the fixed media schedule to be a one-stop, no maintenance shop for their information and reading literacy needs.

Advantages and Drawbacks of Fixed Schedules

Thus far this literature review has laid out several reasons why flexible scheduling provides a benefit to students and teachers in a school setting, especially an elementary school. Fixed scheduling causes schools to miss out on many of these benefits, but it also has some distinct drawbacks. Shannon (1996) stated:

While [fixed scheduling] may offer some advantages (e.g., accountability for the library media specialist's time, and assurance that each child visits the library media center once a week), student's visits to the library media center are frequently unrelated to class activities, and library media specialists are unable to plan with the teachers for the integration of information literacy skills into the curriculum. (para. 2)

This can create a disconnect between the important topics taught by the LMS and the classroom curriculum.

Furthermore, when libraries are assigned to cover teacher planning time "...librarians operate as independent silos, doing good work but not necessarily working in concert with the rest of the staff on achieving district priorities." (Lance & Kachel, 2018, p. 17). This can cost a school greatly in terms of missed opportunities - the library media specialist may be unable to contribute meaningfully to important units such as information literacy instruction and research projects. However, in a school where teachers have never experienced an open and flexible media schedule, they might not know just how much these missed opportunities cost their students in terms of knowledge gained.

Nevertheless, some advantages can arise in the fixed scheduling model. Creighton summarizes the attitudes of many administrators, teachers, and even some LMS; “They believe that it provides a dependable framework for activities, and no one is slighted” (2008, p. 24). One library professional wrote “And let's just get bottom-line pragmatic—it's hard to fire prep-time providers. Shouldn't we be asking: Do we want to work with a fixed schedule and have job security or with a flex schedule and be vulnerable to cuts?” (Johnson, 2001). They pointed out the harsh reality that for many, the fixed schedule provides job security and therefore ensures students will have access to a librarian regularly. And Lance (2018), Gavigan (2013), and others have shown that any access to media centers and school librarians can have a positive impact on student outcomes.

Gaps in research

There is a wealth of research discussing the benefits of the library media specialist in the school and the ways that flexible scheduling can benefit the school learning environment. The gaps in this area fall mostly on the currency of the information. The most recent censuses which gathered information about school libraries in Minnesota were from 2000 and 2004. Library settings have changed in large ways in the current millennium, and the research, especially in Minnesota, has not been updated in meaningful ways to reflect changes such as wide-scale internet and personal computer access or other library and educational trends.

This gap may provide a barrier to LMS and other staff who are seeking to advocate for flexible scheduling as part of their school library program. The dated information may not hold as much importance to stakeholders who are in the position to influence library scheduling. This paper seeks to update this data to provide a more relevant picture of library scheduling in

Minnesota schools, which can be used to advocate for scheduling that provides a better fit for student needs.

Summary

While the literature reviewed above shows many ways in which flexible scheduling can be a great boon for the school learning environment, McGregor (2006) wrote with great clarity “One conclusion is that in these schools, flexible scheduling was merely a tool that facilitated other programmatic features... There must be a reason to use a flexible schedule, and that reason should relate to student learning” (p. 21). This chapter has explored how flexible library scheduling impacts student learning through increased collaboration, book circulation, test scores, information literacy skills, and an improved perception of the role of an LMS. Additionally, it has addressed the advantages and drawbacks of a fixed schedule and the gaps in scheduling research. Flexible scheduling is not an instant cure for the academic failures of a school, nor can it be implemented without great care and attention. But a vast array of literature, including primary, secondary, and anecdotal sources, support the idea that a flexible schedule allows for better development of a highly effective school library program.

The next chapter outlines the design, methodology, and preparation for the survey which serves to update some knowledge on scheduling trends in Minnesota school libraries.

Chapter 3: Methodology

Introduction

While the previous chapter examined the many benefits linked to a flexible schedule in the school library, an analysis of data has shown us that elementary school libraries largely rely on fixed scheduling. The Metronet census in 2003 found that “In Minnesota, the majority of elementary school media specialists provide “prep time” for other teachers in the building” (p. 26), averaging 58 prep periods per month, or nearly 3 per day. When they followed up with another census in 2004, they found “45% of elementary school library media specialists had more than 60 prep periods per month or at least 15 per week” and “19% of the elementary LMS had more than 100 prep periods per month or 25 per week” (Baxter & Smalley, 2004, p. 55). The data from these censuses, combined with the literature regarding flexible scheduling, show that in the earliest part of the 2000s, Minnesota’s elementary school libraries were not following best scheduling practices. Nearly two decades have passed since the information has last been gathered, but there continues to be additional research that shows a strong correlation between a flexible library schedule and student learning outcomes.

This chapter explains the methods used to design a limited follow-up survey to the original Metronet censuses to ask: do the current scheduling trends of Minnesota Library Media Specialists follow the best practice of flexible scheduling to support student academic achievement?

Research Design

A descriptive research study was conducted in October of 2021 via Google Forms. The survey link was sent via email to preselected media specialists who are members of the North Star Library Consortium. This organization summarizes itself as follows: “The North Star

Library Consortium (NSLC) provides a web-based centralized library catalog and management system for mostly school and a few special libraries of Minnesota” (Post, 2012). As part of this consortium, members receive discounted prices for Follett’s library management software, external hosting of the cataloging system, and can participate in a listserv that serves as both a service communication and professional networking system. The questions were modeled after the original censuses conducted by Metronet (Baxter & Smalley 2003; Baxter & Smalley, 2004). Permission to model questions was asked of and granted by Smalley (Appendix A). Permission to send the survey through the North Star Library Consortium was also granted (see Appendix B).

Institutional Review Board

This study sought Institutional Review Board (IRB) approval through an Expedited Review process. It collected data that proved minimal risk and did not involve any vulnerable populations - only elementary school administration and school library staff were involved in answering survey questions. The IRB recommended adding a disclaimer to the cover letter that no IP or email addresses would be collected, and any identifying information would be removed before the results were shared. The exemption status was granted on October 4th, 2021 (see Appendix C).

Description of Population of Study

For this research, a survey was sent to members of the North Star Library Consortium. The schools and districts which participate in the consortium are all located in Minnesota and vary in size from Mankato, which serves nearly 9000 students (NCES 2020b), to Ada-Borup, which served 709 students in the 2019-2020 school year (NCES 2020a). These districts are largely smaller and more rural, which is not indicative of a true population sample of Minnesota

schools. However, the benefit of this sampling may lie in the fact that smaller districts foster more independence between schools, which may allow more variety in response than larger districts which may have more homogenous scheduling practices.

Sampling Method

The researcher sent two emails through the Consortium's listserv email chain – one to introduce the survey was sent on October 11th and a second sent on October 18th, a few days before the survey deadline of October 20th. Through these combinations of methods, the researcher received nine survey responses.

Size of Sample and Rationale

There are over one hundred districts that are members of the North Star Library Consortium, but the researcher was unable to determine ahead of the survey how many had staffed libraries. The survey garnered nine responses. Because of the variables involved in using a listserv, and the role of this study is to provide a sampling, not a census, the nine responses were determined to be sufficient.

Variables

While the NSLC provides a decently sized network and access to both public and private schools, this network has limited access to large, urban schools. However, this opportunity can provide a unique outlook on the state of the school's elementary media centers. Since the schools are smaller and more rural, they are less likely to be directed by a library director or strong leader - instead, each library is more likely to be subject to the differing opinions of administration and library personnel. These smaller schools are also addressed less often in research projects and proposals, where larger districts like Minneapolis or St. Paul may seem like easier subjects.

Assumptions

The researcher holds a small number of assumptions about the responses this survey gathered. Firstly, the research assumes that all participants would respond honestly to the questions provided. Secondly, an assumption has been made that the participants would be able to understand and correctly answer each of the survey questions. The researcher strove to ensure through the use of a pilot study that all language was clear and accessible to educators.

Limitations

One limitation to this survey is that this survey was sent before Minnesota Educator Association Conference (MEA). All public schools in the state have scheduled days off to allow educators to attend this conference, and as such the weeks leading up to the due date were busy for many educators. As such, some may have ignored or chose not to respond to the survey. Another limitation is that the researcher has no direct connection to the participants in the survey, so they may not see the survey as something worth their time.

Delimitations

While the original Metronet censuses strove to reach every school library in Minnesota, the researcher chose to limit the scope of the current study to only staff who serve elementary students. Additionally, by choosing a smaller selection of schools to study, the researcher sought to make the study meaningful yet manageable.

Pilot Study

The researcher enlisted a small number of education colleagues to conduct a pilot study to examine the quality and validity of the survey questions. Through a private messaging platform, nine educators were asked to view the survey and comment on its question readability, terminology clarity, friendliness of available answer options, and ease of survey completion. Changes were made to the survey based on their feedback

Sampling Method

For the pilot study, convenience sampling was used. Education professionals who were known by the researcher were chosen. None of the members of the pilot study were part of the population of the final study, because they did not serve as an LMS, were located outside of Minnesota, or did not serve an elementary population.

Size

Seven education professionals were contacted to participate in the pilot study.

Revisions

A few revisions were suggested by members of the pilot study and made by the researcher. A confidentiality disclaimer was included as language in one of the questions – that disclaimer was removed and instead added to the introductory email and survey description. One respondent suggested a language change to support question readability on question #8 – it was altered from “May students use the library media center during prep coverage?” to “May other students use the library media center during prep coverage?”. This change aligned more closely with the Metronet survey question from which it was modeled.

Data Collection Procedures and Instruments

A cover letter and link to the Google Form survey were emailed to the NSLC listserv on October 11th, and a follow up sent on October 18th. Participants answered the survey of eight questions which gathered data about the population and their media center schedules. After receiving the results, the researcher examined the responses using the Google Forms responses module and created a Google Sheet spreadsheet to organize the data. Then the researcher identified the schools that participated and requested the data from Metronet regarding those schools from their 2003 and 2004 censuses. The data from the 2004 census was unable to be

obtained, so the identifying information was removed from the responses and the data was analyzed in aggregate, rather than individually evaluating each school's scheduling practices.

The first four questions from the survey were used to determine eligibility. Questions four through eight were used to quantitatively evaluate the current scheduling trends in Minnesota elementary school media centers, and question seven was compared to the results of the 2004 census. The responses from question one were eliminated because of the change to the data analysis plan, and the responses from question eight were deemed too variable for the scope of this study.

Confidentiality

As a necessary part of evaluating and comparing data gathered from the survey to the Metronet censuses, there was a need to identify the schools and districts of those who participated in the survey, which could be used to determine participants' identities. This lack of anonymity was addressed in the cover letter, and the researcher notified participants that all identifying information would be securely stored and removed from the published study. This data was stored securely by the researcher and was not included in the final research.

Validity and Reliability of Instruments

The questions for the survey were carefully crafted to gather the necessary data to determine scheduling trends in elementary libraries in Minnesota. Some of the questions were modeled after or copied from the Metronet censuses with permission from Smalley (see Appendix A). To further ensure the validity of the questions, a pilot study was conducted. This pilot study and the discussions held in response helped to streamline the questions.

The survey consists of quantitative, single answer questions which were intended to provide succinct data for the researcher. Multiple-choice questions were used whenever possible.

Questions five and seven were created as short answer questions because the researcher wanted specific numbers which would be prohibitive in a multiple-choice scenario.

Timeline

The researcher sought permission from a graduate committee in August 2021. After approval from the committee, the researcher applied for IRB approval and was granted on October 4, 2021. Upon receiving IRB approval, the researcher sent email invitations for the survey on October 11th, with responses closing on October 20th. At that time, the survey was closed, and relevant information was requested from Metronet but was unable to be obtained. Finally, responses were analyzed and compared to the aggregate data from the 2004 Metronet survey.

Summary

In this chapter, the researcher's intentions for creating, distributing, and analyzing a survey were laid out. The survey was sent to members of the North Star Library Consortium and sought to gather information about the current scheduling trend in Minnesota's elementary school libraries. In chapter four, the results of the study are shared. In chapter five the data gathered from the survey is analyzed, and recommendations for further study are made.

Chapter 4: Results

Introduction

In chapters one and two, the context and need for an updated study of LMS schedules in Minnesota were outlined, and the literature relevant to scheduling practices was reviewed. Chapter three detailed the methodology behind the design, distribution, and data collection of a questionnaire survey. Chapter four will outline the responses from the North Star Library consortium about schools' current scheduling practices. The data collected is aggregated and shared in Appendix F, and the implications are discussed.

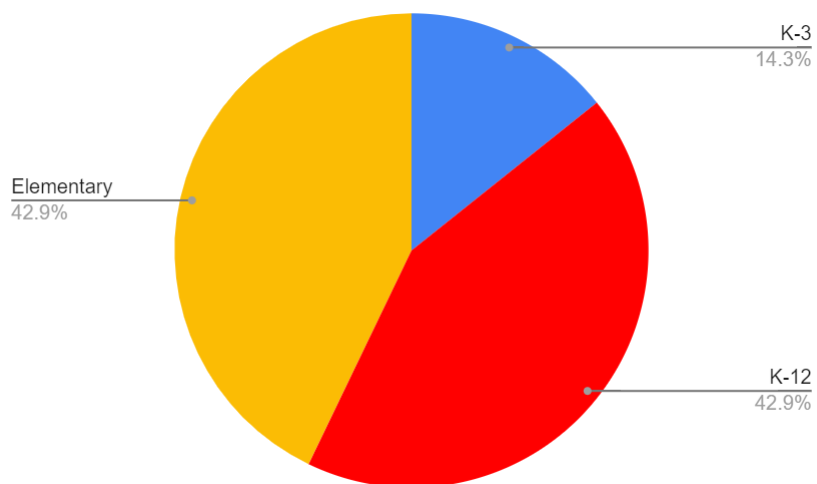
Findings

Response Rates

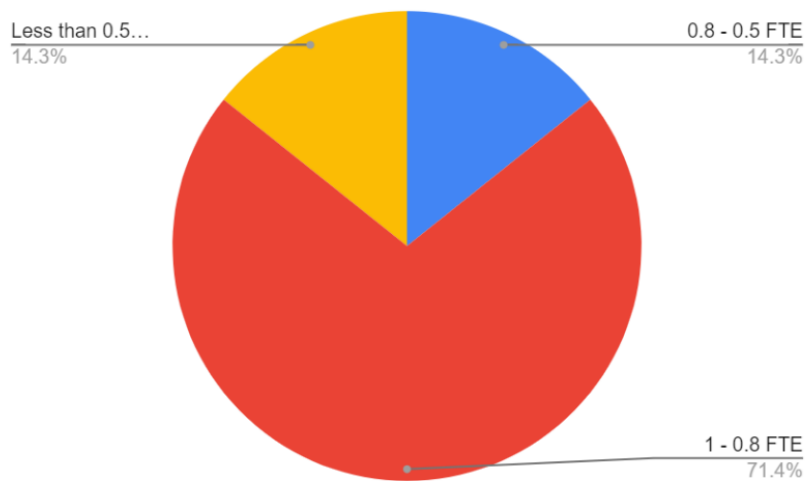
Nine responses to the survey were received. Out of these responses, two were eliminated for providing conflicting or confusing answers. The first eliminated response identified as "fixed/prep coverage scheduling" but provided 0 preps per week. The second eliminated response provided information based on previous scheduling practices but did not identify their current practices.

Demographics

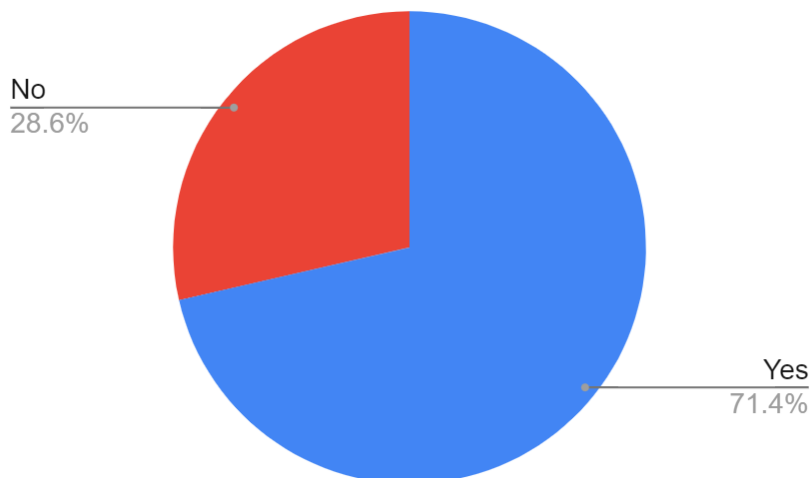
Out of the seven remaining respondents, three served at Elementary schools, three reported from K-12 positions, and one respondent worked at a K-3 building (fig. 4.1). Five of the respondents reported working 0.8 -1.0 FTE (full-time equivalent). One respondent worked between 0.5-0.8 FTE and the final respondent worked only one day at their elementary building, less than 0.5 FTE (fig. 4.2). Finally, five of the respondents held or were pursuing their LMS degree, while two respondents did not (fig. 4.3).

Figure 4.1*School Demographics*

Note. Grades and levels served by respondents

Figure 4.2*FTE Status*

Note. Full-time equivalence of respondents

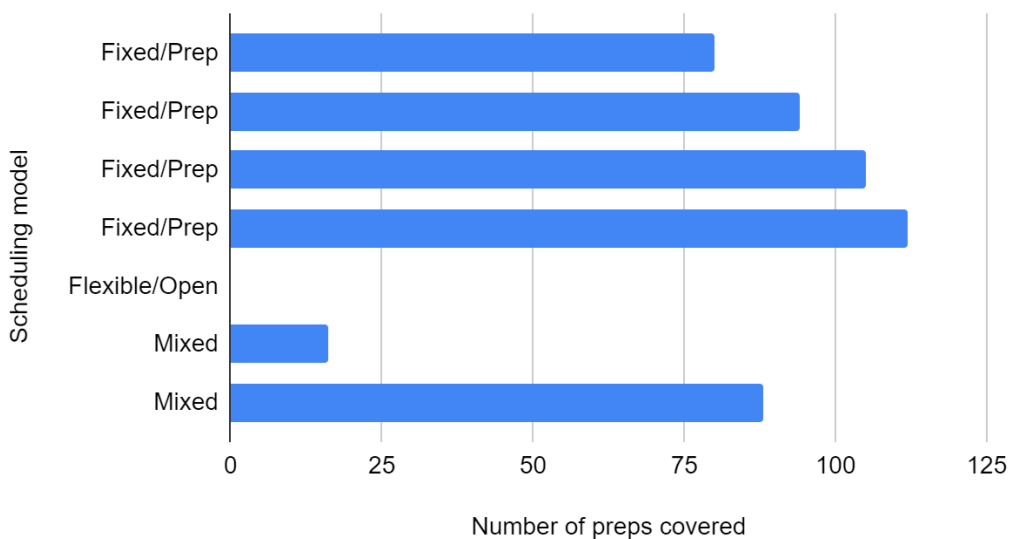
Figure 4.3*Licensure of Staff*

Note. Respondents holding or pursuing their LMS licensure

Response Results

The survey revealed that fixed scheduling was most common among the respondents, with four schools reporting fixed scheduling, two reporting mixed scheduling, and only one school reporting flexible schedules. Of the schools reporting fixed schedules, they covered 98 preps on average per month. The schools with mixed scheduling reported 16 (an average of four per week, with only one open library day weekly) and 88 prep coverages per month, which averaged to 52 classes supervised monthly. The school that reported a flexible schedule had zero prep responsibilities (fig. 4.4). Altogether, the seven respondents averaged 71 prep coverages per month.

Figure 4.4*Number of Preps Covered Vs. Scheduling Model*



Note. Responses of average prep periods covered each month compared to scheduling models

Summary

This chapter examined the results of the survey examining elementary school library schedules. Over half of schools had fully fixed schedules, and the schools reporting fixed scheduling averaged 98 prep periods per month. In the next chapter, the responses of the survey will be compared to the Metronet survey from 2004 and analyzed, and recommendations for application and suggestions for future research will be discussed.

Chapter 5: Conclusions

Introduction

This final chapter discusses the results of the survey and comparison to the Metronet survey from 2004. Furthermore, conclusions about the current state of scheduling practices are drawn based upon the data and variables gathered from the survey and the review of literature from Chapter 2. After discussing the findings and conclusions, recommendations for application and further research are made.

Discussion of results

Research questions

In chapter one, the question was asked: do the current scheduling trends of Minnesota Library Media Specialists support the best practice of flexible scheduling to support student academic achievement? If so, how? The result from the survey suggests that, among respondents, fixed scheduling is the most prevalent scheduling model at the current time, which stands in opposition to library best practices.

Relationship between findings and Metronet census

In the 2004 Metronet census, it was reported that “49% of all media specialists provide some prep coverage for other teachers” (Baxter & Smalley, 2004, p. 55). While elementary numbers are not stated directly, only 8% of high schools and 17% of middle school media specialists provided prep (p. 55), leaving elementary with a significantly higher burden of prep periods. The study also found that “45% of elementary school library media specialists had more than 60 prep periods per month or at least 15 per week” (p.55). Of this study’s survey, 86% of respondents provided some prep coverage, with only two respondents providing less than 60 prep periods monthly. Two of the respondents, or 28% of those surveyed, reported over 100 prep

periods per month, compared to 19% in the Metronet survey (Baxter & Smalley, p.55). These values are compared in figure 5.1.

Figure 5.1

Comparison of Metronet Census to Current Survey

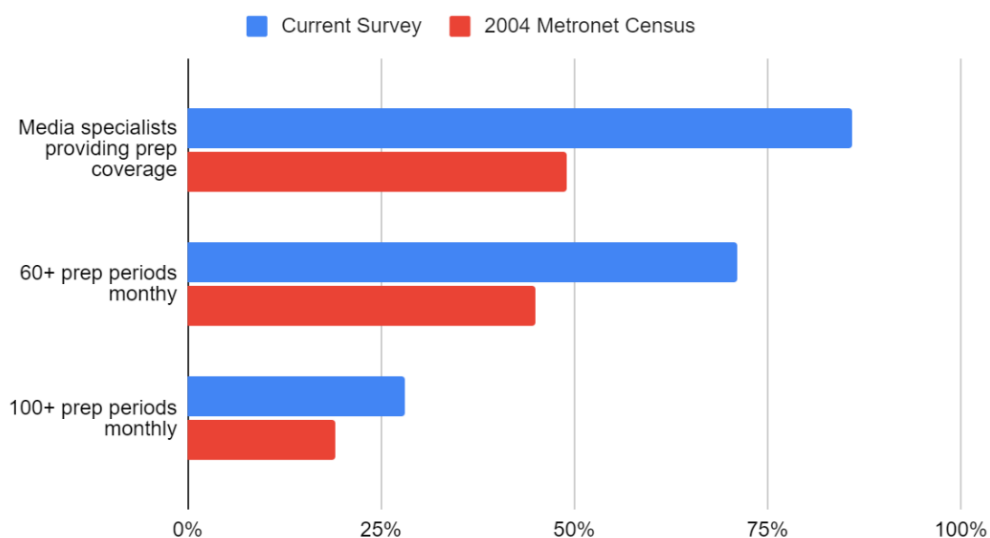


Figure 5.1 Comparison of responses to prep coverage questions between this research and the 2004 Metronet census.

Relationship between findings and literature review

The schools that responded to the survey overwhelmingly operate on fixed schedules, where the time is dictated by supervising students and covering prep periods. As we saw in Chapter 2, this creates library programs that are limited in scope and dominated by the schedule, and lessons stand alone in the library instead of integrating into the curriculum (Donham van Deusen & Tallman, 1994; Shannon, 1996). The apparent trend towards fixed scheduling may correlate with budget cuts, as a prep-provider is less likely to be cut than a flexible librarian

(Johnson, 2001), and any library access is better for student outcomes than none at all (Lance, 2018). And some may be discouraged in the fight for flexible scheduling if it risks their job security since 19% of librarian positions were cut in between 2000 and 2015 (Lance 2018). Therefore, it is not entirely surprising to see a reduced number of flexibly scheduled school libraries, despite knowing the benefits of the scheduling practice.

Recommendations for application

Chapter 2 of this paper laid out the many ways in which having a flexible schedule benefits student learning, and this study has shown that the responding schools largely did not have open or flexible scheduling. While the sample size was small and cannot be extrapolated onto the population, it did reveal at least some lack of flexibility. So, what are the next steps to implement flexible scheduling more broadly?

First, LMS and other stakeholders must be aware of the benefits that flexibly scheduled school libraries provide, and they must advocate for these schedules in their schools.

Administrators and classroom teachers do not typically receive education about school libraries in their education, and states like Minnesota do not have specific library standards, so the onus falls on library personnel to advocate and educate their community stakeholders. The literature review in Chapter 2 contains a wealth of research on the benefits provided by school libraries and flexible scheduling. Media specialists can share these resources with their administrators and teachers to advocate for scheduling that best meets the needs of the school.

Secondly, the teachers must begin to think of utilizing a flexible school library, not as another responsibility, but to lighten their workload by collaborating with the LMS. Many standards of research, information, and reading literacy can be taken on by the LMS to reduce the workload of the classroom teacher. LMS can support this by creating boards that advertise

their special skills and knowledge, creating easy scheduling methods, and by being an active part of curriculum planning with individual teachers and through their entire buildings. In the researcher's personal experience, creating flyers and schedules that are distributed throughout the year, as well as attending team meetings and finding ways to integrate library skills in large projects can be very effective at getting buy-in from teachers.

Thirdly, LMS must work with teachers and admin to create schedules that work for their building and situation. It can be intimidating to dramatically shift a schedule and can be difficult to get buy-in from administration or teachers. But by creating a purposeful transition plan and providing training to staff about the benefits of mixed or flexible scheduling.

Recommendations for further research

This research study scratched the surface of current elementary library media schedules, but with only nine responses, it is only the beginning of the work that needs to be done to get a modern picture of the school libraries today. An updated study that looks at school libraries for the over two thousand public schools in Minnesota would be a great boon to the library community of Minnesota and the field in general.

Furthermore, while the literature discussed in Chapter 2 indicates that flexible scheduling is a best practice for school libraries, there is a need for accessible data and practical guidance for advocating for schools and libraries to switch to flexible scheduling models. Such research could be an important step in advocating for stronger library programs in elementary schools in Minnesota and beyond.

Conclusions and significance

In this study, the literature review revealed that flexibly scheduled school libraries have a reliable positive impact on student learning outcomes by increasing collaboration, book

circulation, test scores, and more. It was also shown that many factors keep school libraries locked in fixed scheduling models, such as job security, perceptions by administrators, and reliance on tradition. Ultimately, the literature review supported the practice of flexible scheduling in elementary school libraries.

The research conducted via survey revealed that the practice of fixed scheduling was still prevalent in the respondents, at even higher numbers than the original 2004 Metronet survey which studied all Minnesota school libraries. Unfortunately, while this practice is contrary to guidance from national library organizations, it was not a surprise. This study reveals that there is still room to grow in Minnesota's elementary school libraries in the realm of flexible scheduling.

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Appendix A: Communication with Metronet

Ellie Radaj <ellieradaj@gmail.com>

Mar 21, 2021, 7:19 PM

to ann, admin

Hello;

My name is Eleanor Radaj. I am a graduate student at St. Cloud State University in the Information Media program, pursuing my Master's degree in the Library Media program. For my thesis, I am examining the benefits of a flexible schedule in elementary school media centers, and looking at the current status of elementary scheduling in Minnesota. The School Library Media Center Census, both the 2000 and 2004 editions, have been the cornerstone of this project.

The primary research I am conducting will be a survey (likely sent through North Star Library Consortium), probably sent in September 2021. I am writing today to ask permission to model some of my questions after the 2000 and 2004 census and questionnaire questions. From the 2002 appendix, sections D and E have questions that would be useful to my research. Additionally, in the 2004 census sections D and E from the census form have multiple questions that would aid in my research. Would it be acceptable to model my survey questions after the relevant sections of these censuses from Metronet? I have not yet formed my survey questions but would be happy to submit them for your approval when they are prepared.

In the future, I will request access to some of the raw data from these census results, but I am waiting to get a better picture of the districts which may participate in my survey.

Thank you for your time! If you have further questions about my research project, please contact me at ellieradaj@gmail.com or my advisor Dr. Jennifer Hill via email at jchill@stcloudstate.edu

Ann Walker Smalley <ann@metronet.lib.mn.us>

Fri, Mar 26, 12:01 PM

to me

Hello Ellie--

You certainly may use our questions as a model for yours. We hope they are helpful to your research. There is no need for our approval of your questions, regardless of whether or not they are based on ours.

Enjoy the process--research is exciting.

Ann

Appendix B: Communication with North Star Library Consortium

Ellie Radaj <ellieradaj@gmail.com>

Sept 21, 2021, 11:48 PM

to <kathy.enger@nlln.org>

Hello Kathy;

My name is Ellie Radaj and I am a library media specialist and graduate student at SCSU in the Information Media program. I am currently working on my starred paper for completion of my masters degree, and have a survey I would like to disseminate through the North Star Library Consortium listserv, which I was previously a member of due to my role as LMS in Monticello schools.

Last spring, I asked Bob Wheeler for his consent to distribute this survey, which he granted at the time. However, I need written consent for my IRB approval, and unfortunately lost the email as I started a new position in Osseo schools. My research window is narrowing quickly, and I was wondering if you would approve the dissemination of my survey through the North Star listserv. I am including a copy of my cover letter and a link to my survey below. If it is acceptable, please respond so that I may proceed with IRB approval. I appreciate your time and consideration! Thank you; Link to survey: <https://forms.gle/GRLsNyRXeD79XmMA6>

Dear Library Media Specialist or Administrator

I am working on my master's degree at St. Cloud State University. For my culminating project, I am researching library scheduling trends in Minnesota's elementary library programs. You are receiving this survey because your school or district is a part of the

North Star Library Consortium. If you are an elementary media specialist, I am inviting you to participate in a research study by asking you to complete the attached questionnaire. If you are an administrator, please pass this information on to your elementary library personnel.

The questionnaire consists of 8 questions and should take less than 5-10 minutes to complete. There is no anticipated risk to participation. Anonymity cannot be guaranteed as the survey because of the necessity to gather data about your district and school of employment – this information will be used only to locate and compare the relevant data from the 2003 and 2004 Metronet censuses (located at <http://metrolibraries.net/other-resources/school-library-media-center-census/>). Individual responses, however, will be kept confidential, and the participating districts and schools will not be published. **All data will be published as aggregate only and will have all identifying information removed. Additionally, no identifying information such as email or IP addresses will be collected.** A summary of the results will be made available to others. Completion and submission of the questionnaire will imply your willingness to participate in this study. Thank you, in advance, for taking a few minutes to assist me in my educational research. Data collected will be used to determine if scheduling trends in Minnesota elementary media centers have changed since the year 2000. A link to the summary of this study will be available to all participants. If you would like access to the summary, please simply respond to this email as a request. If you have any other questions or would like more information, please email me at ellieradaj@gmail.com or my SCSU advisor, Jennifer Hill at jchill@stcloudstate.edu.

Participating in this study is completely voluntary. Your decision whether to participate

will not affect your current or future relations with St. Cloud State University, or the researcher.

Please complete and submit the questionnaire by Friday, September 24th. I truly appreciate your time and cooperation.

Sincerely,

Eleanor Radaj

Library Media Specialist

Zanewood Community School

ellieradaj@gmail.com

Northern Lights Library Network <kathy.enger@nlln.org>

Sep 22, 2021, 1:12 PM

Ellie Radaj <ellieradaj@gmail.com>

Ellie, yes, I approve your IRB letter and approve distributing your survey through the NorthStar Library Consortium. I can also distribute it throughout NLLN's network of librarians, if you wish.

Kathy B. Enger, Ph.D.

Executive Director

Northern Lights Library Network

Appendix C: IRB Approval



Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

Name: Eleanor Radaj
Email: eleanor.michealis@go.stcloudstate.edu

IRB PROTOCOL DETERMINATION: **Exempt Review**

Project Title Current scheduling trends in Minnesota Elementary school libraries

Advisor Jennifer Hill

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).
- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.
- Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.
- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.
- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-4932 or email ResearchNow@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Chair:

Dr. Mill Mathew
 Chair and Graduate Director
 Assistant Professor
 Communication Sciences and Disorders

IRB Institutional Official:

Dr. Claudia Tomany
 Associate Provost for Research
 Dean of Graduate Studies

OFFICE USE ONLY

SCSU IRB#: 2046 - 2663	Type: Exempt Review	Today's Date: 10/4/2021
1st Year Approval Date: 10/4/2021	2nd Year Approval Date:	3rd Year Approval Date:
1st Year Expiration Date:	2nd Year Expiration Date:	3rd Year Expiration Date:



Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

Continuing Review / Final Report

Principal Investigator: **Eleanor Radaj**

Co-Investigator

Project Title: **Current scheduling trends in Minnesota Elementary school libraries**

St. Cloud State University requires all research activities involving human subject – whether or not they are supported by Federal funds – to comply with the Federal Policy of the Protection of Human Subjects (45 CFR 46). According to this policy, ongoing research activities involving human subjects must be reviewed by the IRB, at a minimum of at least once per year. In some cases, such as when research poses a significant risk, the IRB may require more frequent reviews.

This form must be submitted before your study expiration date. (as indicated on your approval letter)

Proposed changes to the protocol of study documents may NOT be implemented until after the IRB has approved the

1. Please indicate the status of your project:

(Choose only one of the following)

Continuing Review:

Subject recruitment/enrollement continues; current consent/assent required, please attach.

Data collection continues with enrolled subjects; no additional subjects will be recruited.

Final Report

Project has been completed.

Data collection has been completed but data analysis continues.

The project has not and will not be conducted: Please explain:

2. How many participants have participated in your study? 9

3. Have any unexpected reactions, complications or problems occurred during this study?

No

If YES, please explain:

4. Have any subjects withdrawn from the study - either voluntarily or at the researcher's request?

No

If YES, please explain:

5. Have any subjects complained about the study?

No

If YES, please explain:

6. Has any new information been identified that may affect the willingness of current or future subjects to participate in this study?

No

If YES, please explain and indicate how it was or will be conveyed to subjects:

7. Have any changes been made to your study (including changes to informed consent docutments, debriefing statements,

Eleanor Radaj
Principal Investigator's Signature

11/20/2021
Date

SCSU IRB 2046 - 2663

Appendix D: Survey Cover Letter Email

October 11th, 2021

Dear Library Media Specialist or Administrator

I am working on my master's degree at St. Cloud State University. For my culminating project, I am researching library scheduling trends in Minnesota's elementary library programs. You are receiving this survey because your school or district is a part of the North Star Library Consortium. If you are an elementary media specialist, I am inviting you to participate in a research study by asking you to complete the attached questionnaire. If you are an administrator, please pass this information on to your elementary library personnel.

The questionnaire consists of 8 questions and should take less than 5 minutes to complete. There is no anticipated risk to participation. Anonymity cannot be guaranteed as the survey because of the necessity to gather data about your district and school of employment – this information will be used only to locate the and compare the relevant data from the 2003 and 2004 Metronet censuses (located at <http://metrolibraries.net/other-resources/school-library-media-center-census/>). Individual responses, however, will be kept confidential, and the participating districts and schools will not be published. All data will be published as aggregate only and will have all identifying information removed. Additionally, no identifying information such as email or IP addresses will be collected. A summary of the results will be made available to others.

Completion and submission of the questionnaire will imply your willingness to participate in this study.

Thank you, in advance, for taking a few minutes to assist me in my educational research. Data collected will be used to determine if scheduling trends in Minnesota elementary media centers have changed since the year 2000. A link to the summary of this study will be available to all participants. If you would like access to the summary, please simply respond to this email as a request. If you have any other questions or would like more information, please email me at ellieradaj@gmail.com or my SCSU advisor, Jennifer Hill at jchill@stcloudstate.edu.

Participating in this study is completely voluntary. Your decision whether to participate will not affect your current or future relations with St. Cloud State University, or the researcher.

Complete the survey here: <https://forms.gle/PZLo3hDJTtvKS3eq7>

Please complete and submit the questionnaire by Wednesday, October 20th. I truly appreciate your time and cooperation.

Sincerely,

Eleanor Radaj

Library Media Specialist

Zanewood Community School

ellieradaj@gmail.com

763-732-8208

Appendix E: Survey Questionnaire

Information on you and your school

If you serve more than one school, please complete this form for each school you serve.

What is the name of your school and district? (This answer will be used for further research, but will not be shared in the final report)

Your answer _____

Do you currently hold or are pursuing a library media specialist license?

- Yes
- Currently pursuing LMS license
- No

What is your FTE status at your current school?

- 1 - 0.8 FTE
- 0.8 - 0.5 FTE
- Less than 0.5 FTE

What level of school are you currently serving?

- Elementary School
- Middle/Junior High School
- High School
- Other: _____

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Library Media usage

How many hours per week is the library available to students (scheduled and unscheduled visits)?

Your answer _____

Which of these scheduling models best matches your library?

- Flexible/Open Scheduling
- Fixed/Prep Coverage Scheduling
- Mixed Scheduling

How many prep periods do you provide in a typical month?

Your answer _____

May other students use the library media center during prep coverage?

- Yes
- No
- Occasionally
- Rarely

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Appendix F: Survey Results

Do you currently hold or are pursuing a library media specialist license?

Yes	6
No	3

What is your FTE status at your current school?

1 – 0.8 FTE	5
0.8 – 0.5 FTE	2
Less than 0.5 FTE	2

What level of school are you currently serving?

Elementary	5
K-12	3
K-3	1

How many hours per week is the library available to students (scheduled and unscheduled visits)?

35
Previously, the whole school day, this year afternoons only
30 hours
30
35

5
36 hours
37.5
40

Which of these scheduling models best matches your library?

Fixed/Prep Coverage Scheduling	6
Mixed Scheduling	2
Flexible/Open Scheduling	1

How many prep periods do you provide in a typical month? (supervising a group of students so another teacher can complete planning, collaborating, and administrative tasks.)

0
105
88
none this year but have in the past
My assistant who is a paraprofessional provides all prep time 112 preps
94
16
80
0

May other students use the library media center during prep coverage?

Yes	5
Rarely	1
Occasionally	2
No	1