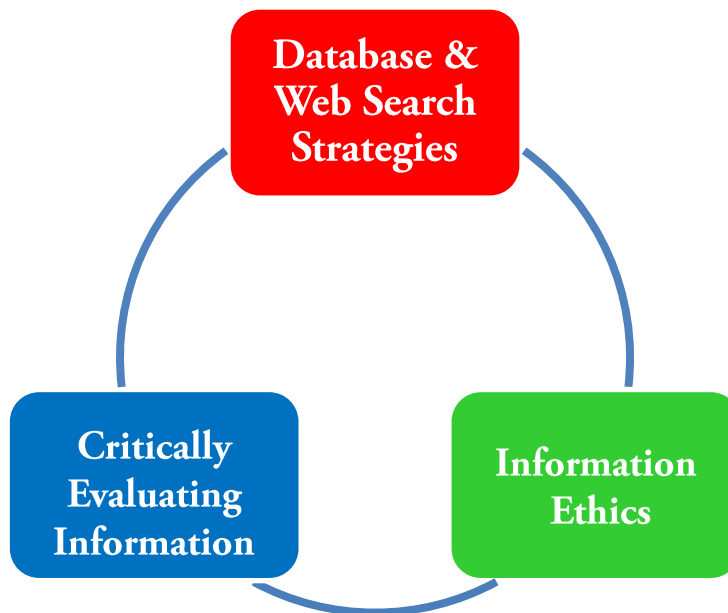




Information Literacy/ College Readiness Survey:

A Survey of U.S. High School and Middle School Librarians

June 2019



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2019 Information Literacy/College Readiness Survey

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Executive Summary

Information literacy—or student research skills that let them discover and evaluate credible and valid resources and use information effectively and ethically by thinking critically—has become an issue of vital importance in primary education today. The purpose of this report is to gauge the extent to which primary school students—specifically, those in middle/junior and high school—are being taught information literacy skills. Our survey focuses on school libraries and librarians—what is their role in teaching information literacy skills and what are their challenges?

Importance of Information Literacy

It is almost universally agreed by our middle and high school library respondents that information literacy instruction is extremely important in preparing students for a post-secondary school education.

<i>To what degree do you think information literacy instruction is important in preparing students for post-secondary education?</i>	<i>% of respondents</i>
Extremely important	90%
Important	9%
Somewhat Important	1%

Information Literacy Instruction

Only 4% of respondents said that information literacy was not taught at all at their schools—meaning that 96% of responding institutions teach some kind of information literacy.

<i>Is information literacy taught at your school?¹</i>	<i>% of respondents</i>
Yes	96%
No	4%

Actual information literacy instruction tends to fall to either school librarians (89% of respondents) and/or classroom teachers (81%).

<i>Who provides information literacy instruction in your school?</i>	<i>% of respondents</i>
Librarian (Library Media Specialist, Teacher Librarian, etc.)	89%
Classroom teachers	81%
Technology Specialist	16%
Other	2%
Information literacy is not taught at my school	4%

¹ This question was not asked directly, but was gleaned from the question “Who provides information literacy instruction in your school?”

The majority of respondents (88%) said that information literacy instruction is conducted in collaboration with classroom teachers, while 82% said that it is conducted “when needed” or one-on-one with individual students.

Resources for Information Literacy Instruction

Specific resources that libraries use to support their information literacy initiatives include databases (used by 92% of respondents), citation management tools (86%), and print materials (61%).

<i>What types of resources do you use to support your information literacy instruction?</i>	<i>% of respondents</i>
Databases	92%
Citation management tools	86%
Print materials	61%
Information literacy skill development curriculum	47%
Videos	40%
Open content	34%
Apps	28%
Other	5%

Respondents estimate they spent an average of \$6,500 (median \$3,200) on digital resources to support information literacy instruction in the 2018-2019 school year. Few libraries (14%) purchase or subscribe to any *dedicated* resources to teach information literacy.

Embedded Information Literacy Resources

Embedding of information literacy modules—and information literacy itself—to some extent depends on the subject; as a subject, math, for example, doesn’t have the same need for fact-checking and validation as science or social studies.

<i>How embedded are library-provided digital information literacy resources in your school's learning management system website?</i>	<i>Highly embedded</i>	<i>Somewhat embedded</i>	<i>Not embedded at all</i>
English language arts	40%	46%	14%
Science	14%	56%	30%
Social Studies	23%	57%	20%
Math	7%	26%	67%
Other subjects	43%	50%	7%

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ACRL Framework Concepts

The Association of College and Research Libraries (ACRL) has developed a framework for information literacy centered around six core or “threshold” concepts.² This Framework for Information Literacy has been developed primarily for college and other higher education students, but 54% of middle and high school libraries have introduced the concepts in the ACRL Framework. Of the 46% of schools/libraries that haven’t, 64% use other standards for information literacy, such as:

- American Association of School Librarians (AASL)
- International Society for Technology in Education (ISTE)
- American Library Association (ALA) standards for school libraries
- State/provincial (in Canada) and local educations/library standards

Student and Teacher Engagement and Partnerships

Twenty-seven percent of librarians say they are actively engaged with students in information literacy instruction on a weekly basis, while 17% say that student engagement occurs daily.

<i>How often are you, as the librarian, actively engaged in information literacy instruction with students?</i>	<i>% of respondents</i>
Daily	17%
Weekly	27%
Monthly	27%
Once a semester	19%
Less often	9%
Never	1%

On the other hand, partnering with teachers for the purposes of information literacy instruction occurs less regularly: 16% do so weekly, and only 4% daily.

<i>How often do you partner with classroom teachers in information literacy instruction?</i>	<i>% of respondents</i>
Daily	4%
Weekly	16%
Monthly	34%
Once a semester	30%
Less often	14%
Never	2%

² For more background and information on the ACRL Framework, see <http://www.ala.org/acrl/standards/ilframework>.

Middle School Students

Our questionnaire asked questions that were specific to middle school libraries.

Covered Concepts

What concepts are specifically covered in middle school information literacy instruction? Ninety-three percent cover “evaluating information,” 93% cover “search strategies,” and 89% cover “using information responsibly.”

<i>Which concepts are covered in your information literacy instruction for middle school age students?</i>	<i>% of middle school respondents</i>
Search strategies (open-web or database)	93%
Evaluating information	93%
Using information responsibly	89%
Other	13%

Library Partnerships

To what extent do middle school libraries partner with other libraries to help prepare students for information literacy skills they’ll need as they move into high school and beyond? One-third (35%) partner with a public library, 29% partner with local high school libraries—but 46% don’t partner at all with other libraries.

<i>Do you partner with any libraries to better prepare students for the information literacy skills they will cultivate as they move up?</i>	<i>% of middle school respondents</i>
Public library	35%
Local high school library	29%
Other	6%
Do not partner with other libraries	46%

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High School Students

We also asked some questions specific to high school libraries.

Introducing Information Literacy Skills

We asked high school libraries about the grade level at which certain information literacy skills are first introduced to students. “Seeking multiple perspectives” and “effectively using open web resources” are skills that are more likely to be introduced in later high school grades than others. Most skills are either introduced before students arrive in high school or during freshmen year, however this does not mean that instruction isn’t recurring throughout high school.

<i>In what grades are the following information literacy skills first introduced to students?</i>	<i>Prior to grade 9</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>	<i>n/a</i>
Database search strategies	40%	48%	9%	2%	0%	0%
Search engine strategies	46%	43%	7%	0%	0%	4%
Pre-search planning	43%	42%	6%	1%	0%	8%
Establishing authority in all types of information sources	40%	41%	11%	5%	1%	2%
Critically evaluating information quality/usefulness	37%	45%	12%	5%	0%	1%
Recognizing types of sources/publication types	39%	38%	14%	5%	0%	2%
Seeking multiple perspectives	28%	34%	19%	8%	6%	4%
Using evidence to investigate questions & support arguments	35%	36%	14%	10%	0%	5%
Developing strategies for collecting, organizing, and sharing information	36%	40%	11%	7%	0%	5%
Use of citation management tools and strategies	38%	45%	9%	5%	2%	2%
Information ethics (why attribution and citation are important)	43%	46%	6%	2%	1%	2%
Demonstrating safe, legal, ethical information practices	44%	43%	4%	2%	1%	6%
Effectively using open web resources such as Google Scholar, Google News, etc.	25%	41%	15%	7%	3%	9%

Library Partnerships

More than one-half (58%) of high school libraries partner with middle school libraries to help students develop the information literacy skills they will need as they move up.

About one quarter partner with public libraries and post-secondary institution libraries to help students develop information literacy skills.

Of those with college partnerships, students are often encouraged to visit and use the academic library and about half arrange visits to a local academic library. Forty-five percent of high school librarians examine the academic library website with students.

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Preparing Students for College Research

Despite the fact that our survey respondents say that 68.8% of their students are college-bound, only one-fourth of high school libraries have set goals for preparing students for college research.

Challenges to Information Literacy Instruction

“Time” is the biggest challenge that librarians face when it comes to information literacy instruction—69% cited “lack of time” as a challenge. “Lack of faculty support” is an issue for 59% of respondents.

<i>What are the challenges your library faces with information literacy instruction?</i>	<i>% of respondents</i>
Lack of time	69%
Lack of faculty support	59%
Limited budget	32%
Lack of support from administration	31%
Lack of staff resources	29%
My own limited professional development	15%
Other	18%
None	2%

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Assessing Literacy Instruction

More than one-third (36%) of schools and school libraries do not assess their information literacy instruction efforts. For the 64% that do, the top form of assessment is based on student performance (39% of all school libraries). One-fourth (26%) use an “informal assessment” of some kind, while only 12% do any kind of formal testing vis-à-vis information literacy.

How are your school's information literacy instruction efforts assessed?	% of respondents
Performance based	39%
Informal assessment	26%
Formal testing	12%
Other	10%
We do not assess	36%

Conclusions

In 2017, *Library Journal* conducted a survey of academic librarians about the first-year experience of students.³ In that survey, respondents estimated that only 28% of first year students enter their institution prepared for college-level research. This is despite the fact that, as the present survey discovered, 96% of high and/or middle schools teach *some* kind of information literacy. By the admission of many of our survey respondents, those efforts often lack the rigor that they require. A large part of the problem is simply time; with packed student (and teacher *and* librarian) schedules, slotting in a dedicated course or program in information literacy is often just not feasible. At the same time, many of our respondents candidly admitted that higher-ups in the educational food chain (school and/or school district administrators) don't place a high premium on information literacy (or give lip service to it at best). In many schools and districts, if something is not on a standardized test, it's simply not taught—regardless how important it may be.

So while 96% of school libraries “teach” information literacy, those efforts are not very formalized, with very little (if any) formal assessment as to whether they are effective.

The state of information literacy education needs to be addressed if we are to properly prepare students for the rigors of college research—and, perhaps even more importantly, making properly informed decisions in later adult life steeped even more thoroughly in the Internet and social media.

³ See http://mediasource.formstack.com/forms/2017_first_year_experience_survey.

Introduction

Welcome to the *Library Journal/School Library Journal* Information Literacy/College Readiness Survey. Information literacy—or research skills that help students discover and evaluate credible and valid resources and use information effectively and ethically by thinking critically—has become an issue of vital importance in primary education today. Even before the age of the Internet, being able to conduct research for papers and other school projects was an important skill, but the nature of the resources available has changed dramatically. Where once students had little more than carefully curated library reference materials to choose from, now they have the entirety of the Internet, a “wild west”-like agglomeration of content that is good, bad, and ugly. A quote, often attributed to Mark Twain,⁴ goes, “a lie can travel halfway around the world while the truth is still putting on its shoes.” And since the advent of the Internet—and especially social media—it can travel even farther and faster. So being able to sort fact from fiction has never been more challenging, even for adults, let alone college-bound teenagers.

Teaching information literacy is intended to prepare students for the more rigorous world of college research, and yet *Library Journal* research has found that as recently as 2017, fewer than three in ten (28%) first-year students enter their institution prepared for college-level research.⁵ Taking the longer view, information literacy is also a skill that has become of vital importance in order to function as a decision-making adult in today’s digital world, whether it is post-college, or even if a particular individual has not gone to college at all. Being able to spot “fake news” is only a small part of it; as voters, as parents, as employees, as DIY medical patients consulting “Dr. Google” to explain certain symptoms—there is virtually no part of modern life that doesn’t require us to gather and evaluate some kind of electronic information. Is it accurate? Is it trustworthy? Does it push someone’s biased agenda? We can usually distinguish between an article in *Nature* or *Scientific American* and an unhinged rant on “Joe’s Blog,” but sometimes it’s not as clear cut as that. It’s not always easy to determine the accuracy of sources⁶—and even the venerable Wikipedia, which has become one of the most-used resources in academia as well as elsewhere—is not without its accuracy problems. Can people—students in particular—sort the wheat from the chaff?

So the purpose of this survey was to gauge the extent to which students—specifically, middle/junior and high school students—are being taught information literacy skills. What are they being taught? How are they being taught? When are they being taught? Who is doing the teaching? Our survey focuses on school libraries and librarians—what is their role in teaching information literacy skills? What are their challenges?

⁴ Properly attributing this quote is a classic example of information literacy because while it is often credited to Twain—it’s the first thing that comes up in a Google search—a variant of the quote has been traced back to Jonathan Swift, as per <https://www.nytimes.com/2017/04/26/books/famous-misquotations.html>. And even verifying *that* can take one down a rabbit hole...

⁵ See http://mediasource.formstack.com/forms/2017_first_year_experience_survey.

⁶ It’s tempting to pick on the Internet and social media (the latter for good reason), but not all “offline media” are bastions of accuracy and credibility, especially in this age of self-publishing, be it in print or ebooks. And even professionally published books are not by default 100% accurate.

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How the Data in this Report Are Organized

As in most *School Library Journal* survey reports, the bulk of this report provides top-level survey results in chart form—in essence, the “all responses” results, or what all academic library professionals surveyed said about a specific question. This provides the prevailing attitude.

Each chart is followed by a corresponding table that breaks down the survey responses by:

- Type of school—middle schools only, high schools only, and schools that serve both middle schoolers and high schoolers.
- Geographical region—Northeast, Midwest, South, and West.
- Metropolitan status—urban, suburban, small town, or rural.

We have called out in commentary where some results in these segments caught our attention, but readers who are looking for more granularity will find much of value in these tables.

As always, we asked several open-ended questions about various aspects of information literacy and its instruction, as we have included a large sample of the responses. We—and our report users—find these comments to be a valuable lens through which to look at the quantitative data.

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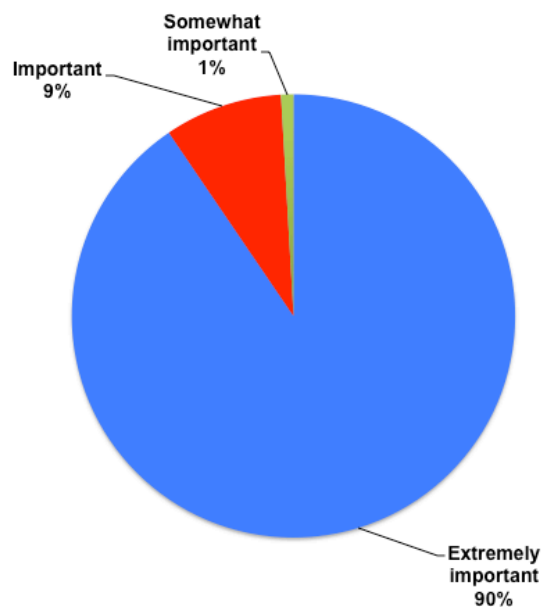
Information Literacy

This section includes all middle and high school library responses to our 2019 Information Literacy/College Readiness Survey.

Importance of Information Literacy Instruction

It is almost universally agreed by middle and high school library respondents that information literacy instruction is important in preparing students for a post-secondary school education—90% said it was extremely important, while a further 9% said it was important. No one said that it was not important.

Figure 1. To what degree do you think information literacy instruction is important in preparing students for post-secondary education? —All respondents



n=442

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Respondents from middle schools deemed information literacy instruction to be of slightly lesser importance than those from high schools (89% of middle school respondents thought it was “extremely important” compared to 93% of high school respondents). Small town and rural respondents were also more likely than urban and suburban respondents to deem it of lesser importance.

Table 1. To what degree do you think information literacy instruction is important in preparing students for post-secondary education? —Respondents by type of school, region, and metro status

	<i>Type of School</i>			<i>Region</i>				<i>Metro Status</i>			
	<i>Middle school only</i>	<i>High school only</i>	<i>Both MS and HS</i>	<i>North-east</i>	<i>South</i>	<i>Midwest</i>	<i>West</i>	<i>Urban</i>	<i>Sub-urban</i>	<i>Small Town</i>	<i>Rural</i>
Extremely important/important	99%	99%	98%	99%	98%	99%	100%	99%	99%	99%	99%
Extremely important	89%	93%	86%	94%	89%	84%	94%	95%	94%	84%	86%
Important	10%	7%	12%	5%	9%	15%	6%	4%	6%	15%	13%
Somewhat important	1%	1%	2%	1%	2%	1%	0%	1%	1%	1%	1%
Not too important	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not at all important	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not too important/Not at all important	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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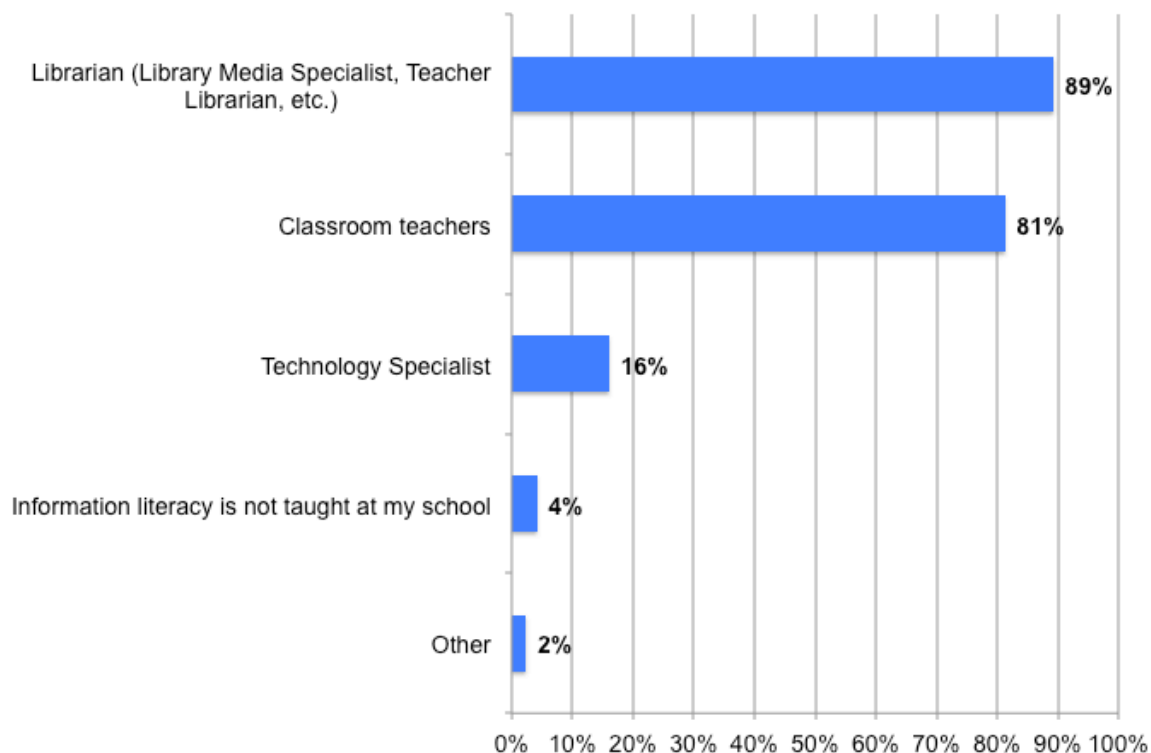
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Information Literacy Instruction

Ninety-six percent of responding institutions teach students information literacy skills—only 4% of respondents said that information literacy was not taught at all. Actual information literacy instruction tends to fall to either school librarians (89% of respondents) and/or classroom teachers (81%).

Figure 2. Who provides information literacy instruction in your school? —All respondents



n=438

Schools in urban areas tend to be the most likely to say they do not teach information literacy (7%) compared to schools in rural areas (1%). Middle schools are the most likely to have information literacy instruction conducted by a technology specialist (21%).

Table 2. Who provides information literacy instruction in your school? —Respondents by type of school, region, and metro status

	Type of School			Region				Metro Status			
	Middle school only	High school only	Both MS and HS	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Librarian (Library Media Specialist, Teacher Librarian, etc.)	86%	93%	86%	91%	95%	84%	87%	83%	93%	91%	86%
Classroom teachers	79%	81%	90%	79%	85%	80%	81%	75%	77%	88%	91%
Technology Specialist	21%	12%	19%	16%	21%	14%	13%	18%	12%	23%	16%
Other	4%	2%	0%	3%	2%	1%	4%	5%	2%	1%	3%
Information literacy is not taught at my school	5%	4%	3%	5%	1%	7%	4%	7%	4%	3%	1%

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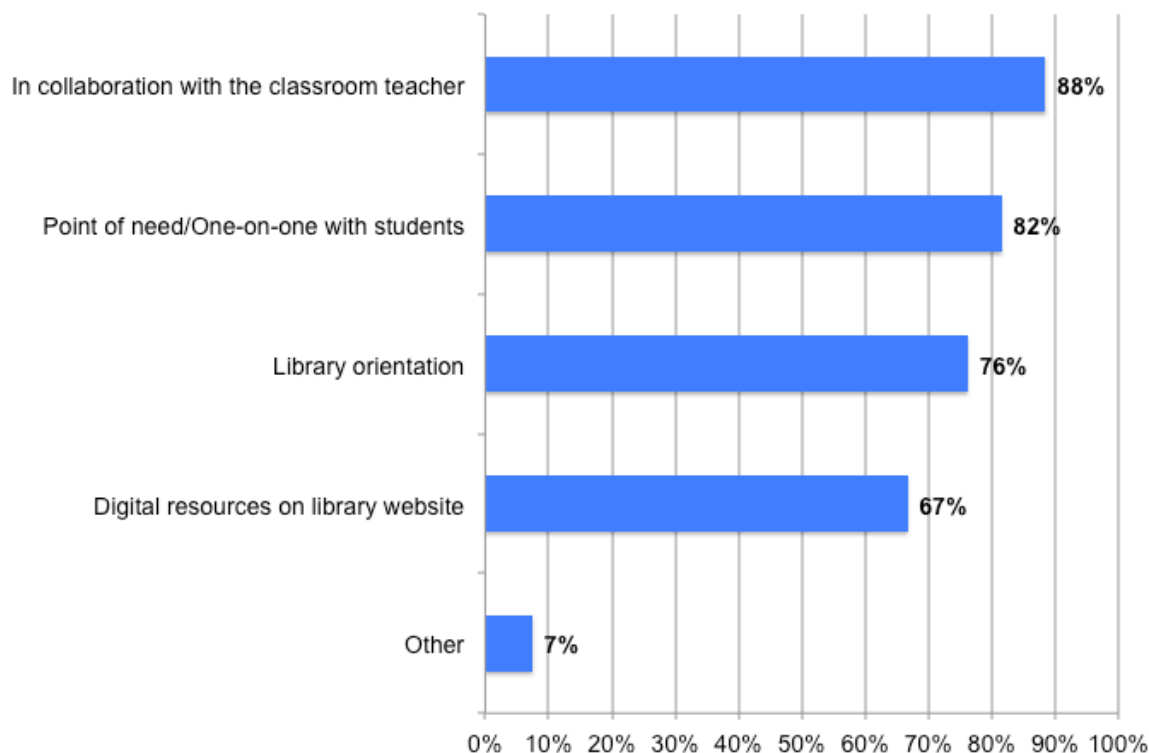


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The majority of libraries surveyed (88%) said that information literacy instruction is conducted in collaboration with classroom teachers, while 82% said that it is conducted “when needed” or one-on-one with individual students. Three-fourths (76%) of respondents said their library provides information literacy instruction as part of a library orientation.

Figure 3. How does your library provide information literacy instruction? —All respondents



n=390

High schools are more likely to offer teacher collaboration and point-of-need/one-to-one information literacy instruction, while middle schools are more likely to include information literacy instruction as part of a library orientation.

Table 3. How does your library provide information literacy instruction? —Respondents by type of school, region, and metro status

	<i>Type of School</i>			<i>Region</i>				<i>Metro Status</i>			
	<i>Middle school only</i>	<i>High school only</i>	<i>Both MS and HS</i>	<i>North-east</i>	<i>South</i>	<i>Midwest</i>	<i>West</i>	<i>Urban</i>	<i>Sub-urban</i>	<i>Small Town</i>	<i>Rural</i>
In collaboration with the classroom teacher	84%	92%	88%	91%	86%	89%	89%	86%	88%	90%	89%
Point of need/One-on-one with students	78%	86%	74%	77%	86%	81%	83%	81%	84%	79%	77%
Library orientation	82%	75%	64%	70%	85%	72%	77%	83%	78%	73%	68%
Digital resources on library website	60%	72%	62%	69%	67%	64%	65%	69%	68%	69%	58%
Other	11%	4%	12%	9%	5%	4%	11%	13%	8%	5%	5%

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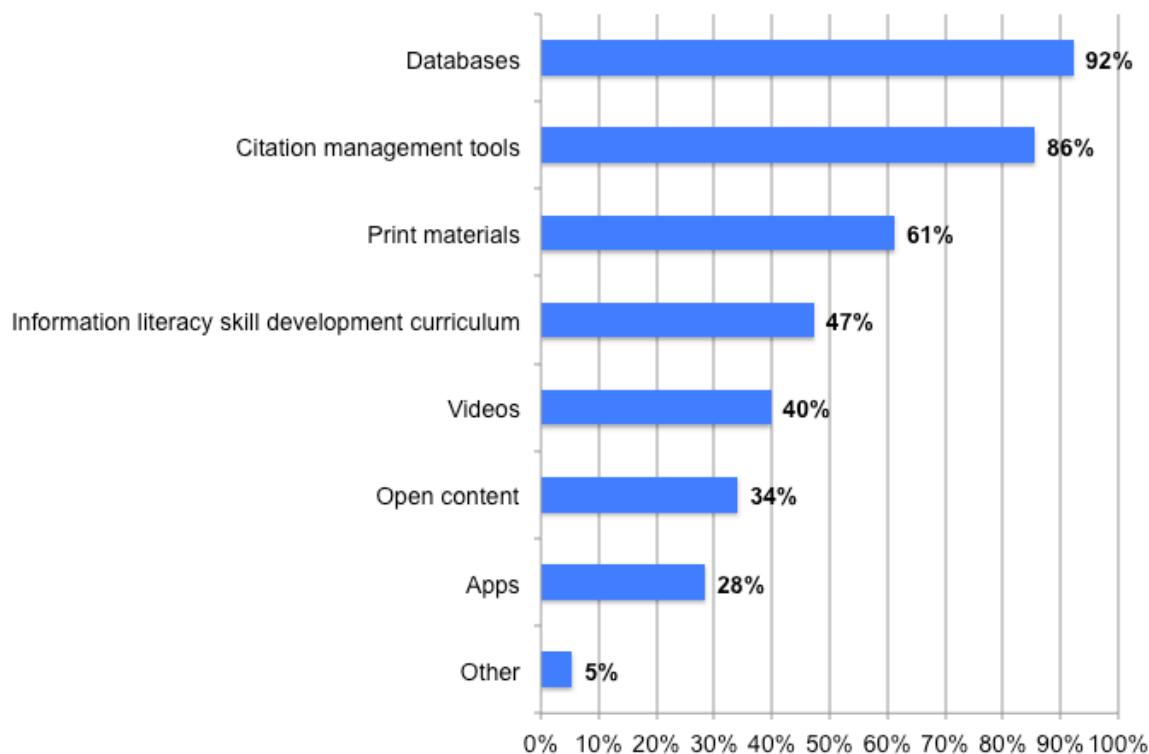
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Resources for Information Literacy Instruction

Specific resources that libraries use to support their information literacy initiatives include databases (used by 92% of respondents), citation management tools (86%), and print materials (61%).

Figure 4. What types of resources do you use to support your information literacy instruction? —All respondents



n=387

Middle schools are more likely than high schools to utilize an information literacy skill development program as well as videos.

Table 4. What types of resources do you use to support your information literacy instruction? — Respondents by type of school, region, and metro status

	Type of School			Region				Metro Status			
	Middle school only	High school only	Both MS and HS	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Databases	83%	97%	98%	95%	92%	89%	93%	96%	94%	88%	89%
Citation management tools	82%	86%	92%	87%	89%	82%	84%	86%	89%	81%	82%
Print materials	60%	62%	62%	61%	61%	68%	56%	67%	58%	70%	54%
Information literacy skill development curriculum	55%	43%	44%	45%	49%	47%	48%	57%	49%	43%	38%
Videos	48%	36%	30%	46%	42%	33%	37%	41%	41%	46%	28%
Open content	37%	34%	24%	32%	34%	41%	30%	30%	38%	33%	31%
Apps	31%	27%	28%	28%	28%	36%	22%	21%	30%	29%	32%
Other	6%	5%	6%	4%	7%	4%	6%	7%	5%	4%	6%

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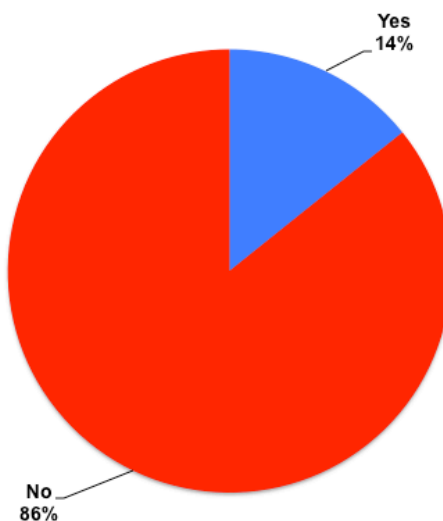


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Few libraries (14%) purchase or subscribe to any dedicated resources to teach information literacy.

Figure 5. Other than traditional information databases that offer magazines, newspapers, ebooks, etc., does your library purchase or subscribe to any dedicated resources to teach information literacy? —All respondents



n=379

Table 5. Other than traditional information databases that offer magazines, newspapers, ebooks, etc., does your library purchase or subscribe to any dedicated resources to teach information literacy? — Respondents by type of school, region, and metro status

	<i>Type of School</i>			<i>Region</i>				<i>Metro Status</i>			
	<i>Middle school only</i>	<i>High school only</i>	<i>Both MS and HS</i>	<i>North-east</i>	<i>South</i>	<i>Midwest</i>	<i>West</i>	<i>Urban</i>	<i>Sub-urban</i>	<i>Small Town</i>	<i>Rural</i>
Yes	12%	15%	15%	15%	21%	8%	13%	13%	13%	13%	22%
No	88%	85%	85%	85%	79%	92%	87%	87%	88%	87%	78%

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The Perfect Resource

We asked survey respondents an open-ended question about what their “perfect resource” to teach information literacy would be. Here are some of their ideas.

- 2-minute videos that are engaging and informative.
- A better Google Add-On/extension that helps students check their papers for plagiarism, grammar, etc.
- A Chromebook app for middle school students.
- A class that every student attends during their first year in middle school that covers how to access, use, and cite reliable information and how to recognize scams, false information, etc.
- A completely vertically-integrated K–12 curriculum that was consistently applied district-wide so that I know what skills incoming 6th graders arrive with, and can send 8th graders off to high school with what they need.
- A component within each content curriculum that specifically focuses on info literacy skills.
- A concise and visually dynamic blog contrasting reliable information with unreliable information on current topics in the news.
- A curriculum designed for every level including traditional print resources (readings, worksheets, etc.) and online resources (interactive pieces, online quizzes, etc.).
- A curriculum including brief, engaging mini-lessons and short well-produced videos geared toward middle schoolers to embed throughout longer research projects to teach discrete sets of skills and concepts. (I feel like I create these myself or put them together piecemeal, but it would be nice to find them all in one place.)
- A database that was cost-effective for a middle school that serve grades 5-8, with reading levels of 1-12, on topics that mirror those taught at the middle school.
- A digital module that can be uploaded to the students’ Google Classroom that gives them a step-by-step approach to supporting information literacy.
- A guide that overlays on browsers and assists students in the research process.
- A Khan-academy type video series would be helpful.
- A lesson plan already created with steps for the student.
- A leveled (by grade and skills) resource that agrees with AASL Standards that could be adopted by school districts as a curriculum set, K–12. The key is to get districts to make that expenditure a priority.
- A mandatory online tutorial of all online subscription databases we have with a required online assessment tool.
- A one-term class dedicated to the subject. Time is usually the obstacle.
- A project management tool that would let me pace the release of the different steps of a project for students. My school works with the Big6 and if there was a tool that would help me layout the steps on a digital platform where I didn't have to manufacture everything myself, I would want that.
- A required class for all freshman

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- A resource that provides short screencasts that could front-load lessons or incorporate into research projects. Students could earn “badges” to show competency.
- A scaffolded curriculum that provides online resources. It takes time to wade through the myriad of resources in order to choose what works.
- A solid curriculum that is cross-disciplinary. For example, introduce source evaluation through science classes, research databases through social studies, and citations through ELA classes. Having a cross-disciplinary curriculum would help librarians to push in and co-teach through different content areas.
- A special little theater that shows how to navigate different resources in inventive ways. There would be a laptop or tablet for each seat and we would have broadband that worked. There would be games that are scored when certain topics or target questions were answered correctly, perhaps more points when the resource used to answer the question was not just correct but the BEST. The kids would be engaged, playing a game, theater-like atmosphere and playing as a team with rewards for the winners. Yet, impossible. But it sounds like it would work for our population.
- A structured and integrated curriculum developed through collaboration and taught as a separate, REQUIRED, class for all students
- A tool for students to earn badges in advanced search techniques, detecting biased sources, and identifying advertisements and fake news.
- A toolkit to help librarians collaborate with teachers to incorporate information literacy skills in all their classes.
- A website or app that does the fact/credibility checking of any resource (print or online) that will link relevant supporting documents/resources AND provide citation information.
- A website where students could practice identifying valid resources versus bad resources. Upon typing a research query, this website would load quality websites and terrible websites so students could practice their skills in determining which websites to use.
- Administration and teachers who value my skills as a teacher librarian and who don't blindly trust Google as the sole source of information.
- A state-approved grade-by-grade curriculum. I like using various resources because that IS research. In post-secondary life, things won't all be in one place. They should know how to search the web, how to search databases, how to use a citation maker, a library OPAC, etc.
- An app with a game like format but not too babyish. Something that involved critical thinking skills and not just looking for the right answer.
- An army of me to work one-on-one with each student.
- An information literacy class.
- An online course that content providers such as EBSCO and Gale both participate in the offering of content access, editable by School Library professionals to tailor to the needs of their student population. This course also would count for some college credit universally accepted as an elective.

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- An online scaffolded approach with a lot of videos that can be tailored to be age appropriate. Checkology is a start, but is more appropriate for HS students. The curriculum should include lots of examples for hands-on practice, with answer sheets so that students can self-evaluate.
- Common Sense Media actually has a very good curriculum that has been engaging with our students.
- Databases that target reading levels appropriate to my students' needs. Quality online modules that blend with class discussions and activities.
- First, an electronic module that supports our curriculum that all students must take in the 9th grade. Second, an additional online resource to support information literacy. Most important, a required part of curriculum that is taught in 9th and again in 11th grade. One time is not enough for high school students.
- First off it would be affordable for small public school libraries. As for content, it will include cross-curriculum aspects, such as reading passage that include science, social studies, physical education, etc. Also, able to be used across grades, K–8th at least for me. Besides across grades, have different abilities, such as below grade level, on grade level, and above grade level, yet making the material appropriate for each grade.
- Focus needs to be on current materials that change every day. Links to examples of good and bad. Maybe imitation social media milieu that are off-line so middle school students could use.
- For my perfect resource, I would use some of the features in Destiny Discover by Follett called COLLECTIONS along with features of Google Classroom to streamline and create an easy-to-use tool that helps teachers manage information. I would also want a video and audio calling service similar to Facetime so teachers could contact me in the library as needed for a particular “teaching moment.” COLLECTIONS allows me to find and organize resources online. Then I can view, edit and sort them—whenever and however I want, even allowing teachers permission to do the same. I think having a resource with features that allow teachers and librarians to be interactive supports student-centered learning.
- Frankly, I loved EasyBIB research tools before they “upgraded” to a classroom management system. I thought the questions for each stage of the citation process, with tips for success were good. I also liked the index card look of the digital notes/sources for organizing thoughts during the writing process.
- Grade-level ready-to-go lesson plans that are hands-on and engaging for students (not just lecture).
- Have information literacy integrated into as many classes as possible.
- Honestly, the most needed “resource” is time—time to meet with content area teachers to co-plan, time to fit direct, focused information literacy instruction in to overloaded content area curriculum. Great resources exist, but fitting it all in is the challenge.
- I don't know there is such a resource as information literacy requires the chaos of using many tools and grappling with failed attempts. What I need is more time and better funding for libraries in the form of a library aide to attend to clerical

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duties so I can better focus on teaching and collection development. I also need money for books as students still love books for independent reading, which is essential to building the reading literacy needed for true success in information literacy. We need librarians at elementary and middle schools to teach students elements of information literacy like how to find the title, author, and publisher of a book or how to find the name of a magazine and its publication date so that in high school we can move into teaching college level citation. Paid access by the state or the district to Noodletools would also be great. Or to Proquest's RefWorks.

- I feel like to teach good information literacy as an educator it can't be just one source. The whole point is showing students as many ways as you can at how you can access information and then showing them how to determine whether the information is not only credible, but relevant and useful for their needs. If there were modules that exposed them to information literacy that met their age and developmental level and included everything else I've said, I would be interested. Until then I will create a constantly changing curriculum to meet the changing ways in which we acquire and interpret information.
- I like Checkology a lot.
- I think our resources are there, it just getting the conversation about information literacy to reach all departments, not just one department.
- I try to get all content area teachers on board with promoting databases for research. The English department always helps, but it is a struggle to get everyone else to require their use for research. I send multiple emails and promote my library page. I would like another way to work on this, but I am not sure what it looks like.
- I would like NoodleTools to solicit user feedback and use it to improve their user experience. The underpinnings are solid but the GUI is overwhelming and scares off a lot of teachers, not to mention students. I have used it successfully with students as young as 4th grade but it could be so much more. (I recognize this is feedback more appropriate to NT than SLJ... but it really is my dream. I talk to people about it all the time.)
- I'm currently also teaching Senior English, and using the online resource NoRedInk. It's fantastic and I imagine a similar resource for information literacy would really help students.
- In my school, since they use computers for practically everything, a digital program that guides the student through the different stages of research, including evaluating a source, using a variety of resources, etc. but with a physical, tactile component that includes going to the library and practicing. There needs to be an accountability piece, linked to their ELA grade, because these students do not take anything seriously unless there is a grade.
- Integration of an educational component in subscription databases, or an overlaid web plug-in that would point out the elements of an article or web page that are important indicators of its origin and reliability.

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- Interactive game that instructs as well as assesses students on information literacy skills. Preferably an App or website.
- It would be a year-long path to a complete research assignment on a topic of student interest that is TEKS aligned to English and History and or science.
- It would be something that is dynamic and live—so as students proceed through a source, they can simultaneously and quickly check it for its appropriateness and worthiness
- It would be super cool to have one or two short and very engaging video lessons for each of the grades 9-12 to cover from basic to more sophisticated skills that students could apply to life questions. Video, because then they could be accessed by teachers at any time (collaborating is not always easy).
- it would include Citefast and Integrate it with SIRS.
- It would include vocabulary essential to research skills, libraries and information literacy. It would have fun, meaningful lessons/activities to orient middle-school aged students to information literacy. This could come in the form of both print and online/digital resources.
- It would look like somebody encouraging my classroom teachers to work with me more.
- It would need to be engaging and to the point but comprehensive enough to, if not show all variations, allude to them so students know there are many options and approaches. We don't go into it during freshmen orientation because it is not relevant at that point. However, when it is relevant they want to just jump in and go for what they need. I am attempting to locate YouTube videos that are short and engaging and break it down. A big challenge is getting teachers on board to spend time going through them before they have given an assignment.
- It's not as much about a particular resource as it is the lack of time teachers have to collaborate with me and dedicate to information literacy instruction.
- Just a clear curriculum for both teachers/librarian to follow and what skills make most sense to teach at what ages. There are so many resources out there, which is great, but it can be hard to parse through stuff and find what's most useful.
- Learning Express had really good resources and information. The state used to offer it but for some reason it's not available anymore.
- A lesson plan for teachers, a step-by-step virtual guide to take students through evaluation process in real time that includes finding source(s) to corroborate. NOT just a checklist and NOT a set of criteria with no explanation of how to interpret findings.
- Not really a resource, but more instruction in teacher preparation courses in regard to the role of the school librarian and the importance of embedding information literacy instruction in the general curriculum.
- One spot with everything needed, an aggregate space like Pearltrees.
- One stop research site that provides research basics, research sites, research knowledge assessment, examples of good research

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- Probably something like a cross between LibGuides (adjusted for K-12 use) and a content management system (i.e., Blackboard) so students would have resources and workspace all together.
- Public/community understanding of the concept and the need for instruction, understanding that young people may be called “digital natives” but they do not intuitively have information literacy skills to navigate the variety of information sources, bias, roadblocks, etc.
- So many resources already exist that are great—what’s missing is student interest.
- Something along the lines of what Common Sense Media offers for Digital Citizenship instruction—resources that are relevant to today’s students and can be taught by a variety of people, but also something that involves an interactivity component.
- Something that actually engages students and is relevant to where they are now in their lives and not something that seems to just crop up during “research.”
- Something that streamlines the process of evaluating resources that students will actually use. For example, I believe my students would use a Chrome extension that allows them to fact check web pages in real time without opening another window.
- Something that the top administrators would feel is essential to the curriculum for all secondary students. Something that would convince the school board and the administration that information literacy is worth spending time and money on. My previous survey answers acknowledge that certain skills are taught, but not in much depth. And the role the media specialist could play in this area is sadly undervalued.
- The databases provided by our public library satisfy the needs of our students and offer a wide variety of research rich resources. We are so fortunate to have these tools available.
- The educational version of EasyBib had some great features. They were on the right track.
- The perfect resource would be an online platform leveled with different, progressively more advanced skill modules for 9th - 12th grade. There would be pre- and post-assessments to measure student progress. It would use a variety of real-world media examples (not fake, corny examples) and be interactive. It would let the students do the work of discovering reliability and authenticity, and not merely preach to them about information literacy skills.
- The perfect resource would be one that describes to non-library staff, superintendents, principals, teachers, parents and students, etc., the importance of information literacy and library staff in teaching critical thinking skills and resource evaluation to students and how that positively impacts their ability to succeed not just in post secondary studies, but also in their ability to be savvy consumers of information.
- This would be an online database with a user-friendly, visually pleasing layout. It would include tutorials and tips for students. There would even be a virtual

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librarian they could chat with to answer questions, as it is difficult for just me to answer all questions at once.

- Time—good information literacy does not happen instantly...it needs to be taught every year and updated as resources are added. I do not believe that there is an easy answer and I think that it is dangerous to limit yourself to a “perfect” resource. We all need to remain critical thinkers and users of information.
- We already have it through the Idaho State Library called LiLI.org.
- We are currently developing this curriculum that spins information literacy with computational and design thinking. Example...how would you convince someone who denies climate change? How can we approach new evidence with an open, calm mind?
- We have a website created by a Media Specialist in our district that guides students through the research process.
- Webinar that would be used and promoted by teachers that students could/would access so the information is consistent and accurate.
- Would love a tutorial that could work for high schoolers.

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Embedded Digital Information Literacy Resources

As more and more schools have migrated to an electronic learning platform via an LMS, school librarians have “embedded” resources (or special modules) into the LMS to guide users/students on information literacy. The level of embedding is often a function of the resources the school/library has available.

Embedding of information literacy modules—and information literacy itself—to some extent depends on the subject; as a subject, math, for example, doesn’t have the same need for fact-checking and validation as science or social studies. So we asked this question of five subject areas:

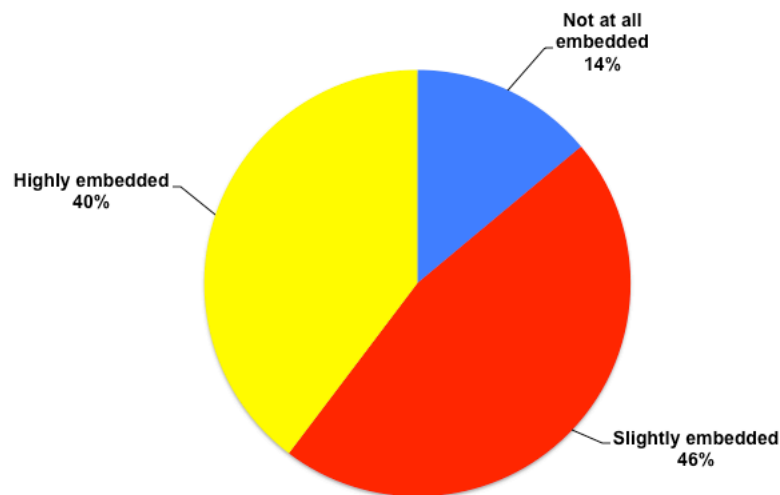
- English language arts
- Science
- Social Studies
- Math
- Other Subjects

The data breakdowns for all topics by type of school and region are provided in Table 6 at the end of this section.

English Language Arts

For English language arts, digital information literacy resources are described by survey respondents as “slightly embedded” (46%) or “highly embedded” (40%) in school learning management systems (LMS). Only 14% said these resources were “not embedded at all.”

Figure 6. How embedded are library-provided digital information literacy resources in your school’s learning management system website for *English language arts*? —All respondents



n=330

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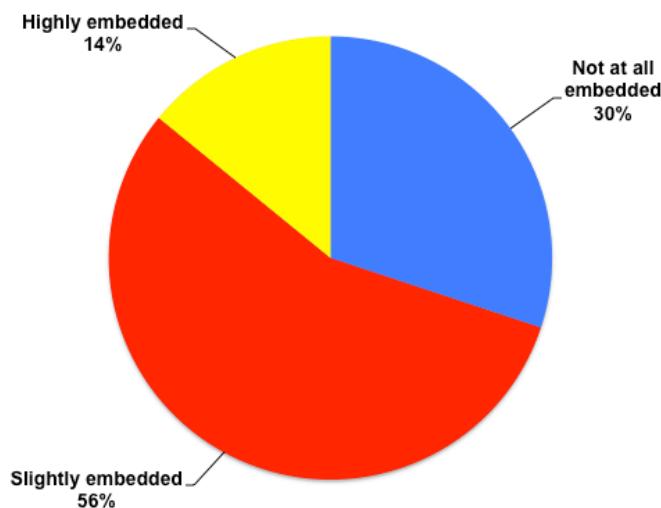
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Science

For science, digital information literacy resources are described by survey respondents as “slightly embedded” (56%) or “not embedded at all” (30%) in school LMSs. Only 14% said these resources were “highly embedded.”

Figure 7. How embedded are library-provided digital information literacy resources in your school’s learning management system website for *science*? —All respondents

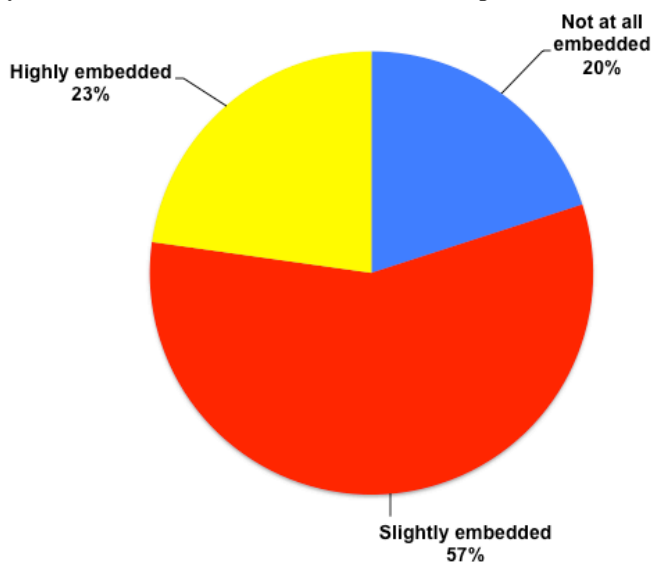


n=319

Social Studies

For social studies, digital information literacy resources are described by survey respondents as “slightly embedded” (57%) or “highly embedded” (23%) in school LMSs. Twenty percent said these resources were “not at all embedded.”

Figure 8. How embedded are library-provided digital information literacy resources in your school’s learning management system website for *social studies*? —All respondents



n=325

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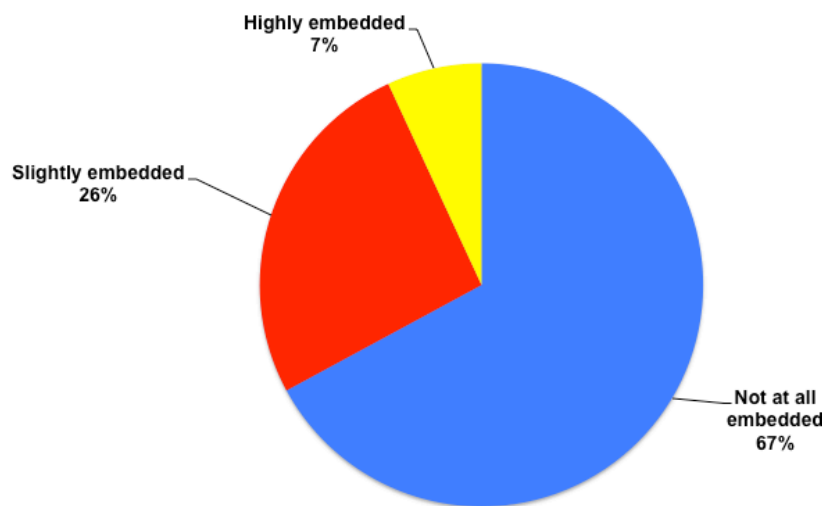
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Math

For math, digital information literacy resources are described by survey respondents as “not embedded at all” (67%) or “slightly embedded” (26%) in school LMSs. Only 7% percent said these resources were “highly embedded.”

Figure 9. How embedded are library-provided digital information literacy resources in your school's learning management system website for *math*? —All respondents

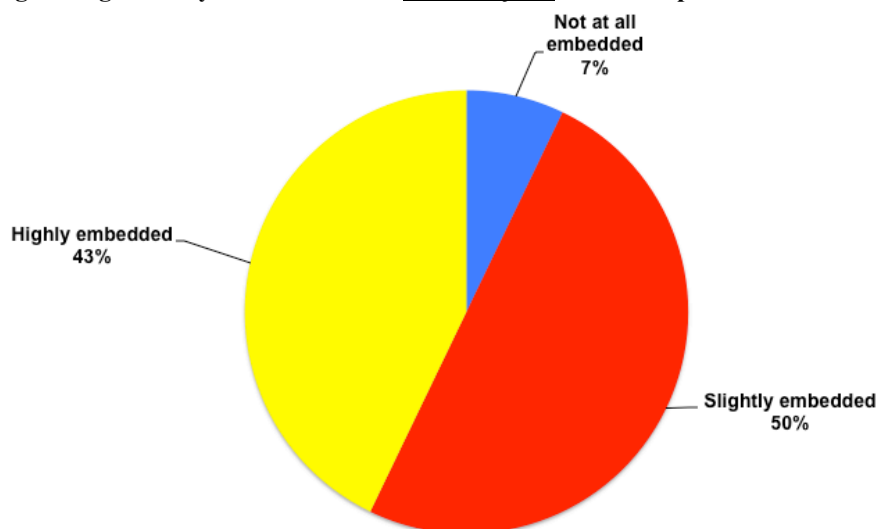


n=304

Other Subjects

As for “other subjects,” digital information literacy resources are described by survey respondents as “slightly embedded” (50%) or “highly embedded” (43%) in school LMSs. Only 7% percent said these resources were “not at all embedded.”

Figure 10. How embedded are library-provided digital information literacy resources in your school's learning management system website for *other subjects*? —All respondents



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All Subjects

Table 6. How embedded are library-provided digital information literacy resources in your school's learning management system website? —Respondents by type of school, region, and metro status

	Type of School			Region				Metro Status			
	Middle school only	High school only	Both MS and HS	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
English Language Arts											
Not at all embedded	7%	17%	19%	20%	6%	16%	14%	16%	15%	7%	18%
Slightly embedded	56%	39%	53%	44%	54%	33%	53%	36%	46%	57%	46%
Highly embedded	37%	44%	28%	37%	40%	51%	33%	48%	39%	36%	36%
Science											
Not at all embedded	20%	32%	46%	35%	18%	33%	35%	30%	28%	30%	37%
Slightly embedded	69%	50%	46%	47%	69%	53%	54%	49%	62%	58%	44%
Highly embedded	11%	18%	7%	18%	13%	13%	12%	21%	11%	12%	19%
Social Studies											
Not at all embedded	14%	23%	24%	21%	9%	27%	24%	19%	21%	15%	25%
Slightly embedded	66%	51%	60%	49%	71%	53%	56%	48%	60%	63%	53%
Highly embedded	20%	26%	17%	30%	20%	20%	20%	33%	19%	22%	22%
Math											
Not at all embedded	62%	67%	79%	74%	62%	63%	70%	63%	72%	59%	69%
Slightly embedded	35%	23%	15%	20%	32%	26%	26%	30%	23%	32%	24%
Highly embedded	3%	10%	5%	6%	6%	11%	4%	7%	5%	9%	8%
Other Subjects											
Not at all embedded	0%	15%	0%	11%	0%	0%	14%	0%	22%	0%	0%
Slightly embedded	50%	54%	33%	56%	71%	40%	29%	50%	56%	20%	63%
Highly embedded	50%	31%	67%	33%	29%	60%	57%	50%	22%	80%	38%

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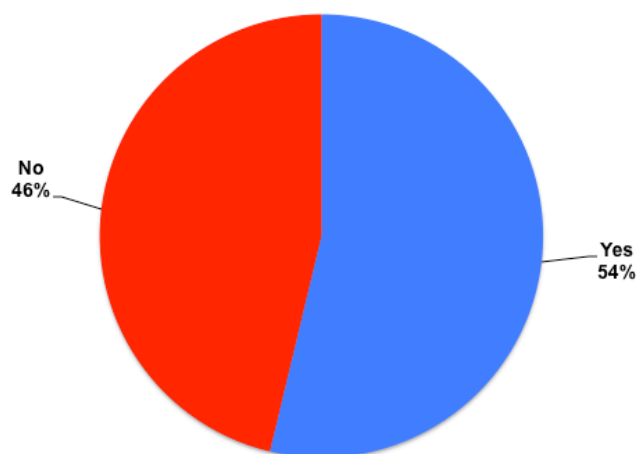
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ACRL Framework Concepts

The Association of College and Research Libraries (ACRL) has developed a framework for information literacy centered around six core or “threshold” concepts.⁷ This Framework for Information Literacy was developed primarily for college and other higher education students, but 54% of middle and high school libraries have introduced the concepts in the ACRL Framework.

Figure 11. Do you introduce concepts included in the ACRL Framework for Information Literacy in your own institution? —All respondents



n=374

High schools are more likely to have introduced the concepts in the ACRL framework for Information Literacy than have middle schools.

Table 7. Do you introduce concepts included in the ACRL Framework for Information Literacy in your own institution? —Respondents by type of school, region, and metro status

	<i>Type of School</i>			<i>Region</i>				<i>Metro Status</i>			
	<i>Middle school only</i>	<i>High school only</i>	<i>Both MS and HS</i>	<i>North-east</i>	<i>South</i>	<i>Midwest</i>	<i>West</i>	<i>Urban</i>	<i>Sub-urban</i>	<i>Small Town</i>	<i>Rural</i>
Yes	46%	57%	62%	59%	55%	52%	49%	57%	52%	56%	52%
No	54%	43%	38%	41%	45%	48%	51%	43%	48%	44%	48%

⁷ For more background and information on the ACRL Framework, see <http://www.ala.org/acrl/standards/ilframework>.

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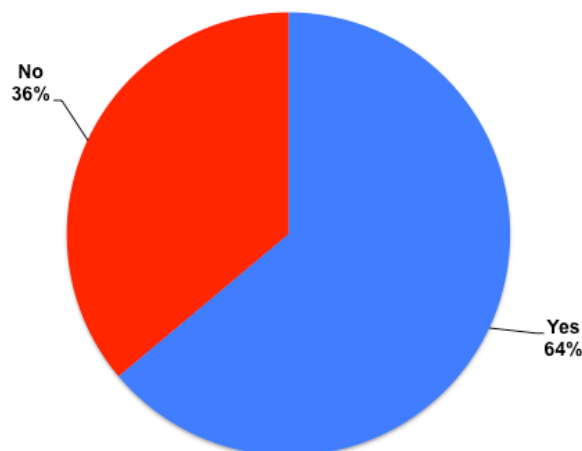


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Of the 46% of school libraries that do not introduce the ACRL Framework concepts, 64% say they use other standards for information literacy.

Figure 12. If no, do you use any other standards? —All respondents



n=172

Table 8. If no, do you use any other standards? —Respondents by type of school, region, and metro status

	Type of School			Region				Metro Status			
	Middle school only	High school only	Both MS and HS	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Yes	60%	69%	58%	82%	58%	60%	59%	69%	70%	59%	50%
No	40%	31%	42%	18%	42%	40%	41%	31%	30%	41%	50%

Other standards cited by respondents in an open-ended follow-up include:

- American Association of School Librarians (AASL)
- International Society for Technology in Education (ISTE)
- American Library Association (ALA) standards for school libraries
- State/provincial (in Canada) and local educations/library standards

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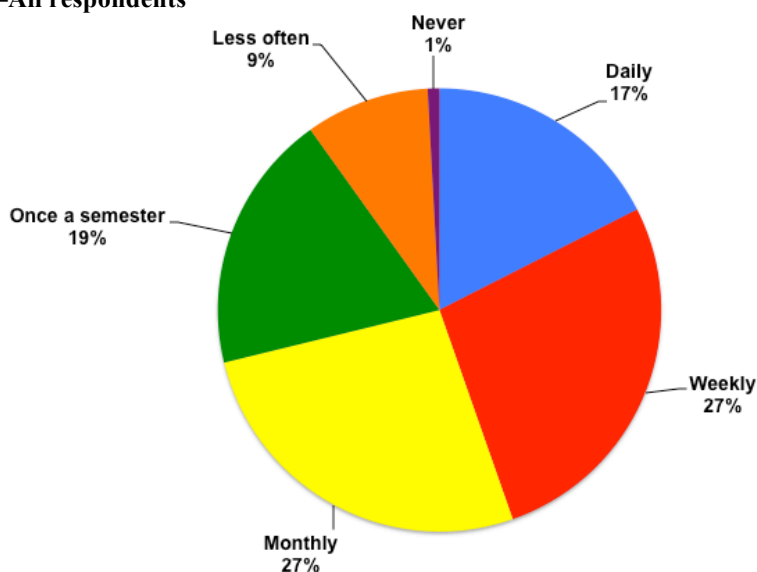
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Student and Teacher Engagement and Partnerships

Active Engagement with Students

Forty-four percent of librarians say they are actively engaged with students in information literacy instruction at least weekly, and 17% say that student engagement occurs daily. One-fourth (27%) engage with students monthly, and 19% do it once a semester. Only 1% never engages actively with students in IL instruction.

Figure 13. How often are you, as the librarian, actively engaged in information literacy instruction with students? —All respondents



n=354

Middle school librarians are more likely to engage with students on a daily basis, while for high school librarians the frequency of engagement tends to be weekly or monthly. Rural school librarians are the least likely to have a daily or weekly active engagement with students.

Table 9. How often are you, as the librarian, actively engaged in information literacy instruction with students? —Respondents by type of school, region, and metro status

	Type of School			Region				Metro Status			
	Middle school only	High school only	Both MS and HS	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Daily	20%	16%	16%	19%	12%	20%	19%	17%	19%	17%	15%
Weekly	23%	29%	29%	32%	23%	15%	38%	32%	24%	32%	23%
Monthly	25%	28%	27%	23%	27%	36%	21%	22%	29%	22%	30%
Once a semester	18%	19%	20%	14%	29%	19%	13%	26%	15%	21%	18%
Less often	12%	7%	9%	11%	9%	8%	8%	3%	12%	8%	8%
Never	2%	1%	0%	1%	0%	1%	1%	0%	0%	0%	5%

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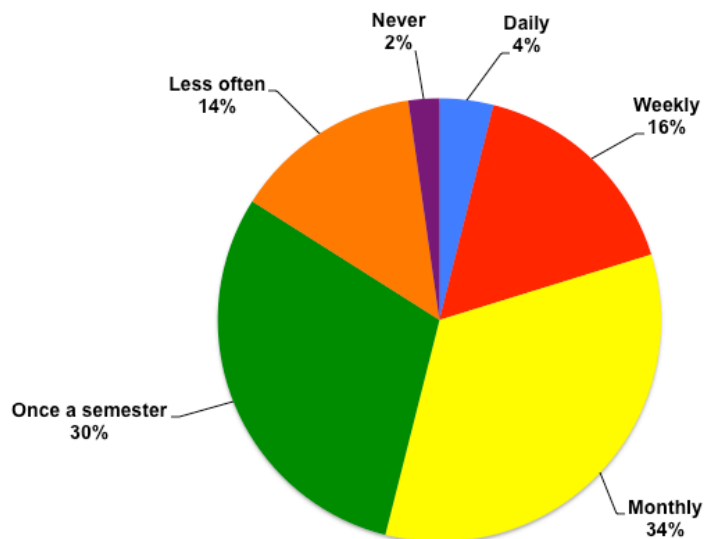
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Partnerships with Teachers

Partnering with teachers for the purposes of information literacy instruction is not a regular occurrence; most meet monthly (34%) or once a semester (30%). Twenty percent do so at least weekly, and only 4% daily. For 2%, partnering with teachers around information literacy never happens.

Figure 14. How often do you partner with classroom teachers in information literacy instruction? — All respondents



n=356

Teacher–librarian partnerships for the purposes of information literacy instruction are more common in high schools than in middle schools, and in urban and suburban schools.

Table 10. How often do you partner with classroom teachers in information literacy instruction? — Respondents by type of school, region, and metro status

	Type of School			Region				Metro Status			
	Middle school only	High school only	Both MS and HS	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Daily	4%	4%	4%	3%	4%	2%	6%	3%	4%	3%	5%
Weekly	16%	19%	7%	23%	14%	11%	16%	18%	15%	21%	13%
Monthly	27%	36%	44%	34%	27%	38%	36%	35%	38%	27%	28%
Once a semester	27%	32%	33%	26%	34%	37%	24%	33%	25%	33%	37%
Less often	23%	10%	7%	13%	18%	10%	15%	6%	17%	15%	12%
Never	4%	1%	4%	1%	2%	2%	3%	5%	1%	1%	5%

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To get a better sense of what such a “partnership” consists of, we asked our respondents to describe the way(s) in which they partner with teachers to help with information literacy instruction.

- 3 to 5 teachers have me do direct instruction with their (IB) students about library print and digital resources, bibliographic citations, works cited; I also arrange research field trips to local university library; other teachers merely want a list of digital resources.
- 6th grade: primarily through reading class, co-planned with reading teacher, taught by librarian. Focus on selection of books for independent reading (fiction and non-fiction). Students create content to share information in a variety of media. 7th & 8th: co-planned and co-taught lessons with heavy emphasis on use of databases in research in Science, SS, and ELA. NoodleTools for notetaking and citation. Students create content to share information in a variety of media, including video and podcasts.
- 7th grade country research project using Britannica, CultureGrams, and CIA World Factbook. 7th grade assistance with citations and some resources.
- A couple times a year on projects students will be doing, I show them how to utilize the library and all it has to offer and I show them how to use citations.
- A lot of this partnering is done during collaboration time or asynchronously via email. Occasionally, I do co-teach in a class, but it’s about once a semester, unfortunately.
- All junior English students write a research paper.
- Always integrate information literacy with any content area project that involves research. Try to insert even mini-research opportunities anytime I can get teachers on board.
- As librarian, I create curriculum literacy units several times a year that help infuse information literacy into other activities our school offers.
- Basic instruction that is integrated into their ELA/SS curriculum as well as special projects, especially for Science and SS.
- Book talks and showing the different databases
- Brief overview of print and electronic resources targeted to the particular research topic. Works cited. Authority of resources.
- Incorporating information literacy strategies and tools with lessons and units of instruction.
- Co-teaching lessons on information literacy during research paper units and projects.
- Class visits for research projects. I instruct students, and assist with research activities.
- Classes come to the library for a presentation on research and information literacy.
- Classroom presentations, usually around a specific topic or assignment that provides context.
- Classroom research projects; general info/media/digital lit co-teaching; professional development/tech support with those tools, databases, etc.; pass on

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articles, news, ideas, and lessons when I see that they fit current, upcoming or past units they have done, etc; attend dep't/faculty meetings.

- Co-teach units.
- Co-creating lessons and projects that integrate an information literacy aspect to promote research skills in learners.
- Collaborate on lesson planning. Provide resources. Co-teach lessons
- Collaborate on what instruction they need for a particular assignment and create a LibGuide for appropriate resources.
- Collaborate with teachers on a variety of assignments from research projects to fact finding to digital citizenship (appropriate use of social media).
- Collaboration with classroom teachers occurs when they are preparing students for units on research.
- Collaborative lessons in social studies and science classes which involve teaching information literacy skills within a research-based lesson.
- Collaboratively develop student projects that embed information literacy skills and co-teach lessons focused on inquiry and information literacy skills needed to complete the project (and be successful researchers outside of school).
- Co-planning and finding resources they can integrate in their instruction, co-teaching info literacy regarding bias and authority in the climate change reporting prior to a social studies assessment, co-teaching various aspects of info literacy around each election.
- Co-teach a Media Literacy 6-week rotation for freshmen.
- Co-teach a study skills class for half a semester around a research project. And occasional one-shot presentations at particular times for other grade levels.
- Co-teach intro to research projects with an emphasis on which print and electronic resources would be most helpful when beginning the project.
- Co-teach lessons, just jump in when they teach in the library media center, attend PLC meetings and offer my services, advocacy constantly.
- Co-teach research units to instruct students on website evaluation, plagiarism, citation and databases.
- Co-teach the class Discuss information literacy strategies, tools and content with teachers during instruction preparation.
- Co-teach topics such as fake news or resource evaluation/reinforce choosing best resources for a particular project/research assignment.
- Co-teach, assist students with projects, research, provide assignments to substitutes.
- Create inquiry projects and lessons collaboratively; share resources with lesson recommendations; provide professional development.
- Curriculum development; identifying needed skills for individual units/assignments and incorporating into unit of study.
- Curriculum planning, dedicated instruction time in social studies and health classes, preparing LibGuides with information literacy materials to support classes, working one-on-one with students.

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- Database use and other forms of research usually with some form of literature. Often with social issues and essay writing
- Depends on the assignment, but we either start with a blank slate and create the project together or they come in with something already in mind and we teach to it.
- Design activities within their units that incorporate information literacy.
- Develop lessons that incorporate ISTE standards from blog writing to research skills.
- Direct lessons to students about database access and information literacy.
- ELA classes weekly visits; collaboration with science and social studies teachers.
- Extremely individualized—primarily introducing concepts in Math, in-depth instruction in English, sneak it in whenever possible in Social Studies.
- First in middle school we talk about evaluation of information. We also go over selecting resources from databases and just online and why the databases are more reliable. As students get older we then use databases in research and integrating information to answer questions.
- Go in to classroom and show them the databases. How to cite sources and save information.
- Help with evaluating free web sources, help with finding reliable sources (databases, print books, e-books), help with taking notes w/out plagiarizing and help with properly formatting work cited pages.
- How to evaluate web sites for projects (social studies, science), finding sources for current events (science), evaluation, location of sources for scholarly research (all subjects).
- I can rely on the science teacher to bring her classes to the library for me to give a lesson on resources and citing them. I regularly email out social studies info that ABC-CLIO provides. As it comes up, I'll communicate on other topics with teachers over email or one-on-one.
- I collaborate on planning units to include information literacy standards and skills. I design and deliver instruction in these areas and design assignments for students to practice and master information literacy skills. I am working with teachers and fellow librarians to build a curriculum for grades 9-12 to prepare students for college level research.
- I encourage teachers to collaborate with me on all research projects. They are the experts on content and I am the info literacy expert. Only a few teachers take advantage of my offers and admin does little to encourage this collaboration. This is frustrating, especially when I see teachers allowing students to simply Google and sometimes not even cite their sources.
- I have collaborated with Science and Languages department heads and one of our History teachers to develop grade-specific information literacy goals that are designed to get the student to an appropriate post-secondary level of information literacy by the time they graduate.

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- I provided professional development for staff and other librarians in the district on information literacy skills. I also teach this in collaboration with our English department and with some in our Social Science department.
- I reach out throughout the school year to offer support. Some department teachers are more willing/likely to collaborate than others.
- I teach a media literacy class.
- I teach all 9th grade Health classes a three-day Intro to Academic Research lesson series. I create webpages on the library website for teacher collaborations. I help teachers teach citations, esp. in History courses. I collaborate with upper level dual enrollment English courses to teach the college research paper.
- I teach digital citizenship and introduce some research skills and information literacy in 9th grade library orientations and photography 1 classes. I teach more advanced research skills to Photo 2–4 and English 11 & 12 mostly, sometimes 9 & 10, and I usually do a few PLC sessions for teachers/departments per year. I do occasional research and info literacy skills with sciences as well.
- I teach Digital Citizenship to all grades, 6,7,8 through the Health class rotations. I teach information evaluation through 7th science, databases through 8th, primary source materials through 7th social studies and citations through all content areas for research.
- In reality, I partner with teachers for specific units. I spend 3 days instructing 8th graders on copyright. I spend 4-5 days with ELA and science teachers teaching source evaluation (CRAAP⁸) test in conjunction with an environmental project.
- Information literacy instruction is embedded in the research model used in our district. The research model (Guided Inquiry Design) has the teacher librarian involved in every phase of the process.
- Mostly during the research project. Teaching classes on database research how to cite sources, why we cite sources. Also lessons on fake news, seeking the truth from non-biased sources, understanding media bias. Scholarly research. Copyright, plagiarism. Teaching MLA and APA.
- On an as-needed basis, whenever units require such instruction.
- Provide feedback on assignment design; host lessons and work periods in the library; visit classrooms as follow-up during work periods (e.g. to help with citation, dbase questions), participate in literature circles.
- Ranges from brainstorming to full collaboration on specific lessons, product, and assessment.
- Scheduled times to visit classes and speak with students, show and tell of resources available and best practices.
- Somewhere between monthly and once a semester; about 3x a semester. I also teach Information Skills class to 6th graders everyday. With MS teachers I usually add in skills to their projects, help them find resources, suggest ways to present those resources to different learners, and work with them in class for a few days of a project. With HS teachers I usually meet with each of their students in

⁸ This is actually a thing: https://en.wikipedia.org/wiki/CRAAP_test.

individual research interviews or I have come into classrooms and helped individual students at whatever point they are at in the project, and I have come into classrooms and given group instruction on citation or databases.

- Students come to library for instruction given by me and classroom teacher.
- Talking with teachers on individual basis of what they need to enhance their instruction
- Teach dedicated classes for research projects, setting up projects in electronic note taking tools, assist with National History Day students (one on one), Science Fair students (one on one), etc.
- Teach literacy skills in their classrooms during projects; provide learning materials on our LMS.
- Teacher brings class in for instruction. Small groups are sent to the library for instruction
- Teachers come to me when they need an IL lesson taught in conjunction with a project they're doing in class, so we collaborate to make sure the IL instruction meets the needs of their project.
- Teachers come to me with their ideas for research projects and we discuss the skills students will need to complete the research. I develop a research skills presentation based on the project. Then I go in and teach the skills. I normally make myself available for the entire time the students are working on the project so I can answer questions or if I see the need to reteach something I can.
- The librarians are “embedded” with an English class and a history class.
- The research component is taught by the librarian. The writing component is taught by the English teacher.
- We might show students how to use databases and explain how they differ from Internet searches. It's usually pretty superficial, though, because teachers usually don't want to dedicate enough time to this topic for us to cover it effectively.
- We offer lessons on the safe and ethical use of technology (including copyright) to each grade level during English classes. We also provide lessons on evaluating websites using various methods, as well as how to navigate databases.
- We partner to create LibGuides opportunities for students to use as resources. We also partner when students are doing a project involving research, and I collaborate and co-teach a research workshop with teachers, teaching students how to formulate questions and sub questions to begin researching, then matching results with questions in order to use rhetorical moves to advance their papers then finally how to formulate their thesis statements and paper flow.
- Work with English department to create vertical articulation of needed skills, co-teach lessons related to info lit, as often as teachers (of any content area) invite me in, co-design inquiry units for research. Some teachers invite me often; some don't at all...It is hard to get consistency amongst teams.
- Work with them to teach accessibility of resources, advanced searching, boolean searches, keywords, citations, evaluation of sources. Have worked with English teachers during research units, Social Studies teachers working with current events (real vs. fake news), Business Education to access resources on Google

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Scholar (to match the curriculum at technical college where students earned college credit for taking the course), and Science teachers for research and using applications such as GarageBand or iMovie. These are lessons that they ask me to come in and teach, but true collaboration is not happening. For example, the unit is not developed together as partners I am just asked to come in when it works out for their schedule. I work on a flex schedule so this works.

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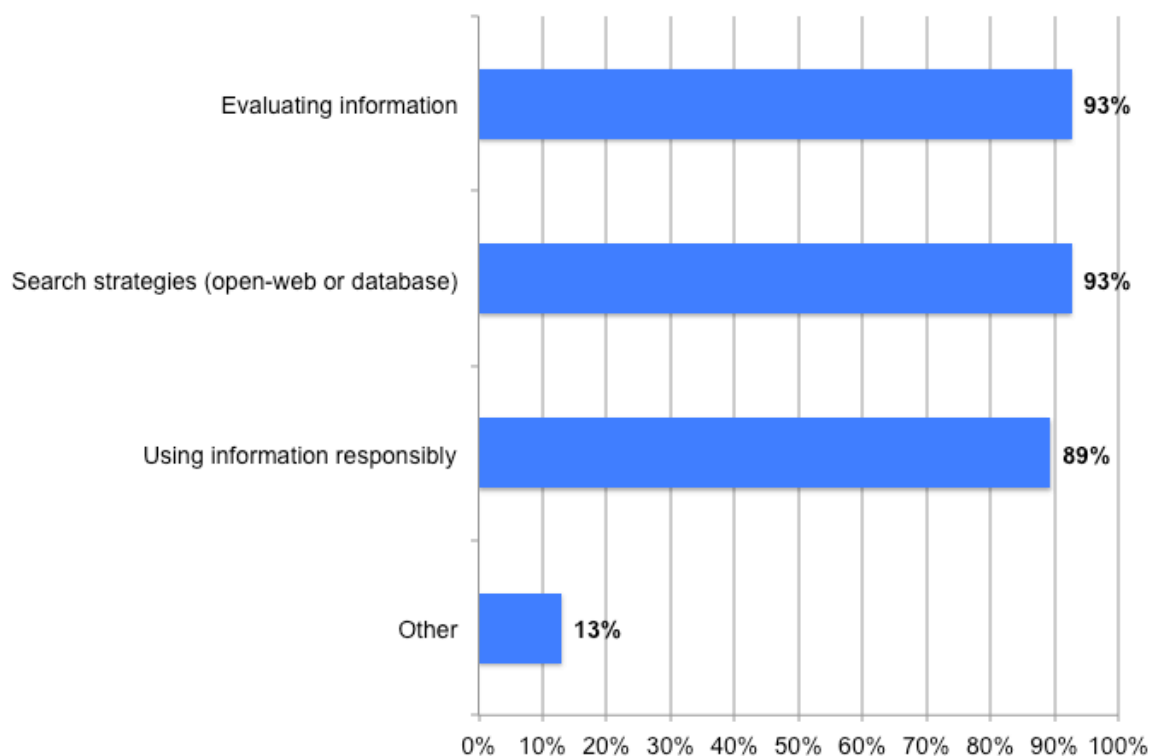
Middle School Students

Our questionnaire asked some questions that were specific to middle school librarians.

Covered Concepts

Specifically, we asked what broad concepts were covered in their information literacy instruction—93% cover “evaluating information,” 93% cover “search strategies,” and 89% cover “using information responsibly.”

Figure 15. Which concepts are covered in your information literacy instruction for middle school age students? —Middle school respondents



n=123

Schools in rural areas are the least likely to cover “evaluating information” and “using information responsibly.”

Table 11. Which concepts are covered in your information literacy instruction for middle school age students? —Middle school respondents by region and metro status

	Region				Metro Status			
	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Search strategies (open-web or database)	85%	95%	100%	89%	90%	91%	100%	93%
Evaluating information	100%	95%	84%	93%	95%	94%	90%	86%
Using information responsibly	88%	95%	88%	86%	95%	90%	90%	79%
Other	12%	22%	6%	11%	19%	13%	10%	7%

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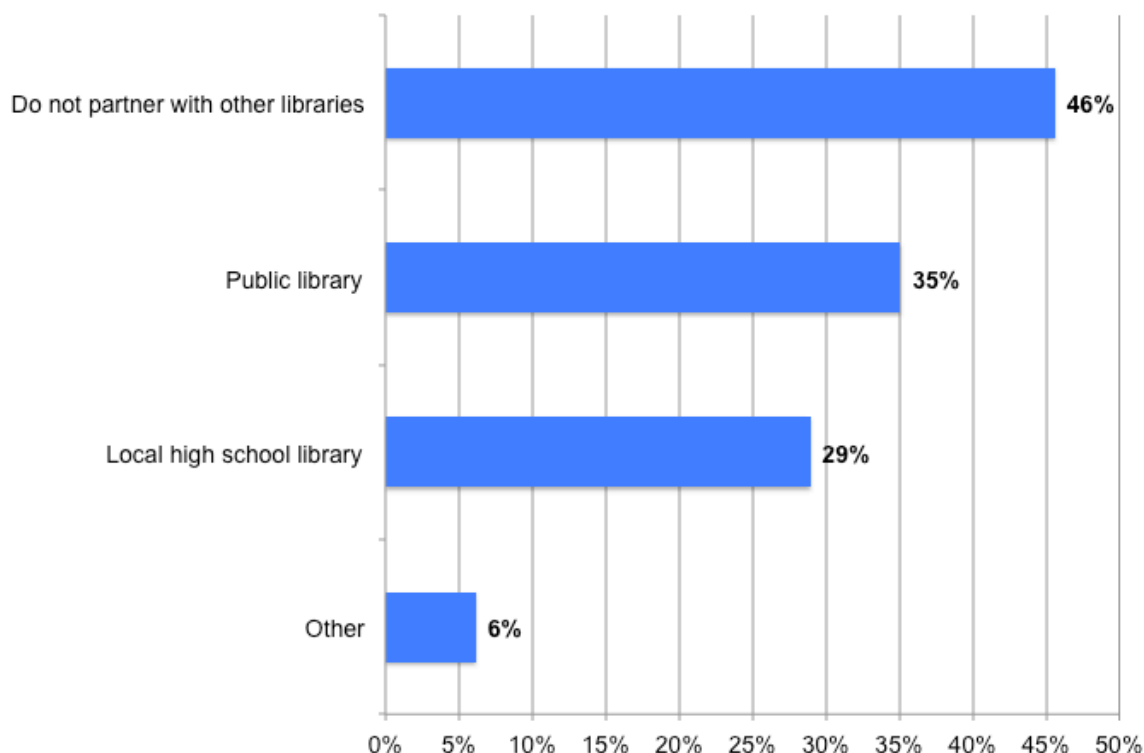
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Library Partnership

To what extent do middle school libraries partner with other libraries to help prepare students for information literacy skills they'll need as they move into high school and beyond? One-third (35%) partner with a public library and 29% partner with local high school libraries. Almost half (46%) don't partner at all with other libraries.

Figure 16. Do you partner with any libraries to better prepare students for the information literacy skills they will cultivate as they move up? —Middle school respondents



n=114

Middle schools in small towns and the suburbs are the most likely to partner with a public library, and small town middle school libraries are the most likely to partner with local high school libraries. Rural (67%) and urban (60%) middle schools are the least likely to partner with other libraries.

Table 12. Do you partner with any libraries to better prepare students for the information literacy skills they will cultivate as they move up? —Middle school respondents by region and metro status

	Region				Metro Status			
	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Public library	24%	25%	48%	45%	25%	40%	42%	17%
Local high school library	48%	17%	26%	32%	20%	25%	53%	25%
Other	12%	6%	0%	9%	5%	10%	0%	0%
Do not partner with other libraries	36%	61%	39%	41%	60%	44%	21%	67%

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High School Students

We also asked some questions specific to high school libraries.

Introducing Information Literacy Skills

In this section, we asked high school libraries about the grade level at which certain information literacy skills are first introduced to students. These skills are:

- Database search strategies
- Search engine strategies
- Pre-search planning
- Establishing authority in all types of information sources
- Critically evaluating information quality/usefulness
- Recognizing types of sources/publication types
- Seeking multiple perspectives
- Using evidence to investigate questions & support arguments
- Developing strategies for collecting, organizing, and sharing information
- Use of citation management tools and strategies
- Information ethics (why attribution and citation are important)
- Demonstrating safe, legal, ethical information practices
- Effectively using open web resources such as Google Scholar, Google News, etc.

Breakdowns for all skills by region and metro status can be found in Table 13.

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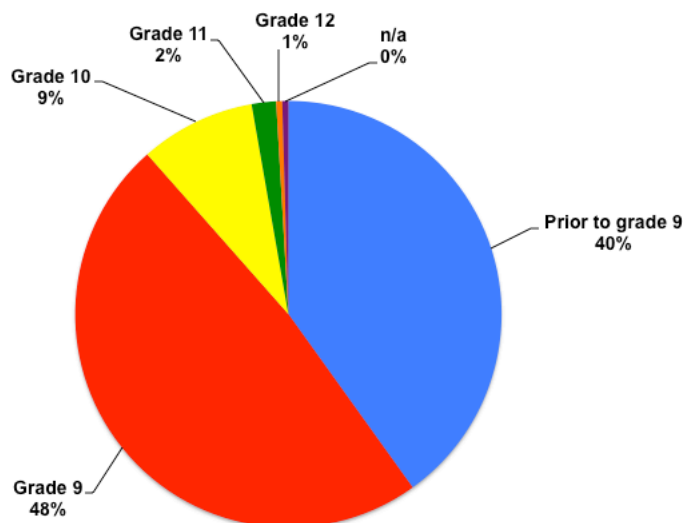
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Database Search Strategies

Database search strategies are first introduced either in grade 9 (46%) or prior to grade 9 (40%). Only 12% of high schools introduce students to database search strategies later than grade 9.

Figure 17. In what grades are *database search strategies* first introduced to students? —High school respondents

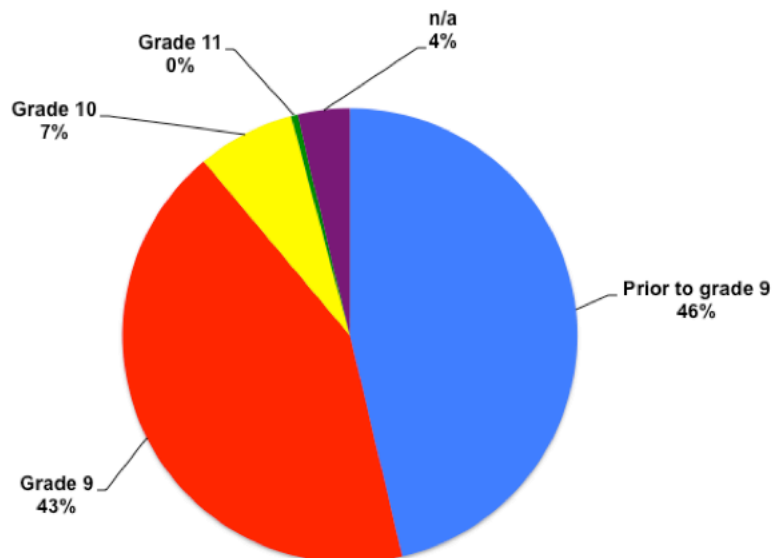


n=217

Search Engine Strategies

Search engine strategies are first introduced prior to grade 9 (46%) or in grade 9 (43%). Only 7% of high schools introduce students to search engine strategies later than grade 9. Four percent selected “not applicable,” suggesting they do not introduce search engine strategies to students.

Figure 18. In what grades are *search engine strategies* first introduced to students? —High school respondents



n=216

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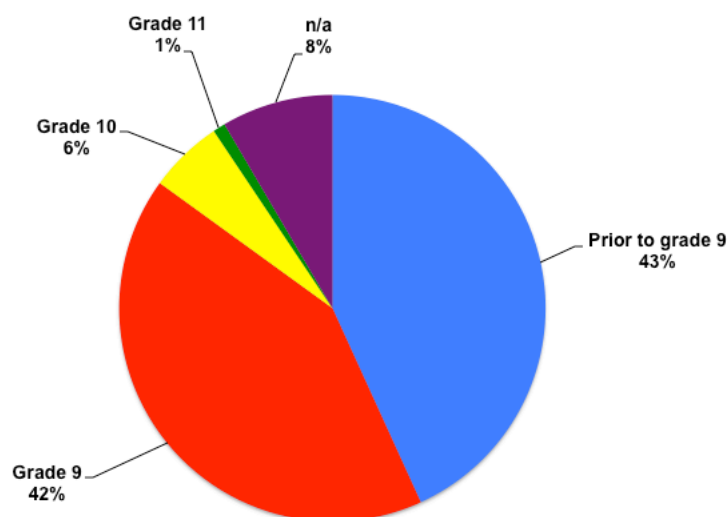
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Pre-Search Planning

Pre-search planning is first introduced prior to grade 9 (43%) or in grade 9 (42%). Only 7% of high schools introduce students to pre-search planning later than grade 9. Eight percent selected “not applicable.”

Figure 19. In what grades are *pre-search planning* first introduced to students? —High school respondents

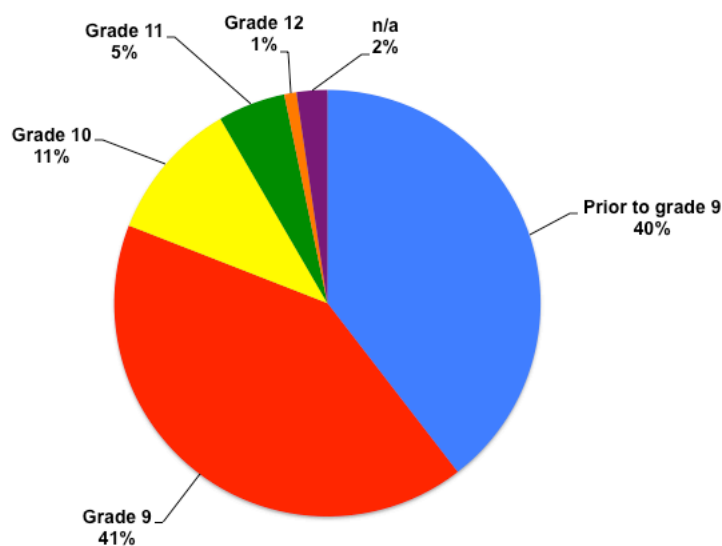


n=213

Establishing Authority

Establishing authority in all types of information sources is first introduced in grade 9 (41%) or prior to grade 9 (40%). Seventeen percent of high schools introduce students to the concept of establishing authority later than grade 9. Only 2% selected “not applicable.”

Figure 20. In what grades are *establishing authority in all types of information sources* first introduced to students? —High school respondents



n=215

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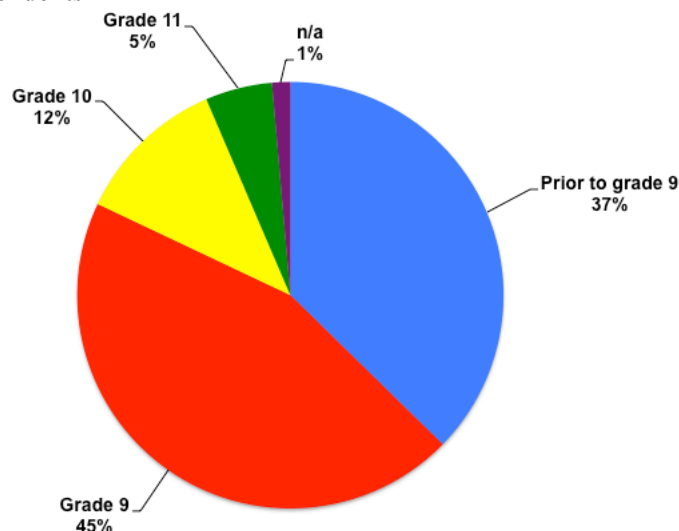
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Critical Evaluation of Information Quality

Critically evaluating information quality/usefulness is first introduced in grade 9 (45%) or prior to grade 9 (37%). Seventeen percent of high schools introduce students to critically evaluating information quality later than grade 9; 1% selected “not applicable.”

Figure 21. In what grades is critically evaluating information quality/usefulness first introduced to students? —High school respondents

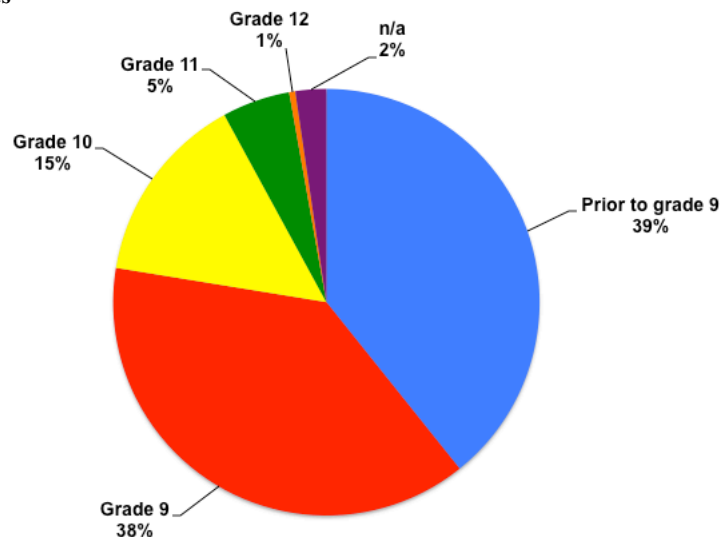


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Recognizing Information/Publication Types

Recognizing types of sources/publications is first introduced prior to grade 9 (39%) or in grade 9 (39%). Fifteen percent introduce students to recognizing types of sources/publications in grade 10, with 6% introducing it later than grade 10. Only 2% selected “not applicable.”

Figure 22. In what grades is recognizing types of sources/publications first introduced to students? — High school respondents



n=214

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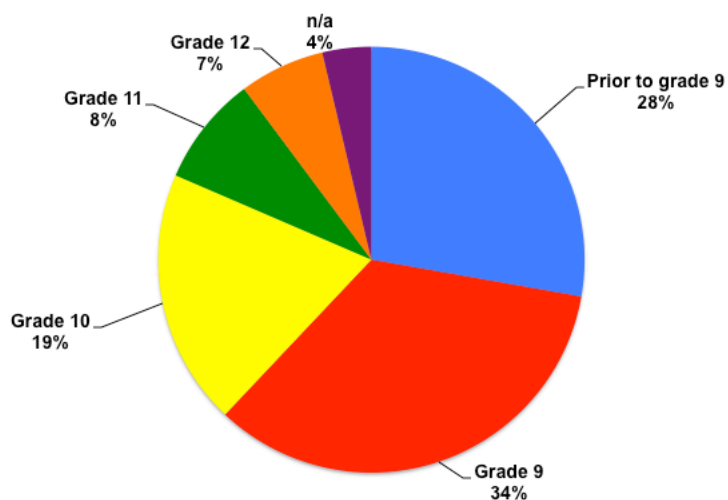
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Seeking Multiple Perspectives

Seeking multiple perspectives is first introduced in grade 9 (34%) or prior to grade 9 (28%). Nineteen percent introduce students to seeking multiple perspectives in grade 10, with 15% introducing it later than grade 10. Only 4% selected “not applicable.”

Figure 23. In what grades is *seeking multiple perspectives* first introduced to students? —High school respondents

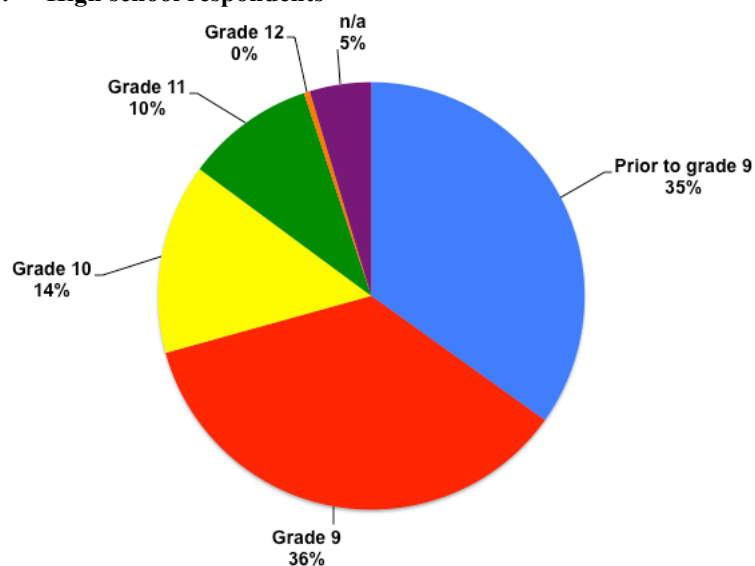


n=216

Using Evidence

Using evidence to investigate questions and support arguments is first introduced in grade 9 (36%) or prior to grade 9 (35%). Fourteen percent introduce students to seeking multiple perspectives in grade 10, with 10% introducing it later than grade 10. Only 5% selected “not applicable.”

Figure 24. In what grades is *using evidence to investigate questions and support arguments* first introduced to students? —High school respondents



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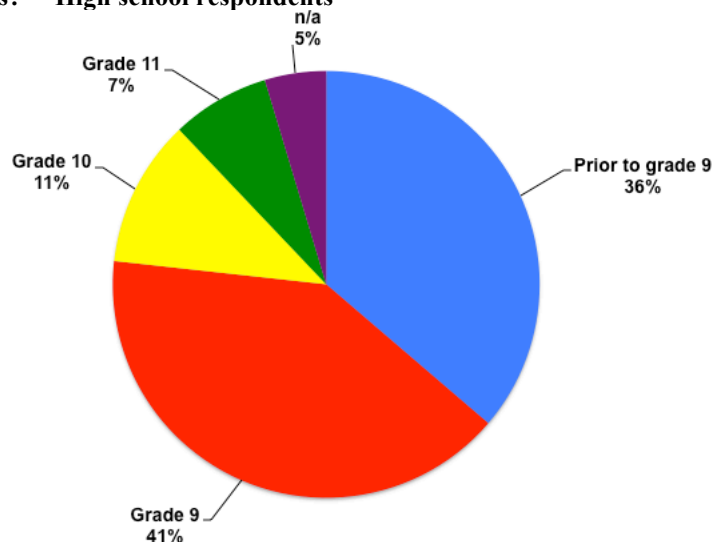
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Developing Information Strategies

Developing strategies for collecting, organizing, and sharing information is first introduced in grade 9 (41%) or prior to grade 9 (36%). Eleven percent introduces students to seeking multiple perspectives in grade 10, with 7% introducing it later than grade 10. Only 5% selected “not applicable.”

Figure 25. In what grades is *developing strategies for collecting, organizing, and sharing information* first introduced to students? —High school respondents

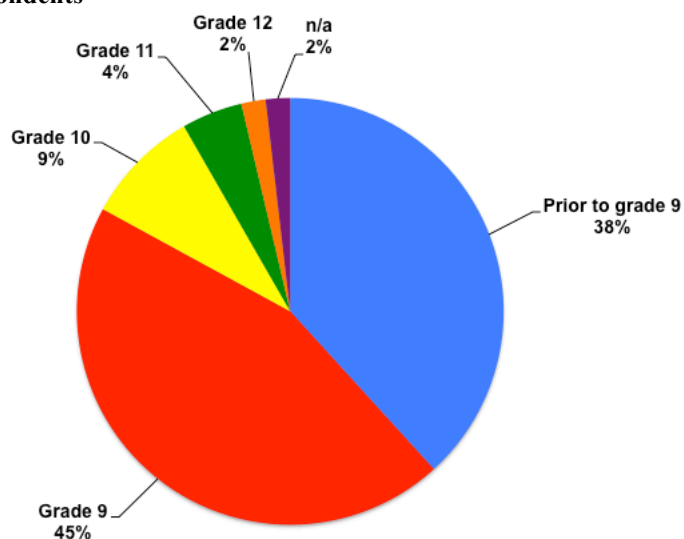


n=215

Citation Management Tools

Use of citation management tools and strategies is first introduced in grade 9 (45%) or prior to grade 9 (38%). Fifteen percent introduce students to citation management tools later than grade 9. Only 2% selected “not applicable.”

Figure 26. In what grades is *use of citation management tools and strategies* first introduced to students? —High school respondents



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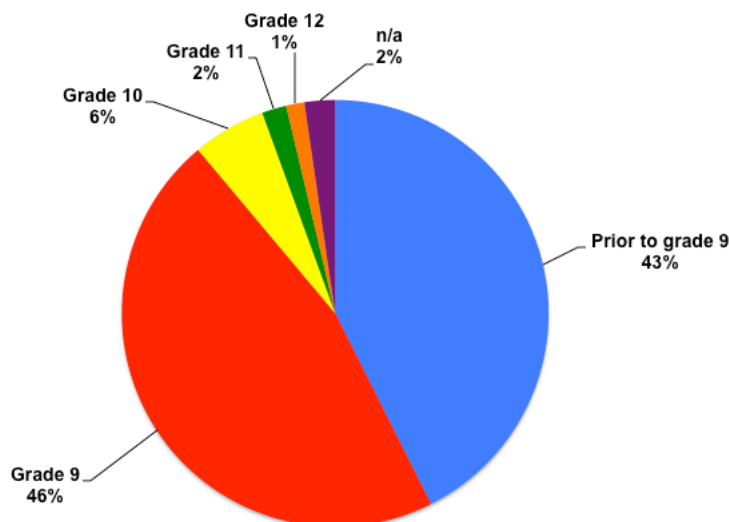
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Information Ethics

Information ethics are first introduced in grade 9 (46%) or prior to grade 9 (43%). Nine percent introduce students to information ethics later than grade 9. Only 2% selected “not applicable.”

Figure 27. In what grades are *information ethics* first introduced to students? —High school respondents

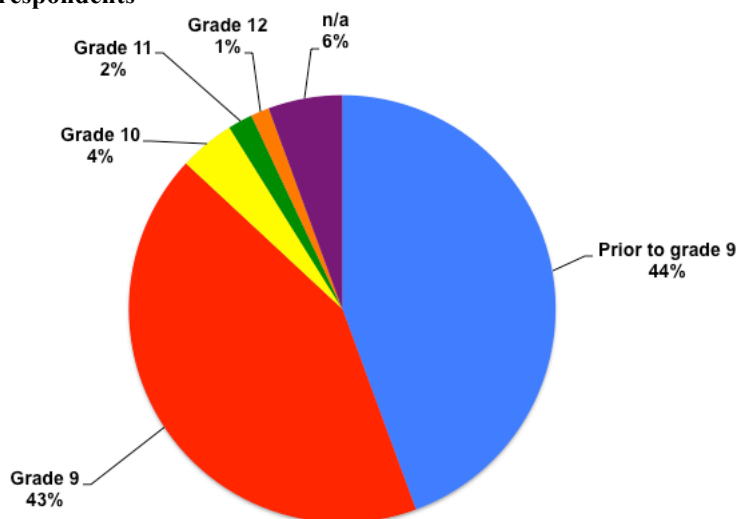


n=216

Safe, Legal, Ethical Practices

Demonstrating safe, legal, ethical information practices is first introduced prior to grade 9 (44%) or in grade 9 (43%). Seven percent demonstrate safe, legal, and ethical information practices later than grade 9. Six percent selected “not applicable.”

Figure 28. In what grades is *demonstrating safe, legal, ethical information practices* first introduced to students? —High school respondents



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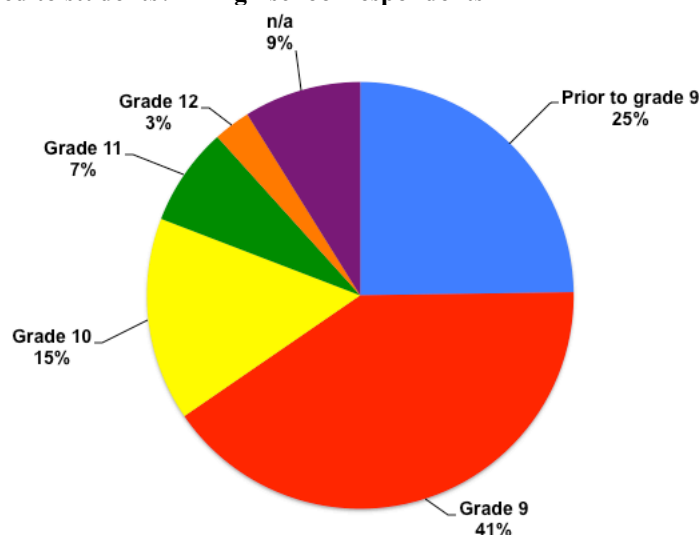
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Open Web Resources

Effectively using open web resources such as Google Scholar, Google News, etc., is first introduced in grade 9 (41%) or prior to grade 9 (25%). Fifteen percent introduce open web resources in grade 10, while 10% introduce open web resources later than grade 10. Nine percent selected “not applicable.”

Figure 29. In what grades is *effectively using open web resources such as Google Scholar, Google News, etc.* first introduced to students? —High school respondents



n=214

All Skills by Region and Metro Status

Table 13. In what grades are the following information literacy skills first introduced to students? —High school respondents by region and metro status

	Region				Metro Status			
	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Database search strategies								
Prior to grade 9	38%	44%	48%	31%	25%	43%	39%	49%
Grade 9	49%	48%	40%	56%	60%	48%	50%	37%
Grade 10	8%	4%	10%	13%	13%	9%	9%	5%
Grade 11	3%	2%	2%	0%	3%	0%	2%	5%
Grade 12	2%	0%	0%	0%	0%	0%	0%	2%
n/a	0%	2%	0%	0%	0%	0%	0%	2%
Search engine strategies								
Prior to grade 9	38%	56%	62%	32%	38%	47%	50%	49%
Grade 9	51%	40%	26%	51%	54%	44%	35%	37%
Grade 10	6%	0%	8%	13%	5%	7%	13%	2%
Grade 11	0%	2%	0%	0%	0%	1%	0%	0%
Grade 12	0%	0%	0%	0%	0%	0%	0%	0%
n/a	5%	2%	4%	4%	3%	1%	2%	12%
Pre-search planning								
Prior to grade 9	38%	50%	58%	29%	32%	43%	49%	48%

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	Region				Metro Status			
	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Grade 9	44%	40%	32%	51%	58%	44%	33%	31%
Grade 10	8%	2%	4%	8%	3%	7%	9%	2%
Grade 11	2%	2%	0%	0%	0%	1%	0%	2%
Grade 12	0%	0%	0%	0%	0%	0%	0%	0%
n/a	9%	6%	6%	12%	8%	5%	9%	17%
Establishing authority in all types of information sources								
Prior to grade 9	40%	46%	48%	26%	26%	41%	41%	47%
Grade 9	45%	35%	38%	46%	49%	39%	43%	37%
Grade 10	12%	7%	6%	17%	13%	13%	7%	9%
Grade 11	3%	11%	2%	6%	8%	3%	9%	2%
Grade 12	0%	0%	2%	2%	0%	2%	0%	0%
n/a	0%	2%	4%	4%	5%	1%	0%	5%
Critically evaluating information quality/usefulness								
Prior to grade 9	37%	40%	50%	24%	30%	34%	43%	44%
Grade 9	51%	33%	38%	54%	53%	49%	35%	40%
Grade 10	6%	17%	8%	17%	13%	10%	15%	9%
Grade 11	6%	6%	4%	4%	5%	6%	7%	2%
Grade 12	0%	0%	0%	0%	0%	0%	0%	0%
n/a	0%	4%	0%	2%	0%	1%	0%	5%
Recognizing types of sources/publications								
Prior to grade 9	34%	48%	53%	25%	31%	40%	44%	40%
Grade 9	39%	31%	35%	47%	51%	33%	36%	40%
Grade 10	22%	13%	6%	15%	15%	19%	11%	7%
Grade 11	3%	4%	6%	8%	3%	6%	7%	5%
Grade 12	0%	0%	0%	2%	0%	1%	0%	0%
n/a	2%	4%	0%	4%	0%	1%	2%	7%
Seeking multiple perspectives								
Prior to grade 9	28%	29%	38%	17%	15%	30%	28%	36%
Grade 9	38%	27%	30%	41%	43%	40%	22%	29%
Grade 10	17%	19%	20%	22%	30%	13%	28%	14%
Grade 11	11%	10%	6%	6%	8%	6%	17%	5%
Grade 12	5%	4%	6%	11%	3%	8%	2%	12%
n/a	2%	10%	0%	4%	3%	5%	2%	5%
Using evidence to investigate questions and support arguments								
Prior to grade 9	36%	40%	46%	19%	32%	35%	33%	40%
Grade 9	42%	27%	28%	43%	39%	42%	30%	26%
Grade 10	13%	17%	18%	11%	18%	11%	20%	12%
Grade 11	6%	10%	4%	19%	8%	7%	13%	14%
Grade 12	2%	0%	0%	0%	0%	1%	0%	0%
n/a	2%	6%	4%	8%	3%	3%	4%	9%
Developing strategies for collecting organizing, and sharing information								
Prior to grade 9	41%	40%	42%	23%	26%	43%	33%	35%
Grade 9	39%	38%	42%	43%	46%	39%	38%	42%
Grade 10	9%	6%	14%	15%	23%	7%	13%	7%
Grade 11	6%	10%		13%	3%	8%	13%	5%

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	Region				Metro Status			
	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Grade 12	0%	0%	0%	0%	0%	0%	0%	0%
n/a	5%	6%	2%	6%	3%	3%	2%	12%
Use of citation management tools and strategies								
Prior to grade 9	43%	40%	44%	26%	25%	41%	41%	42%
Grade 9	45%	40%	38%	56%	48%	49%	37%	42%
Grade 10	6%	6%	14%	9%	20%	3%	11%	7%
Grade 11	2%	8%	2%	7%	5%	6%	7%	0%
Grade 12	2%	4%	2%	0%	3%	0%	4%	2%
n/a	3%	2%	0%	2%	0%	1%	0%	7%
Information ethics (why attribution and citation are important)								
Prior to grade 9	45%	42%	54%	30%	36%	45%	35%	51%
Grade 9	52%	42%	38%	51%	54%	49%	43%	37%
Grade 10	2%	6%	6%	9%	8%	3%	9%	5%
Grade 11	0%	2%	0%	6%	3%	1%	4%	0%
Grade 12	2%	2%	2%	0%	0%	0%	4%	2%
n/a	0%	6%	0%	4%	0%	1%	4%	5%
Demonstrating safe, legal, ethical information practices								
Prior to grade 9	46%	46%	58%	28%	41%	48%	38%	48%
Grade 9	48%	38%	30%	53%	49%	44%	38%	38%
Grade 10	3%	6%	4%	4%	10%	1%	4%	5%
Grade 11	0%	2%	0%	6%	0%	1%	7%	0%
Grade 12	2%	2%	2%	0%	0%	0%	4%	2%
n/a	2%	6%	6%	9%	0%	6%	9%	7%
Effectively using open web resources such as Google Scholar, Google News, etc.								
Prior to grade 9	25%	31%	26%	17%	24%	26%	29%	19%
Grade 9	45%	38%	32%	46%	29%	48%	36%	42%
Grade 10	11%	8%	24%	19%	29%	13%	16%	9%
Grade 11	3%	15%	6%	8%	8%	3%	13%	9%
Grade 12	2%	4%	4%	2%	0%	3%	2%	5%
n/a	14%	4%	8%	8%	11%	7%	4%	16%

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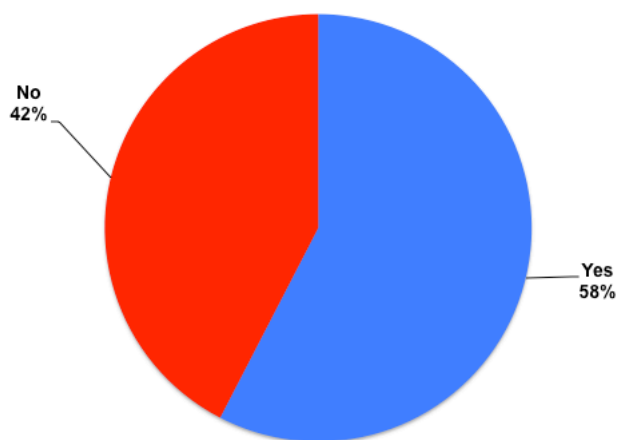
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Library Partnerships

Middle/Junior High School Library

We saw earlier that about one-half of middle school libraries do not partner with other libraries (such as high school libraries) to help prepare students for the information literacy skills they'll need as they move into high school and beyond. Here, we find that nearly the same percentage (42%) of high school libraries say they don't partner with middle school libraries. On the plus side, 58% say they do.

Figure 30. Do you partner with libraries in local junior high/middle schools to better prepare students for the information literacy skills they will be cultivating in high school? —High school respondents



n=217

Partnering with middle school libraries is most common in the Northeast, and in suburban libraries.

Table 14. Do you partner with libraries in local junior high/middle schools to better prepare students for the information literacy skills they will be cultivating in high school? —High school respondents by region and metro status

	<i>Region</i>				<i>Metro Status</i>			
	<i>North-east</i>	<i>South</i>	<i>Midwest</i>	<i>West</i>	<i>Urban</i>	<i>Sub-urban</i>	<i>Small Town</i>	<i>Rural</i>
Yes	65%	54%	58%	52%	58%	61%	50%	58%
No	35%	46%	42%	48%	43%	39%	50%	42%

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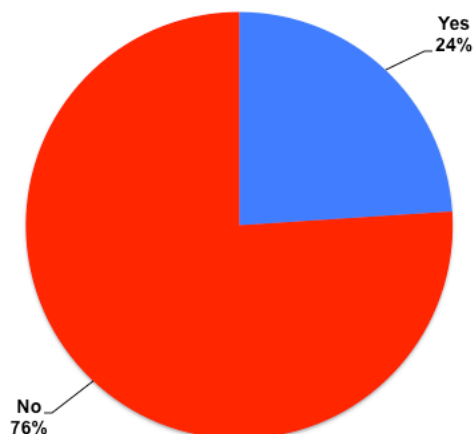
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Public Libraries

High school libraries are less likely to partner with public libraries than middle school libraries—three-fourths (76%) of high school libraries do not partner with local public libraries to help students develop information literacy skills.

Figure 31. Do you partner with the local public library to help students learn information literacy skills? —High school respondents



n=217

Midwestern libraries are the least likely to partner with public libraries; urban libraries are the most likely.

Table 15. Do you partner with the local public library to help students learn information literacy skills? —High school respondents by region and metro status

	<i>Region</i>				<i>Metro Status</i>			
	<i>North-east</i>	<i>South</i>	<i>Midwest</i>	<i>West</i>	<i>Urban</i>	<i>Sub-urban</i>	<i>Small Town</i>	<i>Rural</i>
Yes	31%	25%	12%	26%	30%	24%	20%	23%
No	69%	75%	88%	74%	70%	76%	80%	77%

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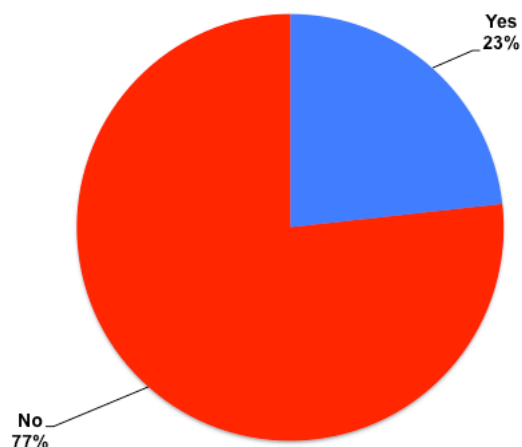
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Post-Secondary Institution Libraries

High school libraries are also not apt to partner with post-secondary institution libraries, like academic and college libraries—77% say they do not.

Figure 32. Do you partner with libraries in post-secondary institutions? —High school respondents



n=215

High school libraries in the Northeast are the least likely to partner with post-secondary school libraries. By metro status, there are no significant differences in partnership preference.

Table 16. Do you partner with libraries in post-secondary institutions? —High school respondents by region and metro status

	Region				Metro Status			
	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Yes	19%	25%	24%	26%	23%	23%	24%	24%
No	81%	75%	76%	74%	78%	77%	76%	76%

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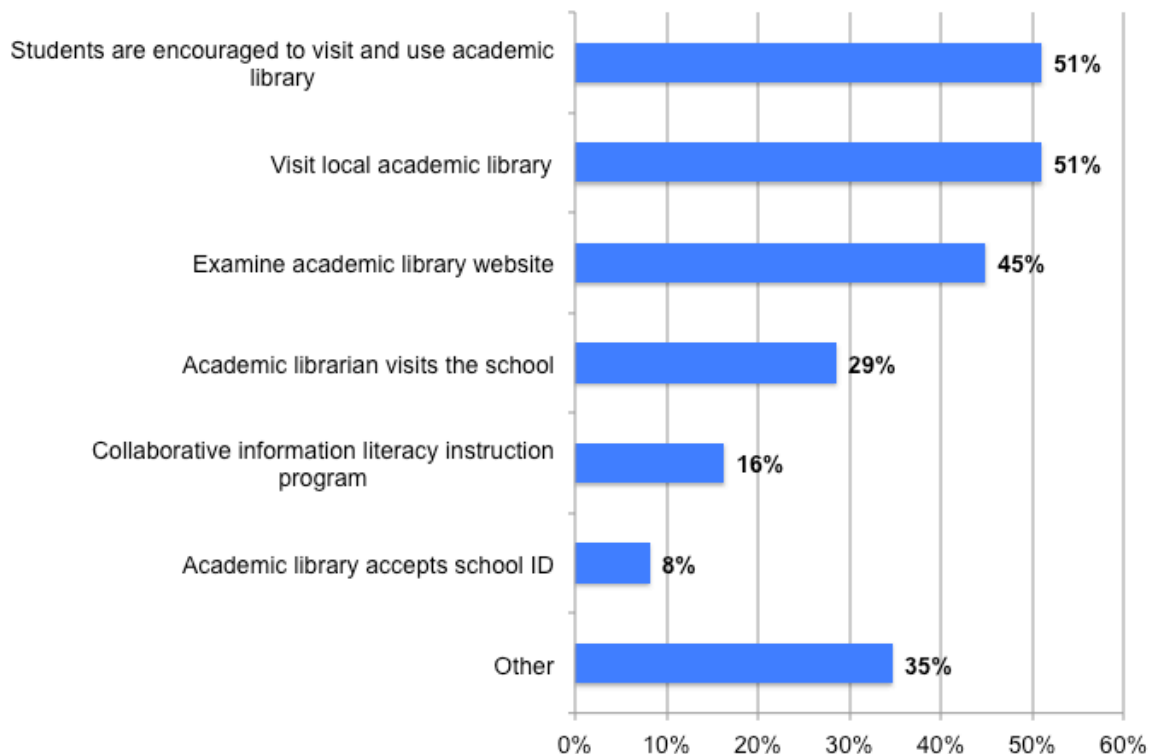


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Of the 23% of high school libraries that do partner with post-secondary institution libraries, that partnership tends to manifest itself as “students encouraged to visit and use the academic library” on their own (51%) and scheduling a class visit to a local academic library (51%). Forty-five percent of high school librarians “examine the academic library website” with students.

Figure 33. In which ways do you collaborate with librarians in post-secondary institutions? —High school respondents that partner with post-secondary institution libraries



n=49

There were too few respondents to this question to make any significant cross-tabulations by region or metro status.

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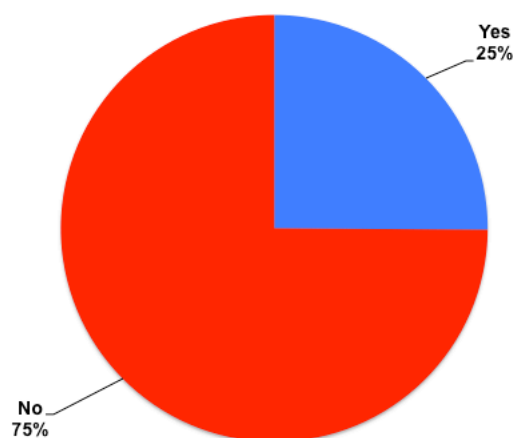
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Preparing Students for College Research

A tacit goal of information literacy instruction in high school (if not earlier) is to prepare students for the more rigorous requirements of college research. (As we will see in the Demographic section, an average of 69% of respondents' students are college-bound.) However, only one-fourth of high school libraries have set goals for preparing students for college research.

Figure 34. Does your school have set goals for preparing students for college research? —High school respondents



n=235

Rural high schools and high schools in the South are less likely than schools in other areas to have set goals for college research prep.

Table 17. Does your school have set goals for preparing students for college research? —High school respondents by region and metro status

	Region				Metro Status			
	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Yes	28%	20%	24%	27%	26%	26%	29%	19%
No	72%	80%	76%	73%	74%	74%	71%	81%

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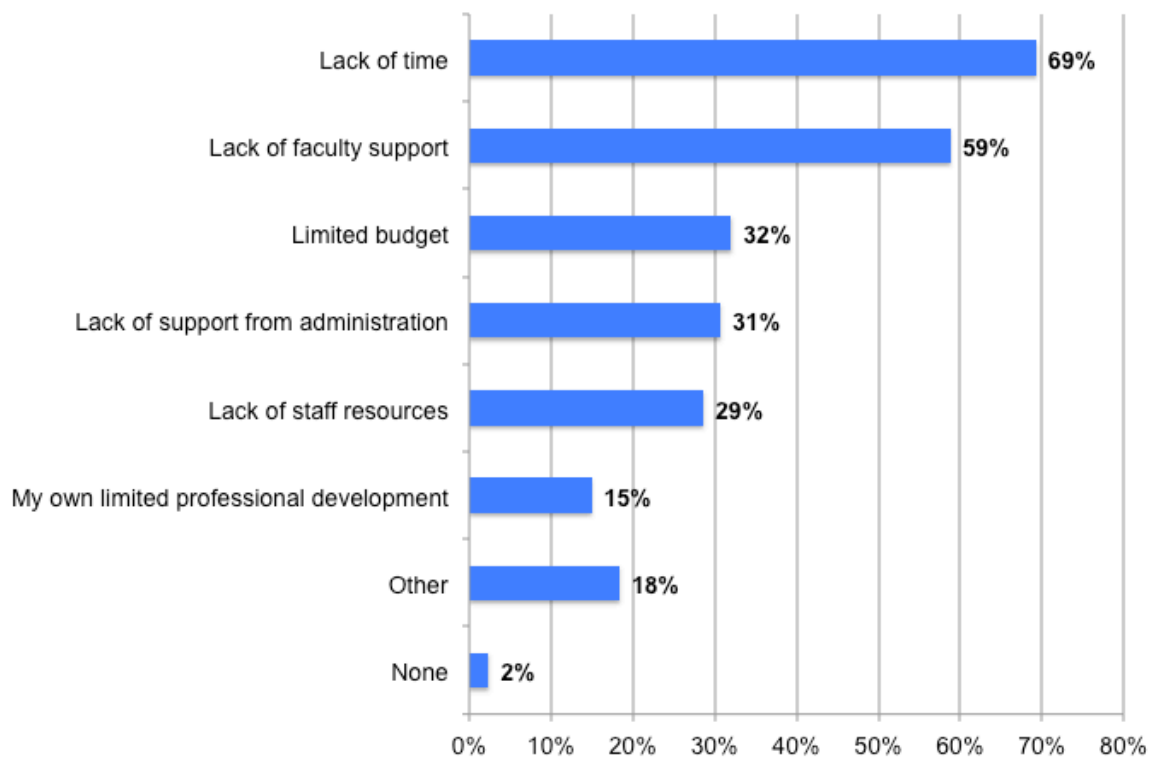
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Challenges to Information Literacy Instruction

As a cursory scan of the responses to the open-ended questions presented earlier indicates, “time” is the biggest challenge that librarians and libraries face when it comes to information literacy instruction—and indeed we see here that 69% of respondents cited “lack of time” as a challenge. “Lack of faculty support” was number two, cited by 59%. These were the two major challenges, coming in well above perennial challenges like “lack of budget” (cited by only 32% of respondents).

Figure 35. What are the challenges your library faces with information literacy instruction? —All respondents



n=381

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High school libraries were far more likely to cite “lack of faculty support” as a challenge than middle school librarians (67% v. 44%). Libraries in the Northeast were much less encumbered by time constraints than libraries elsewhere in the country. Small town and rural school libraries are more crunched for time than urban or suburban school libraries.

Table 18. What are the challenges your library faces with information literacy instruction?

—Respondents by type of school, region, and metro status

	<i>Type of School</i>			<i>Region</i>				<i>Metro Status</i>			
	<i>Middle school only</i>	<i>High school only</i>	<i>Both MS and HS</i>	<i>North-east</i>	<i>South</i>	<i>Midwest</i>	<i>West</i>	<i>Urban</i>	<i>Sub-urban</i>	<i>Small Town</i>	<i>Rural</i>
Lack of time	74%	66%	70%	57%	73%	80%	68%	65%	67%	75%	74%
Lack of faculty support	44%	67%	68%	56%	60%	63%	57%	55%	58%	66%	57%
Limited budget	35%	31%	26%	28%	25%	36%	39%	37%	27%	36%	34%
Lack of support from administration	27%	32%	36%	30%	31%	30%	32%	36%	32%	26%	28%
Lack of staff resources	24%	28%	45%	29%	20%	33%	32%	31%	26%	27%	35%
My own limited professional development	20%	13%	6%	9%	16%	18%	17%	12%	15%	22%	11%
Other	17%	20%	17%	20%	21%	15%	17%	17%	23%	14%	14%
None	3%	2%	2%	5%	1%	0%	3%	3%	2%	0%	5%

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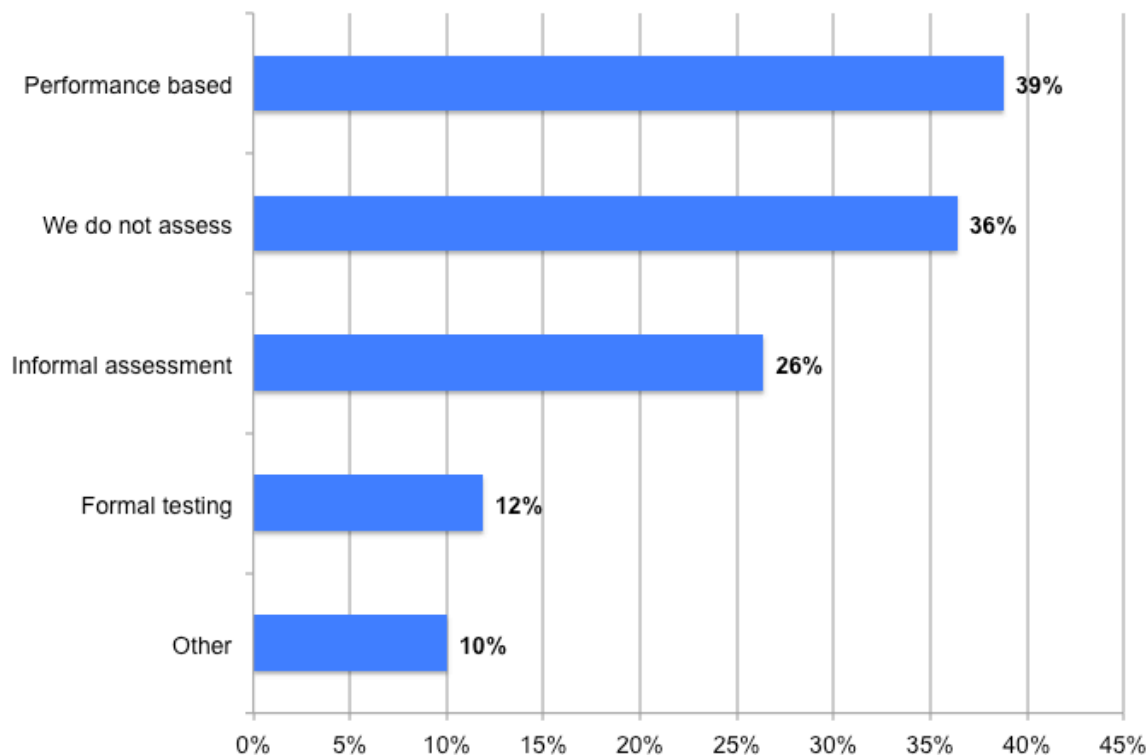
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Assessing Literacy Instruction

How do schools and school libraries assess their information literacy efforts? More than one-third (36%) of schools and libraries don't assess their efforts. Still, that means that 64% do. The top form of assessment is based on student performance (39%). One-fourth (26%) use an "informal assessment" of some kind, while only 12% utilize formal testing vis-à-vis information literacy.

Figure 36. How are your school's information literacy instruction efforts assessed? —All respondents



n=379

The tendency to not assess information literacy instruction efforts is pretty consistent—although high schools are slightly less apt to assess their efforts than middle schools. Middle schools are slightly more likely to conduct formal testing in information literacy. Rural schools are also the most likely to conduct formal testing of IL instruction efforts.

Table 19. How are your school's information literacy instruction efforts assessed? —Respondents by type of school, region, and metro status

	Type of School			Region				Metro Status			
	Middle school only	High school only	Both MS and HS	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Performance based	42%	36%	38%	42%	39%	31%	44%	45%	37%	37%	38%
Informal assessment	28%	23%	34%	25%	30%	20%	32%	26%	24%	26%	32%
Formal testing	15%	10%	9%	6%	15%	12%	15%	8%	12%	12%	15%
Other	10%	11%	9%	12%	9%	6%	13%	8%	10%	11%	11%
We do not assess	33%	39%	34%	33%	34%	46%	32%	41%	37%	34%	32%

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Final Thoughts

At the end of the survey we asked respondents to share any final thoughts about information literacy instruction. Here is a sample of their responses.

- All middle school students should be required to take an information literacy class for their first semester of 6th grade to launch them in the right direction towards a lifelong skill they need to learn.
- Although I have great moral support for my library, information literacy instruction is not a priority for my administration and so there is a wide range in interest in it among teachers—from none to quite a bit. It makes it very hard to deliver a consistent program of instruction.
- As information continues to change, so must literacy instruction.
- I feel my district does not spend enough time or provide adequate resources on information literacy. I think this needs to be publicized at the top levels where the overall spending decisions and broad curriculum decisions are made.
- English teachers use this while other subjects just wing it or do not have the expectation that this is needed. I wish it was more collaborative and across the board that all research and final projects were using these methods for research.
- Even though the Common Core espoused the skills related to information literacy, few of the skills show up in formal assessments in any real way, so it is difficult for teachers to devote time to “non-tested” material. We have had some success with argumentative writing tie-ins of “citing evidence,” “evaluating arguments,” etc., and the new graduation capstone pathway in Ohio has also brought back an emphasis on these skills that is encouraging teachers to look at ways we can introduce these skills more in earlier years to prepare them for success on that project.
- Every library in the Portland Public Schools District has a teacher-librarian/media specialist who teaches appropriate information literacy lessons per grade level in line with the state Information Literacy Standards.
- I am frustrated that more departments (Science, Social Studies) don’t take more responsibility for having students research—and that we don’t do more throughout the 4 years of high school. Currently it’s 10th grade English. What student will remember all the components to research and how much time it takes when they get to college? We do not do enough prep work to get students truly “college ready.” AND administrators are clueless about libraries and librarians and information/academic literacy. Many administrators are clueless about supporting literacy in general—especially in light of all of the other things on their plate. And at the high school level, it’s very rare to find an administrator who encourages collaboration with libraries.
- I am happy to report that I have strong support from my administrators and that my high school is the first and only one in the state to have two certified librarians. We have buy-in from many teachers but there are still some reluctant to use our resources.

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- I am in the beginning stages of working with a department to create a scope and sequence for freshmen. There has never been an IL curriculum in place. Most faculty believe they are competent to deliver this type of instruction.
- I am still struggling to get complete buy-in for instruction at the elementary school. I work with the 5th graders, but would like to start at 3rd grade. I know it can be done as I have been in another district where they start formal instruction at 3rd grade.
- I believe the extent to which we as librarians can be effective and consistent with information literacy instruction is largely dependent on whether or not our administration portrays it to the staff as necessary. Content area teachers are so prescribed now with what they have to teach on which day and for how long, they often do not have time to allow even a day or two for me to teach their students and integrate info literacy into their content. This is a problem that will not see a solution until district level administrations not only see the critical value of it, but mandate including time/space for it in the various curricula.
- I do not think information literacy instruction taught in the library as a standalone class is beneficial or impactful. Instruction must be embedded within the curriculum and have relevance for learners in order to be successful.
- I have been working on lessons for classes for next year, but it's a bit of a hard sell since it hasn't really been emphasized as a necessary part of the curriculum. I feel that it could be taught as an integrated part of several curricula (ELA, social studies, science). When it becomes more district or state-directed, then it will be easier to generate interest in lessons.
- I noticed an early question framed this survey as preparation for post secondary school. It is important for ALL students no matter what they do after high school graduation to have robust information literacy skills.
- I struggle with consistency of applying the information literacy instruction. It is reinforced by curriculum specialists more so in some disciplines than others. So I will have my sixth graders properly citing their sources, but not always in 8th grade.
- I suppose there are people out there that cannot wrap their head around how to teach this, but as a former high school journalism and AP English Lang teacher and a certified librarian, these are the topics I was made to teach. I cannot see ever purchasing any info literacy materials when as a specialist in information literacy I create my constantly changing curriculum.
- I teach an information literacy course to 10th graders. I think it needs to be taught sooner but it doesn't fit into the student schedules until 10th grade. I know some teachers try to teach some research skills prior to 10th grade, but not all. I used to teach in the elementary and I tried to teach information/research skills there starting in Kindergarten. I don't believe they are taught there any more. I would like to collaborate more with the local college on the information/research skills especially now that our juniors and seniors are taking college classes there. I do try to collaborate with my high school teachers and my information literacy class and/or prepare my classes for what they will do in the coming years with those

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teachers and so those teachers know what the students know they've been taught. I think it's a huge skill they should all know regardless of whether or not they are going to go to college or not.

- I think more states need to follow South Carolina's rule for public schools that each school have a dedicated, certified librarian/library media specialist. One librarian for multiple schools does not help our students. In the digital age, with social media pressures, fake news, etc., students need librarians in schools now more than ever!
- I think the trend of less certified librarians in public schools and less clear roles for the librarian that are in public roles has impacted less information literacy instruction. Unfortunately, many of my colleagues are now in charge of maintaining the one to one devices on top of their other responsibilities. Further, so many elementary buildings are without a librarian or a tech integration specialist and as students are so hands on with tech, even BEFORE entering pre-school, focusing on these skills at the high school level seems too late.
- I try each year to work with instructional technology folks in my district, but they simply show no interest in collaborating. I try to share research showing how first-year college students struggle with information literacy skills, but it has fallen on deaf ears. I fully believe in the important of embedding information literacy skills across the curriculum in high school classrooms, and have even published articles in professional journals on the subject. But if the school administration and teachers do not have the same values, it won't be done. Too many high school teachers simply do not require citations or finding information beyond quick Google searches.
- I wish it was required of all students/teachers to take a course, visit the library a certain amount of times, or some other structured way to make sure this instruction is provided effectively. I feel it is a bit haphazard here at this time.
- I'd love to teach a class on information/media literacy which includes ethics, messages, critical thinking about info, how to spot bias/filters, and how to know when being message manipulated. Unfortunately, with small schools it means some other elective would have to be taken out so I teach it just to my student techs.
- Illinois just passed a law stating that Information Literacy may be taught in the high schools and that the state will provide a curriculum for it. The problem is, in Illinois, too many of the districts and schools have cut librarians so "if" this curriculum is added, it will become part of the English/Language Arts program. This is unfortunate because it is librarians who are the specialists and experts in such information!!!
- In our world of "fake news," teaching our students how to find accurate news sources and how to evaluate them is critical to have well-informed citizens.
- Information literacy instruction does not happen at my school, unless most of the teachers are doing it in their classrooms without involving me at all. As mentioned previously, there are a handful of teachers who do work with me, the library's resources (print and digital), request instruction and/or field trips to

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university library. Most teachers want to keep on doing what they have always done or don't have time to do something different. I feel very underutilized here. I also did not realize there were set curricula for ILI.

- Information literacy is primarily taught in English classes as part of the research process, but it is not taught in great depth. My school has offered a digital literacy class in the past which included a unit on information literacy, but I am unsure if it is still offered.
- It is as important as reading and literacy promotion. Teaching information literacy is a primary role of the librarian, regardless of grade level and obstacles. Information literacy instruction makes a balanced and standards-based practice.
- It is difficult for one librarian in a school of 700 students to offer comprehensive info lit instruction. Even if teachers fully cooperated there aren't enough hours in the week to see all classes equally.
- It is my intention to keep pushing for information literacy at my school. I am alone in the library, so it is hard to teach without closing the library. Only a handful of teachers are on board and willing to collaborate with me. It is an ongoing challenge, which I am determined to win.
- Lack of a district supervisor of the school library program impacts the lack of support from the school and district administration.
- My district (Harford County) has been working to transition to a guided inquiry model, especially for the library curriculum, but also more in the whole curriculum for the last few years. This year, we have had district-wide position cuts that have not affected library staffing but has affected the staffing of our district-level library administration, so I'm not sure if the same focus will continue in the coming year.
- My school library colleagues and I are increasingly concerned with the lack of digital literacy curriculum now that classrooms have Chromebooks. Teachers assume students have the skills necessary to academic research and writing, but they don't come to the physical library and miss out on lessons that had previously been collaborative between content teachers and librarians.
- Our district is building and hopefully implementing info lit curricula in the future; librarians often involve IL in their annual PD goals on which we are evaluated, but it is not expected or required.
- Students lack the time to develop questions that lead to greater insights in research. We are a high-performing school, and students seem to just want to get the right answer, not pursue a dead end that ultimately may lead somewhere valuable.
- Teachers do not have time to bring classes to the library or to have the librarian in the classroom. Very few teachers give research to students. The teachers who give research assignments explain very quickly about credible sources, citation and annotation. Each teacher has a different personal teaching style.
- Teachers provide instruction on website evaluation but don't require it when students actually do their research papers. It is inconsistent between teachers and only taught at junior year.

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- Teaching information literacy in my district is hit or miss. I am the only librarian and I serve three campuses. I also perform other duties outside the library and receive little admin or staff support for the library program. I do what I can.
- The biggest block to these skills are the faculty. I don't think they see these skills as important. They also feel so pressed for time covering their curriculum that these skills fall to the wayside.
- The biggest/best tool we can have is a teacher-librarian who is well-trained in EVERY school. No matter what tool you have, teachers do not have the training nor the time to teach these skills by themselves. They just are not familiar enough with current resources or citation tools...such as NoodleTools.
- The school districts are not taking information literacy seriously...I don't think the powers that be are aware of the importance of information literacy.
- The voluntary structure of teacher/librarian collaboration makes information literacy training more difficult.
- This is a new class we started this year. Previously ELA teachers took on topics such as fake news, plagiarism, and citations.
- To achieve any information literacy success the district needs to have consistent collaboration between the educators and school librarian. There also needs to be a K-12 professional librarian presence that can work with students not simply manage the libraries.
- Until recent budget cuts eliminated the paraprofessional position, I had a flexible schedule and collaborated with teachers in their classrooms. I reached every student in our school with literacy instruction. With my fixed schedule, I reach about 25% of students. Funding for paraprofessionals as well as librarians makes a big difference.
- Until the subject is addressed in state testing, it will never get the coverage it should in the classroom.
- We are lucky enough to partner with the public library system to create access for all students to their subscription databases.
- We have a significant amount of digital resources, but we do not purchase information literacy curriculum. As the librarian, I try to connect with teachers in meaningful ways to teach these skills but given all the other things teachers need to do, this information literacy tends to get pushed to the back burner more often than not. I think it is valuable and worthwhile, but cannot get teachers to give class time for it. We currently do not have any library orientation, but hopefully we will in the coming years.
- We have a very supportive AEA that provides a lot of support and databases to help with information literacy instruction. We just have such a limited time to hit all benchmarks...we need more time with students.
- We use Common Sense Media curriculum for some of the instruction.
- We use INFOhio which is paid for by the state for all to use. Testing, test scores, state takeovers, graduation rates, and state report cards have negatively influenced the way we teach.

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- We used to have a very comprehensive 7-10 day orientation for freshmen that covered the range from identifying an information need to finally presenting it to others. It got cut back, due to a variety of issues. Now, I have to cram it into 2 days, although some teachers come back for more detailed instruction later in the year, just before it is needed by students.
- We've placed a higher emphasis on digital literacy the last two years because of students' misuse of social media. Information literacy is still taught, but the additional time has been placed on what is considered to be the students' needs.
- You are welcome to peruse the website I have created that utilizes free resources on the web as well as ones provided to public schools in our state, NC.
www.WondersResearch.weebly.com

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Conclusions and Recommendations

In 2017, *Library Journal* conducted a survey of academic librarians about the first-year experience of students.⁹ In that survey, respondents estimated that only 28% of first year students enter their institution prepared for college-level research. This is despite the fact that, as the present survey discovered, 96% of high and/or middle schools teach *some* kind of information literacy. By the admission of many of our survey respondents, those efforts often lack the rigor that they require. A large part of the problem is simply time; with packed student (and teacher *and* librarian) schedules, slotting in a dedicated course or program in information literacy is often just not feasible. At the same time, many of our write-in respondents candidly admitted that higher-ups in the educational food chain (school and/or school district administrators) don't place a high premium on information literacy (or give lip service to it at best). In a lot of schools and districts, if something is not on a standardized test, it's simply not taught—regardless how important it may be.

Information literacy instruction often takes the form of practical application to actual school assignments—research papers, etc.—rather than a dedicated class or program. However, there is little oversight or assessment of these efforts.

Few schools and school libraries avail themselves of information literacy curricula already available, their primary resources being library association or state/local guidelines.

Partnerships between librarians and teachers, as well as between other kinds of libraries, are more often than not the exception rather than the rule, which is a shame because when crunched for time, it would be a benefit to have the responsibility for information literacy instruction divvied up amongst a variety of different parties.

We also found that a lot of information literacy skills are not taught until ninth grade—and sometimes even tenth. It's the feeling of many of our respondents that these skills should be introduced even earlier than ninth grade.

There is an opportunity here for publishers to offer materials that can instruct students on the fundamental principles of information literacy. (The challenge is that given the range of grades involved—which span from late childhood to early adulthood, no single program will suffice; such an offering will obviously need to be grade-/age-specific.) Affordability will be the other major criterion upon which such a program will be evaluated; as we all know, school libraries are not flush with cash. It's worth dedicating some time to reading through the open-ended responses to the "Perfect Source" question; these comments paint a very accurate picture of what librarians are looking for when it comes to information literacy instruction tools.

The state of information literacy education needs to be addressed if we are to properly prepare high school students for the rigors of college research—and, perhaps even more importantly, making properly informed decisions in a later adult life steeped even more thoroughly in the Internet and social media.

⁹ See http://mediasource.formstack.com/forms/2017_first_year_experience_survey.

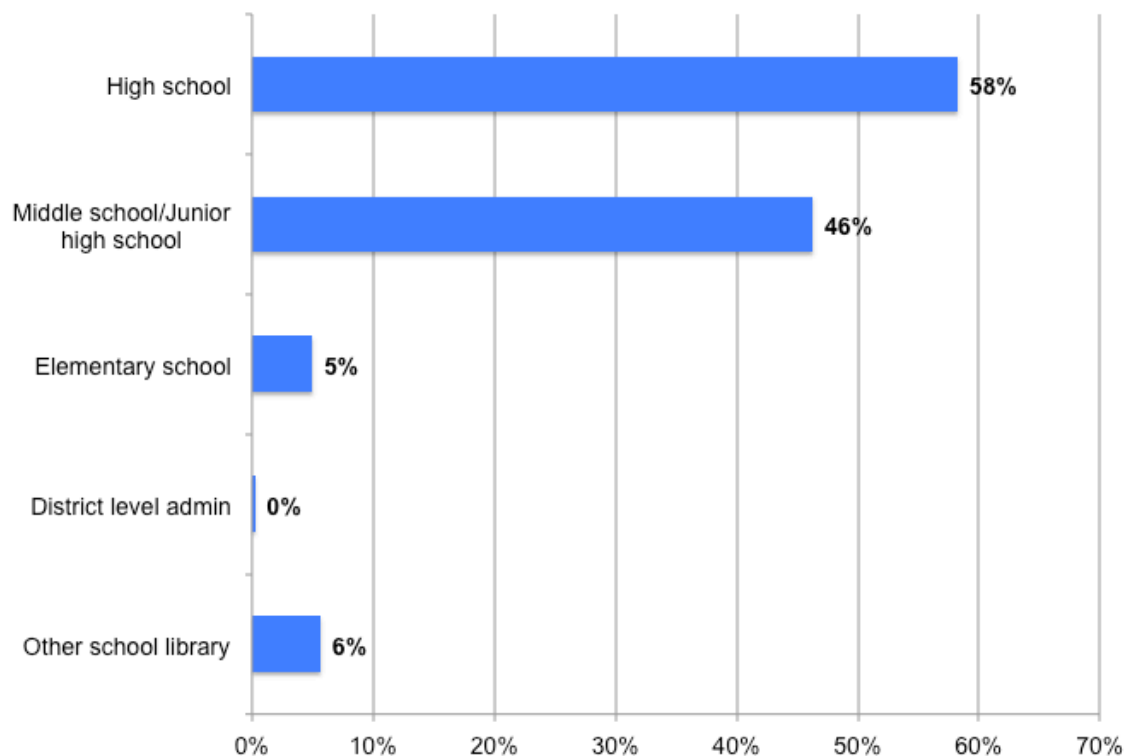
Demographics

This section provides a profile of the respondents to our survey.

Type of School

More than one-half (58%) of our respondents are high school libraries, 46% are middle school libraries. Eleven percent are elementary or other kinds of school libraries. (Multiple responses were permitted to this question.)

Figure 37. What type of school library do you work in? —All respondents



n=443

Table 20. What type of school library do you work in? —Respondents by region and metro status

	Region				Metro Status			
	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
High school	67%	55%	57%	54%	62%	52%	60%	68%
Middle school/Junior high school	38%	50%	53%	44%	39%	49%	46%	48%
Other school library	5%	5%	6%	8%	7%	3%	7%	9%
Elementary school	4%	5%	8%	3%	6%	2%	5%	12%
District level admin	0%	0%	1%	0%	0%	1%	0%	0%

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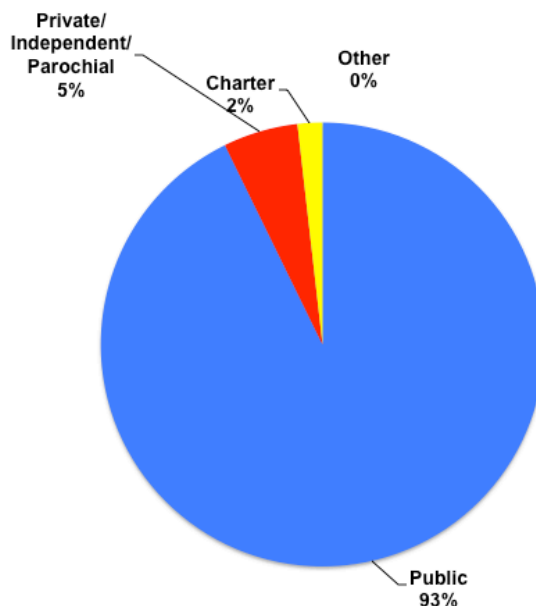


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Figure 38. Is your school...? —All respondents

The majority of our respondents work in public schools (93%), with only 5% in parochial or private schools and 2% in charter schools.



n=441

Table 21. Is your school...? —Respondents by type of school, region, and metro status

	Type of School			Region				Metro Status			
	Middle school only	High school only	Both MS and HS	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Public	96%	93%	83%	89%	91%	97%	94%	87%	93%	93%	99%
Private/Independent/Parochial	3%	6%	10%	8%	6%	2%	5%	7%	7%	4%	1%
Charter	1%	1%	7%	3%	3%	1%	1%	6%	1%	2%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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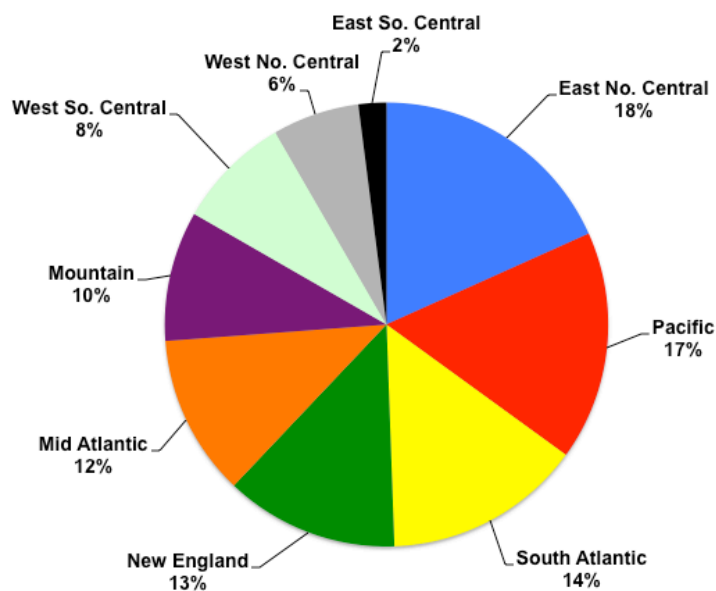
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Geographical Region

Survey respondents are fairly well-distributed around the country.

Figure 39. Where is your school located? —All respondents



n=443

Table 22. Where is your school located? —Respondents by type of school and metro status

	Type of School			Metro Status			
	Middle school only	High school only	Both MS and HS	Urban	Sub-urban	Small Town	Rural
East No. Central	18%	15%	29%	25%	14%	16%	23%
Pacific	22%	16%	3%	24%	19%	12%	9%
South Atlantic	15%	14%	14%	13%	16%	12%	14%
New England	11%	15%	7%	8%	13%	18%	10%
Mid Atlantic	8%	14%	15%	7%	16%	11%	8%
Mountain	7%	10%	14%	8%	8%	7%	18%
West So. Central	8%	8%	12%	8%	5%	14%	9%
West No. Central	7%	6%	7%	5%	7%	5%	6%
East So. Central	4%	1%	0%	1%	2%	4%	1%

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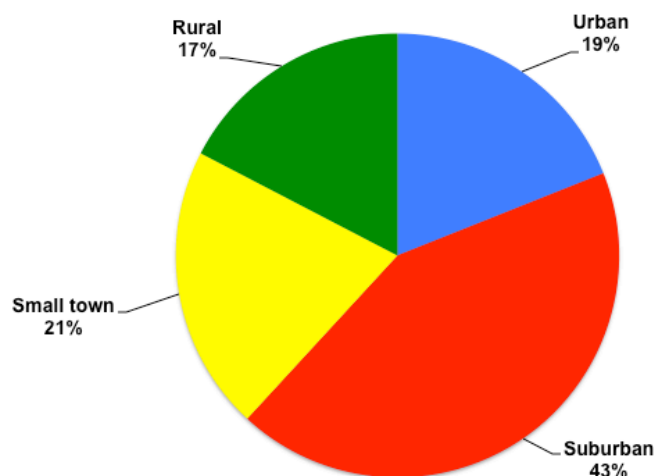


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Figure 40. How would you describe the area in which your school is located? —All respondents

Forty-three percent of our respondents were from suburban areas, 21% were from small towns, 19% from urban areas, and 17% from rural areas.



n=443

Table 23. How would you describe the area in which your school is located? —Respondents by type of school and region

	Type of School			Region			
	Middle school only	High school only	Both MS and HS	North-east	South	Midwest	West
Urban	17%	21%	15%	12%	17%	23%	23%
Suburban	51%	43%	19%	50%	40%	38%	44%
Small town	20%	20%	25%	25%	25%	18%	15%
Rural	12%	15%	41%	13%	17%	21%	18%

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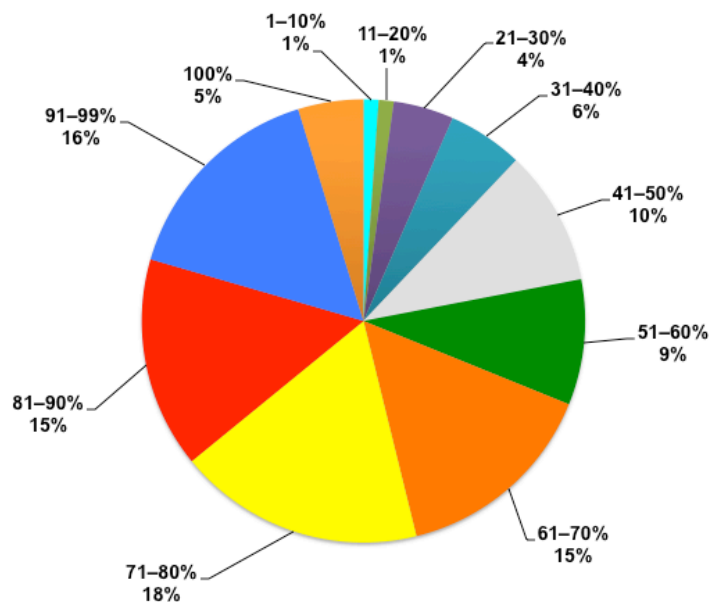
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College-Bound Students

On average, 68.8% of respondents' 12th grade students were headed to a two- or four-year college.

Figure 41. What percent of your school's 12th graders would you estimate plan to attend a two-year or four-year college? —High school respondents

Mean: 68.8%



n=273

Table 24. What percent of your school's 12th graders would you estimate plan to attend a two-year or four-year college? —High school respondents by region and metro status

	Region				Metro Status			
	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
0%	0%	0%	0%	0%	0%	0%	0%	0%
1-10%	1%	0%	0%	3%	0%	2%	2%	0%
11-20%	0%	2%	2%	1%	0%	0%	2%	4%
21-30%	1%	9%	6%	1%	4%	4%	5%	5%
31-40%	4%	11%	3%	4%	11%	2%	8%	4%
41-50%	4%	8%	14%	15%	11%	7%	8%	16%
51-60%	3%	9%	15%	10%	16%	7%	3%	12%
61-70%	9%	19%	17%	16%	13%	11%	22%	18%
71-80%	21%	14%	21%	15%	11%	17%	22%	23%
81-90%	24%	9%	12%	15%	16%	19%	12%	12%
91-99%	22%	14%	11%	15%	11%	25%	14%	5%
100%	11%	5%	0%	3%	7%	7%	2%	2%
Average %	78.7	63.8	64.4	66.5	66.6	75.0	65.8	62.6

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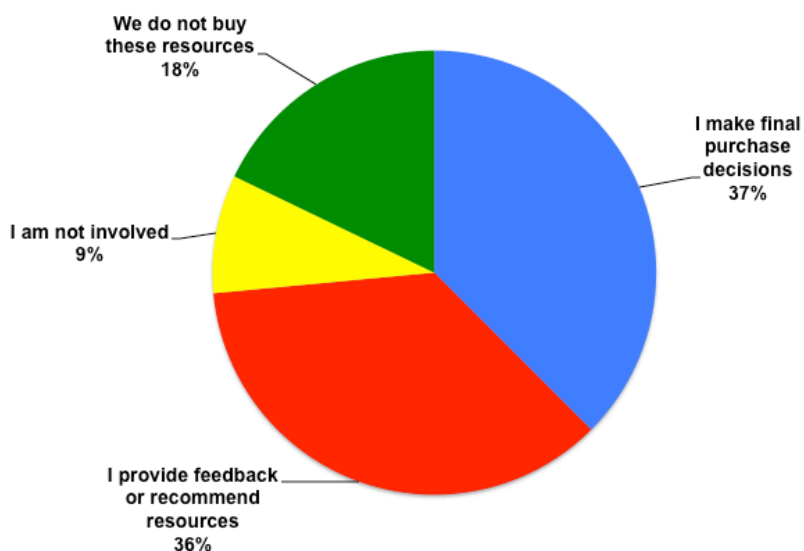
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Purchasing Digital Resources

Thirty-seven percent of respondents personally make final purchase decisions when it comes to digital resources to support information literacy instruction, while a further 36% provide feedback or recommend resources. Nine percent are not involved at all, while 18% don't purchase digital resources to support information literacy instruction.

Recommendation or Purchasing Authority

Figure 42. Are you involved in the recommendation or purchasing process of digital resources to support information literacy instruction? —All respondents



n=336

Table 25. Are you involved in the recommendation or purchasing process of digital resources to support information literacy instruction? —Respondents by type of school, region, and metro status

	Type of School			Region				Metro Status			
	Middle school only	High school only	Both MS and HS	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
I make final purchase decisions	25%	44%	48%	54%	25%	40%	30%	33%	34%	47%	40%
I provide feedback or recommend resources	38%	35%	33%	35%	35%	33%	41%	33%	39%	29%	38%
I am not involved	14%	6%	3%	1%	17%	5%	12%	13%	10%	2%	7%
We do not buy these resources	23%	14%	18%	10%	23%	22%	17%	20%	16%	23%	15%

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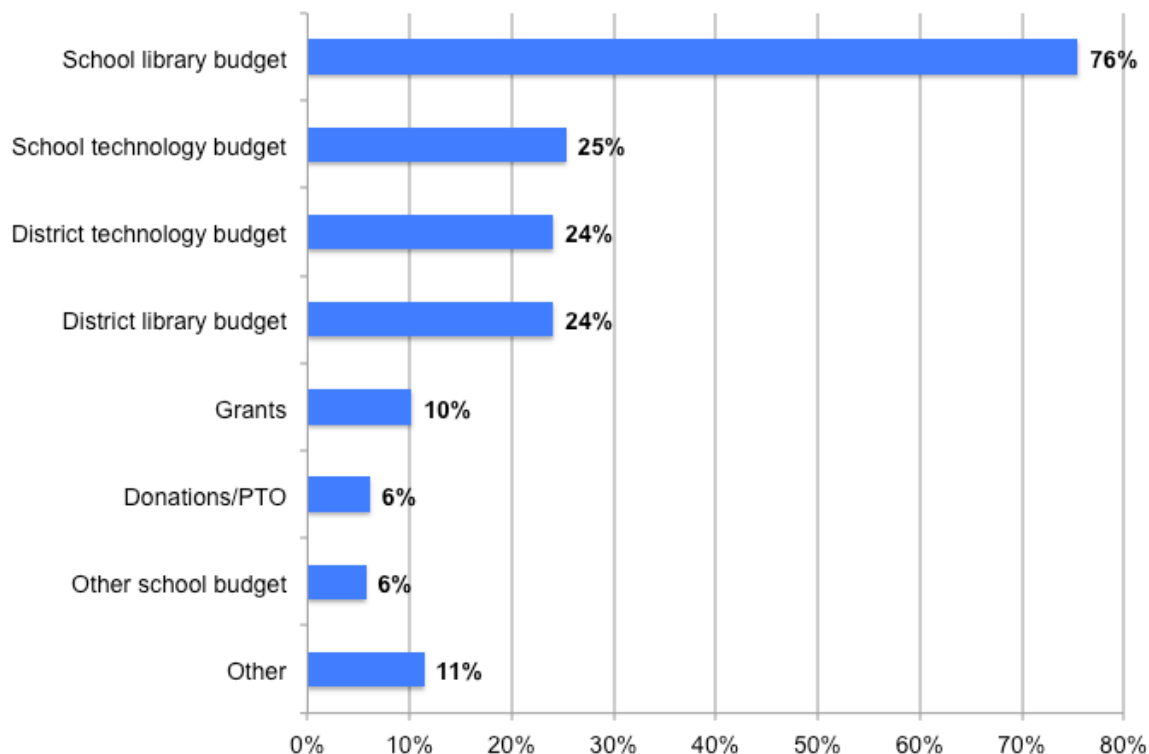
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Money for Resources

Of those institutions that do purchase digital resources, 76% say the money for these resources comes from the school library budget.

Figure 43. Where does the money to pay for digital resources for information literacy instruction come from? —All respondents



n=245

Table 26. Where does the money to pay for digital resources for information literacy instruction come from? —Respondents by type of school, region, and metro status

	Type of School			Region				Metro Status			
	Middle school only	High school only	Both MS and HS	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
School library budget	69%	79%	77%	84%	62%	71%	80%	68%	77%	72%	83%
School technology budget	24%	26%	26%	27%	30%	19%	25%	20%	23%	20%	43%
District library budget	32%	23%	10%	11%	32%	36%	24%	30%	31%	14%	12%
District technology budget	33%	24%	3%	16%	30%	27%	27%	30%	27%	28%	7%
Grants	15%	7%	10%	6%	10%	17%	9%	8%	9%	14%	12%
Donations/PTO	9%	4%	6%	4%	4%	10%	7%	5%	7%	4%	7%
Other school budget	10%	4%	0%	1%	8%	7%	9%	3%	6%	8%	5%
Other	10%	11%	16%	10%	8%	15%	13%	18%	8%	14%	12%

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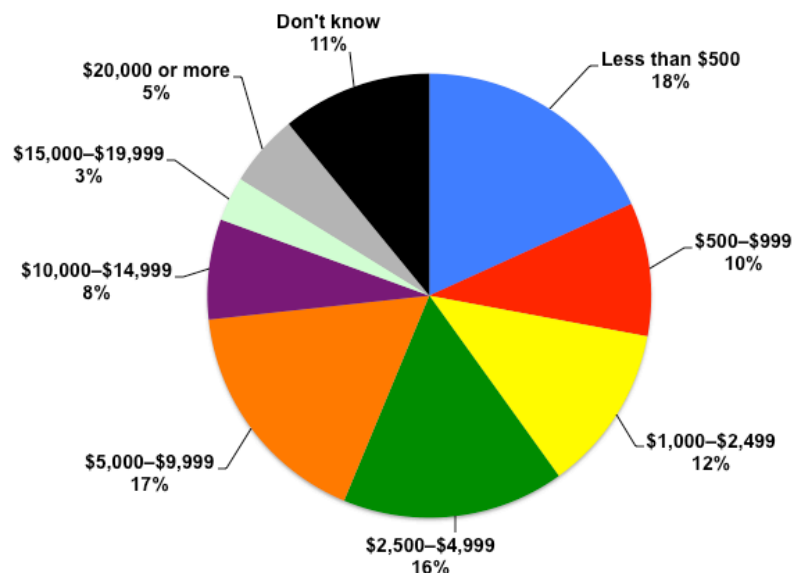
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Amount Spent on Digital Resources

On average, middle and high school libraries spend \$6,500 on digital resources for information literacy instruction. There are some large outliers, as the median spending on these resources is \$3,200.

Figure 44. Approximately how much did your library spend on digital resources for information literacy instruction in the current school year? —All respondents

Mean: \$6,500/Median: \$3,200



n=247

Table 27. Approximately how much did your library spend on digital resources for information literacy instruction in the current school year? —Respondents by type of school, region, and metro status

	Type of School			Region				Metro Status			
	Middle school only	High school only	Both MS and HS	North-east	South	Midwest	West	Urban	Sub-urban	Small Town	Rural
Less than \$500	31%	12%	16%	5%	34%	20%	21%	28%	18%	8%	21%
\$500–\$999	14%	8%	6%	6%	10%	8%	16%	8%	10%	12%	9%
\$1,000–\$2,499	15%	11%	9%	11%	12%	8%	18%	15%	9%	20%	9%
\$2,500–\$4,999	12%	16%	28%	16%	18%	19%	12%	20%	13%	18%	19%
\$5,000–\$9,999	8%	23%	16%	26%	10%	15%	12%	10%	21%	14%	16%
\$10,000–\$14,999	1%	11%	6%	12%	4%	8%	2%	3%	8%	16%	0%
\$15,000–\$19,999	0%	4%	6%	7%	0%	2%	2%	0%	3%	6%	5%
\$20,000 or more	5%	6%	3%	9%	4%	3%	4%	3%	7%	4%	5%
Don't know	14%	9%	9%	7%	8%	15%	14%	15%	11%	2%	16%
Mean (\$ thousands)	5.6	7.0	6.0	8.3	4.3	8.2	3.9	3.2	8.1	6.5	4.9
Median (\$ thousands)	0.9	4.7	3.7	6.2	1.2	3.2	1.5	1.7	3.9	3.7	2.8

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Methodology and Questionnaire

The Information Literacy Survey was developed by *SLJ* Research in conjunction with Credo Reference. A survey invitation was emailed to a selection of middle and high school libraries on April 26, 2019. The survey closed on May 14 with 443 responses.

The data was tabulated and analyzed in-house by *SLJ* Research. The responses are unweighted.

Responses were segmented in this report by type of library, region, and metropolitan status (urban, suburban, small town, or rural). Type of library includes exclusively middle school and exclusively high school respondents. Schools that serve both middle school and high school students appear in their own category.

Questionnaire

Demographics

1. What type of school library do you work in? Check all that apply.

Elementary school library [thank and end survey]

Middle school/Junior high school library

High school library

Other school library (K-8, K-12, etc.)

District level administrators [please answer the remainder of the survey with respect to the largest high school in your district]

Do not work in a school library [thank and end survey]

2. [If other school library] Does your library serve students in any grades below? Check all that apply.

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

None of the grades listed [thank and end survey]

3. Is your school...?

Public

Private/Independent/Parochial

Charter

Other, please specify: _____

4. Where is your school located? [Please select from drop down menu of states]

5. How would you describe the area in which your school is located?

Urban

Suburban

Small town

Rural

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6. [If high school] What percent of your school's 12th graders would you estimate plan to attend a 2-year or 4-year college?

- 0%
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-99%
- 100%

For the purposes of this survey, information literacy instruction refers to teaching research skills that enable students to discover and evaluate resources, and how to use information effectively and ethically by thinking critically.

7. To what degree do you think information literacy instruction is important in preparing students for post-secondary education?

- Extremely important
- Important
- Somewhat important
- Not too important
- Not at all important

8. Who provides information literacy instruction in your school? Check all that apply.

- Classroom teachers
- Librarian (Library Media Specialist, Teacher Librarian, etc.)
- Technology specialist
- Other, please specify: _____
- Information literacy is not taught at my school

[If Librarian does not teach in Q8, skip to Q23]

9. How does your library provide information literacy instruction? Please check all that apply.

- Point of need/One-on-one with students
- In collaboration with the classroom teacher
- Library orientation/instruction
- Digital resources on library website
- Other, please specify: _____

10. What types of resources do you use to support your information literacy instruction? Check all that apply.

- Apps
- Citation management tools
- Databases
- Information literacy skill development curriculum
- Open content
- Print materials
- Videos

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Other, please specify: _____

11. Other than traditional information databases that offer magazines, newspapers, ebooks, etc., does your library purchase or subscribe to any dedicated resources to teach information literacy?

Yes, please list resources: _____

No

12. If you could dream up or invent the perfect resource to help you support information literacy in your school, what would it look like? _____

13. [If classroom instruction in Q9] How embedded are library-provided digital information literacy resources in your school's learning management system/website for the following subject areas?

	Not at all embedded	Slightly embedded	Highly embedded
English Language Arts			
Science			
Social studies			
Math			
Other, please specify:			

14a. Do you introduce concepts included in the ACRL Framework for Information Literacy in your own instruction?

Yes

No

14b. If no, do you use any other standards?

Yes, briefly name: _____

No

15. How often are you, as the librarian, actively engaged in information literacy instruction with students? And how often do you partner with classroom teachers in information literacy instruction?

	Daily	Weekly	Monthly	Once a semester	Less often	Never
Information literacy instruction with students						
Partner with classroom teachers in information literacy instruction						

16. [If daily, weekly, monthly, once a semester] In what ways do you partner with your teacher peers to provide information literacy instruction?

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17. [If middle school] Which concepts are covered in your information literacy instruction for middle school age students? Check all that apply.

Search strategies (open-web or database)

Evaluating information

Using information responsibly

Other, please specify: _____

18. [If middle school] Do you partner with any libraries to better prepare students for the information literacy skills they will cultivate as they move up? Check all that apply.

Local high school library

Public library

Other, please specify: _____

Do not partner with other libraries

19. [If high school] In what grades are the following information literacy skills first introduced to students?

	Prior to grade 9	grade 9	grade 10	grade 11	grade 12	n/a
Database search strategies						
Search engine strategies						
Pre-search planning						
Establishing authority in all types of information sources						
Critically evaluating information quality/usefulness						
Recognizing types of sources/publication types						
Seeking multiple perspectives						
Using evidence to investigate questions & support arguments						
Developing strategies for collecting, organizing, and sharing information						
Use of citation management tools and strategies						
Information ethics (why attribution and citation are important)						
Demonstrating safe, legal, ethical information practices						
Effectively using open web resources such as Google Scholar, Google News, etc.						

20a. [if high school] Do you partner with libraries in local junior high/middle schools to better prepare students for the information literacy skills they will be cultivating in high school?

Yes

No

20b. Do you partner with the local public library to help students learn information literacy skills?

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Yes

No

21. [If high school] Do you partner with libraries in any post-secondary institutions to better prepare your students for the post-secondary environment?

Yes

No

22. [If yes] In which ways do you collaborate with librarians in post-secondary institutions? Check all that apply.

Academic librarian visits the school

Examine academic library website

Visit local academic library

Students are encouraged to visit and use academic library

Academic library accepts school ID

Collaborative information literacy instruction program

Other, please explain: _____

23. What are the challenges your library faces with information literacy instruction? Check all that apply.

Lack of staff resources

Lack of time

Limited budget

Lack of faculty support

Lack of support from administration

My own limited professional development

Other, please specify: _____

None

24. How are your school's information literacy instruction efforts assessed? Check all that apply.

Performance based

Formal testing

Informal assessment, please explain: _____

Other, please explain: _____

We do not assess

25. [If high school] Does your school have set goals for preparing students for college research?

Yes, please explain: _____

No

26. Are you involved in the recommendation or purchasing process of digital resources to support information literacy instruction?

I make final purchase decisions

I provide feedback or recommend resources

I am not involved

We do not buy these resources

[If librarian not involved in Info Lit instruction in Q8, skip to question 29]

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27. [if they purchase] Where does the money to pay for digital resources for information literacy instruction come from? Check all that apply.

School library budget

School technology budget

Other school budget, please specify: _____

District library budget

District technology budget

Grants

Donations/PTO

Other, please specify: _____

28. [If they purchase] Approximately how much did your library spend on digital resources for information literacy instruction in the current school year?

Less than \$500, please specify \$: _____

\$500 - \$999

\$1,000 - \$2,499

\$2,500 - \$4,999

\$5,000 - \$9,999

\$10,000 - \$14,999

\$15,000 - \$19,999

\$20,000 or more, please specify \$: _____

Don't know

29. [Optional] Please use the space below for any additional comments you have about information literacy instruction.

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