Department of Education

Testimony of the New York City Department of Education
on the Availability of Certified School Librarians in NYC Public Schools

**Before the NYC Council Committee on Education, Committee on Cultural Affairs,
Libraries & International Intergroup Relations, and the Select Committee on Libraries**

May 6, 2013

Gregg Betheil, Executive Director of School Programs & Partnerships

Good morning Chairs Jackson, Van Bramer and Gentile, and members of the Committees on Education, Cultural Affairs, and the Select Committee on Libraries. My name is Gregg Betheil, Executive Director of School Programs & Partnerships in the Division of Academics, Performance and Support at the New York City Department (DOE) Education. Among my responsibilities at the Department is oversight and support of the Office of Library Services. I am joined today by Richard Hasenyager, our Director of Library Services and Larry Becker, DOE's Chief Executive Officer of the Division of Human Resources. Thank you for the opportunity to discuss library services in New York City public schools.

At the outset, I would like to thank the City Council for its long-standing commitment to supporting school libraries. This year alone, the Council has directed several million dollars to schools to support library and media center upgrades and renovations and to cover the costs of computers, Smart Boards and furniture. With your help, the support of the City's three public library systems and our other partners, we are beginning to make headway toward providing library services to all students across our schools. This is especially valuable as we continue to raise expectations for teaching and learning to ensure that all students are college and career ready.

State Commissioner's Regulation 91.2 outlines staffing levels for secondary school libraries based on the number of students in a school. The regulation allows for shared or itinerant librarians in schools with 700 or fewer students. It also allows for the delivery of library services in schools through "equivalent service" "provided by an alternative arrangement approved by the commissioner."

Currently, the Department employs 333 certified librarians, with 300 providing library services in secondary schools. As you know, over the past several years, the Depatment has experienced several budget reductions, driven by cuts in federal and State funding. The City, with your support, has worked to try to fill gaps, but principals are still required to make difficult choices among competing priorities. With these fiscal challenges, schools across the City are working creatively to provide library services to students. Many campus schools are maximizing their resources by sharing library services and the costs of a librarian. Others are assigning teachers to the library, using parent volunteers, and the internet to access online information and databases. Some are creating smaller classroom libraries and media rooms to promote research and reading across classrooms.

That said, we clearly have more work to do. High quality 21st century library programs play an invaluable role in our mandate to prepare all students for college and careers. Our students deserve access to effective library programs with up-to-date resources, and the opportunity for powerful learning experiences.

We have already taken concrete steps to improve our principals' ability to hire highly qualified school librarians, as required by §91.2. These efforts include:

1. Educating school leaders and school support teams about the regulation and benefits of a quality school library program.

2. Allowing principals to request an exemption from the DOE hiring freeze in order to hire qualified librarians from outside of the Department.

3. Promoting cost sharing among small schools in order to meet the requirements of the regulation.

4. Exploring pathways for teachers assigned to secondary school libraries to become fully certified.

5. Partnering with the Institute of Museum and Library Services (IMLS), which recently awarded a grant to educate up to 15 NYC teachers to become certified librarians.

We are also in contact with the State to explore opportunities for the flexible delivery of equivalent library services where appropriate, and will seek formal approval from the Education Commissioner later this summer.

In addition to our efforts to address staffing, the Department's Office of Library Services is supporting school libraries, librarians and teachers assigned to the library in the areas of instruction, professional development, collection development, and program administration.

The Office of Library Services helps schools develop strong K-12 library programs that promote information fluency and the implementation of the Common Core Learning Standards (CCLS), which aim to prepare students for both college and careers. These programs help foster a love of independent, life-long reading while helping students learn the skills required to locate, evaluate, select and organize information, as well as draw conclusions. In our increasingly digital world, these programs also support students' understanding of ethical behavior in digital environments. In addition, our library team is working to provide access to a broad array of resources for use in Common Core-aligned instruction and prepare librarians to be resource experts in their schools.

The Library Services staff provides consultation and professional development to help schools strengthen their library programs. Annual conferences and specialized workshops offer training in library automation, and Common Core Learning Standards integration. Over the past three
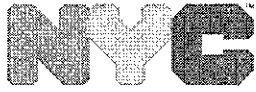
years, 1,341 librarians and teachers assigned to the library have participated in professional development offered by the Office of Library Services. Some examples of this support include:

- Our **Annual Spring Conference** at the New York Public Library, which is a full-day professional development conference. This year's, workshops will focus on Common Core State Standards implementation through the library program and building a 21st-century library program. Presentations offered by building-level librarians will inspire and stimulate participants to implement new and innovative instructional practices in their own school library programs. Exhibits include information on summer reading, e-resource integration, primary sources and digital citizenship.

- **Professional Development for Newly Assigned Library Personnel**: This is a three-day course, designed for educators with three or fewer years in the library, and focuses on creating and maintaining an effective library program. It also covers instruction aligned with the Common Core Standards and ways to develop a collection that supports the needs of students and teachers in the school community.

- **Automation Training:** This series of workshops provides introductory-through advanced-training in the use of our automated library platform. Workshops cover how to build a basic library home page for the library automation system catalog, as well as procedures for managing an online catalog.

- **Common Core/ Information Fluency Continuum Workshops:** Participants work in teacher-librarian collaborative teams to refine their Common Core lesson-planning skills and learn how to identify and locate complex informational texts (articles, book excerpts, encyclopedia articles) for instruction planning and design.

The Fund for Public Schools is a valued partner of our school libraries. Most recently, the Fund has provided funding or support for the following programs:

- **Library REACH Grants** support schools in high-need communities, allowing eligible schools to apply for up to $10,000 to upgrade their books, technology, and furniture for their library. In 2012-2013, 15 schools received a Library REACH grant.

- **New Yorkers Read** provides books and other resources to schools to encourage students to read non-fiction texts. In 2012-2013, 67 schools participated.

- **Family Reading Nights** help librarians, parent coordinators, reading coaches, and/or teachers to engage elementary students and their families in after-school literacy activities. The program provides reading incentives and books to students for their homes and support to families to improve reading techniques. The final family reading night connects parents and students with their local public library branch for summer reading. This school year, 71 schools are participating in Family Reading Nights.

We also continue our strong partnerships with the City's three public libraries. MyLibraryNYC is a pilot program of the NYC Department of Education and the Brooklyn Public Library, New York Public Library (serving The Bronx, Manhattan and Staten Island) and Queens Library. The project was originally launched to meet the New York State Library Systems' expectation that the City develop a "union catalog" allowing the search and discovery of library resources across school collections.

MyLibraryNYC encourages student reading by expanding student and teacher access to public library books and removing common barriers to borrowing them. The program offers book delivery to schools and fine-free borrowing for educators and students. Through their computers, smart phones and tablets, students can search their school collection or access more than 17 million digital and print resources in the catalogs of the public libraries, including downloadable books, music and movies.

In the current school year, MyLibraryNYC reached 292 schools. The program was targeted to schools with a certified school librarian and automated library catalogs. For the 2013-2104 school year, we have invited 686 schools to continue or to join the program. MyLibraryNYC is expected to expand to more schools each year until the program is available throughout the school system. In collaboration with MyLibraryNYC, the DOE has been working with schools to transition schools to Destiny Library Manager for library automation. This includes automating school libraries that are still using cards and pockets to check out books, and to transition libraries that have older automation products. This school year, we have automated or migrated 71 libraries to Destiny.

Summerreading.org is the summer reading website of the three NYC public library systems in partnership with the Department of Education. The New York City summer reading program is designed to fight "Summer Slide", the phenomenon in which students who don't read over the summer lose some of the reading skills they developed during the previous school year, which they need to relearn in September. We encourage students to get involved in the NYC summer reading program by creating accounts on summerreading.org, visiting public libraries and inviting librarians to visit schools.

Reading opens our students to worlds they might not otherwise enter, and helps prepare them to succeed in college or a career. A library card represents access to a world of information—in books and magazines, in film and, increasingly, in digital form on e-readers, tablets and computers.

The Department continues to engage in a concerted, ongoing effort to encourage all students to obtain a public library card. For example, in accordance with Local Law 8 of 2010, enacted by the City Council under the leadership of Chairs Jackson and Van Bramer, at the start of each school year we distribute an Expect Success Guide to every public school student and family. The guide—which is translated into nine languages—includes a library card application and dedicates a section to explaining how parents and students may apply for a free library card and details the many resources offered by the three public library systems.

Department of Education

Additionally, as part of our expanding partnership with the City's public libraries, in the last two years, we have issued over 1.5 million library and enhanced My LibrayNYC cards to our students and teachers.

Finally, during our annual Pre-K enrollment drive, we send parents information on how to obtain a library card and directions to their local branch. Representatives from the public libraries attend Pre-K information sessions in all five boroughs, and explain how to obtain a library card and how to apply online using public computers.

As we experience significant transitions in how we access information, the need for robust libraries and skilled librarians to help us navigate that evolving information landscape has never been greater. We welcome the Council's ongoing support and partnership as we continue to revitalize our school libraries.

With that, I would be happy answer any of your questions.

TESTIMONY OF
THE UNITED FEDERATION OF TEACHERS

BEFORE THE
NEW YORK CITY COUNCIL

COMMITTEEON EDUCATION

COMMITTEE ON CULTERAL AFFAIRS, LIBRARIES AND INTERNATIONAL GROUP RELATIONS

&

SELECT COMMITTEE ON LIBRARIES

REGARDING SCHOOL LIBRARIES AND LIBRARIANS

MAY 6, 2013

Good afternoon Chairman Jackson, Van Bramer and Gentile and members of these distinguished committees. My name is Robert Astrowsky, and I am the Assistant Secretary for the United Federation of Teachers (UFT). On behalf of our members, I want to commend the Council for convening this hearing on the topic of school librarians, and to thank you for this opportunity to share our views on the subject.

At a time when schools are implementing new Common Core Learning Standards and looking for ways to strengthen college- and career-readiness among their students, the role of school librarians and library programs is critical. One needs to look only at the need to improve literacy and reading proficiency among our students, particularly those in high-needs communities, to understand the importance of strong library programs.

We live in an information age. Our students are using laptops, tablets, e-readers and other mobile devices as part of their daily lives. They are able to connect to anywhere in the world at any time. That change in our culture has changed everything about the way students read and study.

But while access to information has never been easier, having the skills to process and analyze that information is something that needs to be learned. It's not enough to know how and where to gather the right information; it's what you do with that information. It is learning how to discern what information is reliable and credible, and understanding how to use and synthesize that information to support your work. These are skills that the 21st-century workforce needs, and qualified librarians and strong library programs are key to making sure they get them.

Recognizing this, New York State education regulations rightfully require middle and high schools to have certified library media specialists in their buildings every day, either on a full- or part-time basis. Those same regulations also require all 7th- and 8th-grade students to receive at least one period per week in library and information skills.

Unfortunately, the current administration has largely ignored librarians and librarians, failing to fill the hundreds of vacancies that exist or provide additional librarians in schools where state regulations say they are required.

System-wide budget cuts have also limited the resources available for new materials and programs, leaving schools with outdated books and technology. It's worth noting that the DOE has kept two dozen librarians in excess instead of placing them in schools where they are needed.

Additionally, the establishment of campuses of small schools as a replacement to large high schools has led to the elimination of campus-wide libraries because the schools either need the space for classrooms, or they aren't able to effectively share resources. In some buildings that house a handful of schools, no one can agree on who would pay for library services.

As a result, hundreds of schools are not in compliance with the state regulations. In practical terms, that means that these losses, through cutbacks and attrition, have left school libraries inaccessible to the students because there is no staff to maintain them. This pervasive disinvestment is exactly the wrong direction to take.

We've been fighting the loss of children's library services for more than three years now. A few years ago, we urged the State Education Department to enforce its regulations, but that effort didn't get any traction. We then went to court and are waiting for a decision.

Regardless of the legal outcome, it's time to turn the page, so to speak, and move forward. There are several key steps that the next administration can take to reverse these troubling trends.

First and foremost, every school must have the proper library personnel and resources. Critics may argue that with so much technology in the hands of students, librarians are no longer needed. They miss the point, which is that librarians are exactly what we need to ensure students have critical information skills.

Secondly, the city need to work with the UFT and other advocates to push for a change in the state regulations in regard to elementary schools, which believe it or not, are not required to have librarians at all. If we as a society are serious about giving children a strong educational foundation in the early grades, then we need to provide those students with libraries and librarians.

Third, we need to work together to ensure that library and information skills are a requirement not just for 7th- and 8th-graders, but for every student, regardless of their age. Waiting until middle school to teach those skills means we're missing critical developmental years in a child's life.

And finally, we need to collectively support school libraries and librarians with the resources they need to create educationally purposeful programs and services relevant to today's students, who literally spend hours online every day reading and posting information. Librarians can help them make the most of this digital revolution by guiding and helping them learn new skills.

Again, thank you for this opportunity to testify on this important topic.

NEW YORK CITY COUNCIL

COMMITTEE ON CULTURAL AFFAIRS, LIBRARIES AND INTERNATIONAL INTERGROUP RELATIONS JOINTLY WITH THE COMMITTEE ON EDUCATION AND THE SELECT COMMITTEE ON LIBRARIES

HEARING ON THE AVAILABILITY OF CERTIFIED SCHOOL LIBRARIANS IN NEW YORK CITY PUBLIC SCHOOLS

MAY 6, 2013

Good morning. I am Jeff Roth, Vice President for Finance and Strategic Initiatives at The

New York Public Library. Joining me are Richard Reyes-Gavilan, Chief Librarian of the

Brooklyn Public Library and Bridget Quinn Carey, Chief Operating Officer of the Queens

Library. Thank you to the Committee Chairs, Council Member Van Bramer, Council Member

Jackson and Council Member Gentile, and the members of the committees who are here today.

Thank you also to Speaker Quinn and the entire City Council for your continued strong support

for New York City libraries.

Today we have an opportunity to touch on how public libraries enhance the educational

opportunities available in New York City as well as updating you on an innovative new program

that builds on our long history of supporting New York City's public school system.

MyLibraryNYC provides unprecedented access to critical books and materials to the City's 1.1

million students as they learn to deeply interact with informational resources as part of the

common core standards.

New York City's three public library systems are critical components of our City's

educational infrastructure. Working with the public school system and empowering students,

families and educators has long been central to the missions of all three libraries. Throughout our

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extensive branch systems, local librarians actively partner with schools and other educational providers to make the rich resources of the public library systems as accessible as possible to schools. Last year alone, New York City public libraries conducted over 10,000 outreach sessions for NYC schools, circulated 5 million youth-focused items, ran a large-scale citywide summer reading program, and offered unique borrowing privileges for educators.

Every day, in every community they serve, public libraries provide learning opportunities for all New Yorkers. Early learning programs and story times prepare students to enter the school system. During the afterschool hours, thousands of students turn to the library to help them with homework or research that deepens their school experience and helps lead them to success. Public libraries are especially critical to children of immigrant parents who, even when well educated, cannot help with school work in English. Libraries have a hand in helping displaced youth, youth who never made it to graduation and those preparing to head to higher education. Libraries in NYC are already doing a great deal to support the educational lives of our students. Interestingly, most people think libraries should do more. When the Pew Research Center polled Americans as to what programs public libraries should provide, the top response was "coordinating with schools to provide resources to kids."[1]

Expanding access to the world's knowledge through MyLibraryNYC

New York's public libraries have worked to improve our partnership with the public school system and deliver even better service to the City's school children.

Specifically, MyLibaryNYC creates a new, unified online catalog that integrates school and public library resources without barriers between them. Students can easily browse and

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[1] Zickhur, Kathryn, Rainie, Lee, and Purcell, Kristen. "Library Services in the Digital Age". Pew Research Center. January 22, 2013.

borrow from the public library's holdings, from their schools. They can request items to be picked up at the public library. Their teachers can request to have materials delivered directly to their schools on extended loans.

Schools and students benefit greatly. This seamless access to the 17 million items in the public libraries' circulating collections strengthens and supports school libraries. It provides new models of access to the quality texts and primary resources educators need to implement the common core in every classroom. It gives school librarians and teachers a much broader range of resources from which to educate. Leveraging the skills of trained librarians in schools and public libraries, MyLibraryNYC simply offers more possibilities and more chances for students to read, learn, and be inspired.

In addition to providing boundless access to reading materials, the new shared online catalog is itself a platform for innovation. Every school librarian, public librarian, teacher and student can now collaborate around reading lists and share commentary in a uniquely student-safe social network. New features for this online catalogue will continue to be developed through expert consultations and focus groups with potential users.

The MyLibraryNYC program was launched successfully as a pilot in 2011 at 84 schools in Manhattan, the Bronx and Staten Island. From the outset, the program showed great promise. In the first year, we found that students at participating schools were more than three times as likely as students at non-participating schools to have a book checked out from a public library. Last year, with the financial support of Citibank and the additional commitment of the DOE, the Brooklyn and Queens Libraries joined the pilot and it has now been implemented in 292 schools in all five boroughs and every City Council District. Eventually, all 1,700 New York City schools will be offered the opportunity to participate. As of last week, the majority of the participating schools were taking advantage of the program and 70,000 total books have

circulated. Response from educators and students has been overwhelmingly positive. Since its launch, we have been contacted by Chicago, Boston, Seattle, San Francisco, Sacramento and Los Angeles to explore how this could be deployed in other cities.

We have worked from day one with stakeholders including students, parents, teachers, school librarians, and public librarians to design and improve the program. Barbara Stripling, current head of the American Library Association, former head of NYC School Libraries and one of the world's foremost advocates for the importance of the school librarian helped define and design this program. We conducted a survey and assessment at the end of the first year. One of the key findings was that 89% of teachers reported that the program better equipped them to teach. We also learned, however, that more educator outreach and education was needed. To address this, we partnered directly with the United Federation of Teachers to better inform teachers about the program. We look forward to continuing to work closely with all our partners, including the DOE and the UFT to continually improve and refine MyLibraryNYC to have an even greater impact in the coming year.

Libraries in New York City continue to lead the nation in cutting edge programs and services that serve learners of all ages and backgrounds. MyLibraryNYC is just one example of an innovation that leverages technology and public-private partnerships to better serve the public. Our vision of New York City students having unmatched access to the world of information, paired with the best possible instruction and guidance will truly help ensure the greatness of New York for the next century. We thank you for the past support that allows us to continue to raise the bar on the way we serve all New Yorkers. We will look to you again this year to support us in this year's budget to keep libraries, and the millions of New Yorkers who benefit from our services, strong. Thank you for this opportunity to testify. My colleagues and I would be happy to take any questions that you have.

Council Hearing: New York City Council Hearing on School Librarians – May 6, 2013

I am so pleased to appear this morning before such a distinguished group to share some thoughts about the importance of school libraries, the work of school librarians and to highlight some of the key points impacting School Libraries that are contained in the *" Vision 2020 Plan for Library Service in New York State: Recommendations of the New York State Regents Advisory Council to the New York State Board of Regents"*. As you may already know, information presented in the report was the result of gathering input during the period from November 2010 to January 2012 from representatives of many diverse groups including professional associations, educational groups, educators at all levels, library professionals from all type of libraries, trustees, staff members and library users from all over New York State. The process included an online information opportunity for all New Yorkers to participate and there were also meetings held for participation from members of the library community.

I appear before you today as a Member of the Regents Advisory Council on Libraries which is also known among the library community as RAC. The Regents Advisory Council is the oldest advisory council in New York State, established on June 3, 1894, for the purpose of advising the Regents regarding Library policy. The RAC consists of (12) members who are appointed by the Board of Regents upon recommendation of the Commissioner of Education. All of us have held or currently hold leadership positions in the area of Library and Information Science. We come from different types of libraries and we have been selected to serve from different areas of the Empire State. This morning I speak to you as John Monahan, a life long New Yorker and career educator who began as a social studies teacher and continued for years as a certified school library media specialist at both the high school and elementary levels. Later as a school district administrator in two large districts with responsibility for Libraries and Computers, our school library programs were led by certified school library media specialists. These school librarians viewed themselves as teachers first, who as instructional leaders were committed to partnering with classroom and content area teachers in the design of curriculum and in the integration of technology for quality instruction . On Superintendent's Conference Days, these school librarians assumed leadership roles by volunteering to offer staff development workshops and professional trainings in the areas of research, inquiry based learning and technology. A few years later, upon assuming a regional leadership position as School Library System Director at Putnam/Northern Westchester BOCES, I worked to promote greater awareness of the multi-faceted and evolving role of the school library media specialist or school librarian in this relatively new century.

Knowledge of and leadership in the integration of emerging technologies, the awareness of new dynamic informational databases, the incorporation of Web 2.0 Tools for student learning and with a responsible active role in implementing the Common Core State Standards , the school librarian today not only welcomes these opportunities for more visible involvement in the overall school program but the librarian also should receive a greater level of awareness of this expanded role from teacher colleagues and administrators who work collegially in the school program of 2013.

John P. Monahan, Member, Regents Advisory Council on Libraries

This "evolving role" of the library professional that is referred to in this testimony is not only unique to school librarians. It is quite evident in other areas of library service as well. As you review the text of "Creating the Future: A 2020 Vision Plan for Library Service in New York State" presented to the Board of Regents in April 2012 , the (60) sixty recommendations call for a wide range of change including initiatives to assist libraries as they move to virtual services and meet the challenges of providing e-resources. There was also a recognition in the Vision 2020 report that the state's 7,000 libraries matter very much to the people of New York. There was consensus among respondents that libraries are adapting very quickly to ever changing technology and have continued to employ both traditional and contemporary methods to sustain their institutional commitment to several core values shared by all types. These values include a commitment to free and open access to information; the understanding that libraries and library professionals have the obligation to teach the tools of information literacy so that all users from the kindergartner to the octogenarian may effectively seek knowledge and skillfully evaluate information as appropriate; and lastly that the present generation has the responsibility to sustain the principles and institutions of an informed democracy for future generations to come. These themes resonate in this document through each type of library and library system.

At the New York Library Association Conference last November, the NY State Division of Library Development and members of the RAC hosted a session attended by 120 people to review the 60 recommendations and identify the most important priority recommendations for each library type. The "School Libraries " group with (39) thirty-nine participants identified their top priority recommendations at the meeting by unanimous vote. All (7) seven Library Groups decided on their respective key recommendations. The School Libraries Group identified two recommendations that were mentioned consistently through the information seeking period from November 2010 through January 2012.

RECOMMENDATION 10 – Adopt and implement a statewide information fluency curriculum framework, aligned with the New York State P-12 Common Core Learning Standards, which, through certified school librarians and a strong library program, will provide equitable access to information and digital literacy instruction and tools. Such a framework will further the schools' ultimate goal of preparing students, beginning at the elementary level, with the literacy and digital skills and knowledge needed for career or college.

Progress to date is very favorable for adopting a statewide information fluency curriculum framework aligned with the New York State Common Core Learning Standards. The Empire State Information Fluency Continuum was endorsed by the School Library Systems Association of New York State and is providing an invaluable resource to school librarians as they plan Common Core aligned collaborative lessons with content area teachers, classroom teachers and in developing their Student Learning Objectives (SLO's).

The inquiry skills and strategies articulated in the Empire State IFC are aligned with the CCLS and provide opportunities for librarians and teachers to engage in systemic collaborative planning as they incorporate the teaching of inquiry into the implementation of the CCLS through classroom instruction and project based learning.

John P. Monahan, Member, Regents Advisory Council on Libraries

According to many research studies, a collaborative approach by the school librarian and the classroom teacher is the most effective way to teach information fluency, inquiry skills and strategies.

- ***RECOMMENDATION 11** – Expand the existing Commissioner's Regulations (91.2) to require an elementary school librarian in every school to strengthen instructional leadership in meeting the P-12 Common Core Learning Standards, and enforce library staffing regulations in all public schools.

After experiencing the enthusiasm for the Empire State IFC and the popular acceptance for Recommendation 10, it is disappointing to read CR 91.2 in the present format. These regulations calling for a certified school library media specialist at the secondary level only are dated. These regulations were last addressed in 1971 and 1972. They have been in the Commissioner's Regulations since 1973 with no revision and no update in 40 years. The world we live in has changed dramatically over the past four decades. Web based online databases, use of the Internet and the availability of computers in instructional design were not a part of the world of 1973. That Library was a place where the students visited at the elementary levels for a weekly library class while at the secondary levels it was a place to get a book or get information for a report and leave. It is not like today where students go to the school library often, as needed and can access the library collection and online databases from the classroom or from their home computer on a school night or in the middle of a vacation.

This type of 1973 school library with the only search engine, a card catalog, would be difficult to find in 2013. It would certainly not serve to prepare a secondary school student for college and career readiness in a 21st Century World. There is a mandate at this time for a discussion of the many advantages of expanding CR 91.2 to include a certified school library media specialist at the elementary school level Research since the 1990's has told us that students learn more effectively through the constructivist approach where the program of instruction is focused more on the individual and his or her unique learning style and not on the more traditional approach of one size fits all. This realization is so important to the power of the school librarian/teacher collaboration. The learning styles of individual students in a classroom are not the same and this collaborative instructional process between school librarian and teacher should result in a lesson design, richer in resources and approaches, to achieve a successful learning outcome. At this time in New York State, there are many school districts that employ school librarians at the elementary school. These districts value the significant instructional role of the elementary school librarian in the collaborative process and in curriculum design. Educational leaders have also shared with me that they support the important role of the school librarian in the successful implementation of the Common Core Learning Standards and in a successful articulation of the K-12 Library Media Program.

The best school libraries are fully integrated into the P-12 learning experience and are at the hub of each campus, reaching into every classroom as well as into students' homes. The role of school librarians is essential as they teach students information and digital literacy, to be savvy information consumers, producers and judges of appropriate content in all formats. The school librarian is unique in that he/she

John P. Monahan, Member, Regents Advisory Council on Libraries

addresses the depth and breadth of the entire curriculum and leads in teaching a Century 21st curriculum of inquiry, problem solving and content creation.

In bringing these comments to a close ,it is important to recall the School Library Impact Studies of recent years. This research conducted in 22 states has proven a direct relationship between the presence of a full-time certified school librarian and student performance on standardized tests. In Michigan, Florida, Colorado and Florida the elementary schools with certified school librarians showed significant gains. In the New York Study, it was determined that elementary students in schools with certified SLMS were more likely to have higher ELA achievement scores than those in schools with non-certified SLMS. A more significant study impacting New York State is the Impact of School Libraries on Student Achievement. This comprehensive study demonstrates that school libraries and school librarians can play a considerable role in the successful implementation of the Regents Reform Agenda (RRA) for New York State. Specifically, school librarians can assist in strengthening teacher effectiveness and school leader preparation, supplementing early childhood education, helping to raise graduation rates for at-risk students, providing professional development and support for aligning curriculum to standards and partnering with teachers to prepare students at all levels for high quality assessments.

I would recommend that take some input from people in the field. . take a look at an article called Poised to Partner: The 21st Century School Librarian and see how Amy Jo Southworth sees her role as a collaborator and instructional leader with a multi-faceted role. You can also travel to the Baldwinsville SD, spend about 2:30 minutes and learn how School Librarian, Lindsey Cesari, views her role as a teacher and instructional innovator.

Baldwinsville, NY Middle School

https://docs.google.com/file/d/0BwYw9PMdzWMIQzl1Ym5udVcycjQ/edit

Finally, I would ask that you view a collaboration between School Librarian Nina Levine and her English Teacher Partner at Hendrick-Hudson School District.

http://www.henhudschools.org/videos.cfm?vid=11678

The clip I wanted to share from an elementary school was too long. I just hope that this testimony has been helpful in some way. If there are any questions now I will try to answer them or get back to you as soon as possible. I will share this electronic version with Tonya Cyrus. Thank you so much for the opportunity to present this morning. I am so grateful to you for your consideration.

John P. Monahan, Member, Regents Advisory Council on Libraries

Pratt School of Information and Library Science
144 West 14th Street, New York, NY 10011

Testimony by Tula Giannini, PhD, Dean and Professor, submitted to New York City Council
Meeting of Monday, May 6, 2013, 10:00 a.m., 250 Broadway, New York, NY

Good morning. Thank you for inviting me to speak today at this meeting of the New York City
Council. I am grateful for this opportunity. As Dean of Pratt's School of Information and
Library Science, I will present some new perspectives on the questions at hand and then will
introduce to you, Dr. Jessica Hochman, the coordinator of Pratt's school library program who
will speak to today's topic informed by her years of experience in preparing certified school
librarians.

A New Vision for School Libraries in the 21st Century Digital World: Steps Forward

Today, we meet to address some key questions related to the lack of certified school librarians in
New York City Public schools. Importantly, we are asking these questions now because in
today's information society, the world of teaching and learning has changed dramatically and the
good news is that it presents NYC public schools with exciting and expanding opportunities to
meet student learning objectives and outcomes. The solutions are there for the taking if we have
the courage and commitment to approach these questions with new vision and innovation.

We've done the research, the reports are in, we know the problems and issues, and some say we
are facing an educational crisis. We wonder – where has all the learning gone, and how can we
better prepare our students to be full participants in the 21st century workforce. Viewed in this
context, school librarians become an essential part of the solution. But, what does this new vision
look like? How can we get there and can we afford it

Key Concepts: Ways of Thinking – Classroom Teachers and Library Teachers

1. Certified NYC school librarians are certified NYC teachers – that's fantastic
In much the same way, academic librarians are library faculty. In both cases, the is librarian first
and foremost a teacher who has primary responsibility for students achieving academic
excellence.

2. School libraries are not public libraries. Why? Because school libraries serve specifically
the student learning objectives and outcomes of the NYC public schools and are learning spaces
integral to the school's learning architecture. Today's public school students desperately need the
individualized learning and mentoring provided by certified school librarians. Students need to
be both classroom and independent learners to succeed not only in high school but to be prepared
for success in college.

3. Student learning in the classroom is not student learning in the school library – both are
essential ingredients to student success and are the pillars of an effective learning environment.

1

Key Steps – We at Pratt are ready to take the first steps!

1. Create and test a new model for the school library as a learning and digital resource lab, real and virtual – this is not your mother's or grandmother's school library!
The school library is the ideal place to create a new vision of participatory interactive learning for the digital world. What's new about this vision? We've re-conceptualized the school library as learning and digital resource lab. Students are engaged in directed learning specifically addressing their individual learning needs and enjoy a place where they practice and apply their knowledge, skills and critical thinking and become acculturated to academic space. We often ask, when students move from high school to college do they have the individual learning and study skills, the research and inquiry skills sought by higher education? We need to start now to answer this in the affirmative.

2. Create digital resources to meet the needs of NYC public school students
Rather than purchasing materials from vendors (expensive but not very effective), classroom and library teachers create and assemble digital resources that speak directly to student learning objectives and outcomes. Through this model the school library is transformed as the place to be, and to become. Costs will be reduced while learning is increased. Digital collections and services offer great budgetary savings and at the same time avoid the purchase of physical materials that sit unused.

3. Support student use of digital tablets to give them access to learning materials and activity both during and after school. In this way, the learning resource divide is addressed as it puts learning materials in the hands of students so that each student has equal access to materials needed. When students leave school, the learning environment goes with them.

4. Place certified school librarians with a new 21st century vision in NYC public schools.
This vision is exemplified in Pratt's school library curriculum and is made real by the many graduates of Pratt's school library program working in NYC public schools.
    a. School teachers who would like to be school librarians take Pratt's 18-credit advanced certificate program featuring a curriculum that responds to the challenges of the 21st century learning environment and workplace.
    b. Retrain current school librarians as needed for the new model school library

5. Supplement the school library workforce – Engage students in Pratt's school library program as interns to work in NYC school libraries.

6. In sum, taking these simple steps, we create a renaissance of student learning that will surely be reflected in overall and individual student achievement and outcomes. We need to begin now to test and grow this model – it's time to take the first steps.
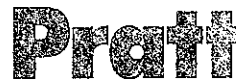
May 6, 2013

Written Testimony of Jessica Hochman, PhD to Joint Meetings of the Committee on Cultural Affairs, Libraries and International Intergroup Relations jointly with the Committee on Education and the Select Committee on Libraries

Oversight: The Availability of Certified School Librarians in New York City Public Schools

As the Coordinator of Pratt Institute, SILS School library Program, I am delighted to speak today on the future of school libraries within New York City public schools. At this pivotal moment, we need school librarians more than ever. The Common Core standards mean challenging work ahead for our students and teachers. School librarians are poised to help, but they are in short supply. I see the shortage as related to a pervasive nostalgic view of the school library as a silent silo full of books. This notion has to be set aside if we want to realize the vision of the New York Regents which posits the library as a school hub where librarians and teachers work as partners to support student learning (Creating the Future: A 2020 Vision and Plan for Library Service in New York State).

When teachers and librarians collaborate across disciplines, they are modeling the kind of work our students are asked to do under the Common Core: combining curricular content, research processes and technology skills to create knowledge from information. Only with strong 21st century school library programs can we truly model academic success for our students.

Becoming A School Librarian

At Pratt, we prepare school library candidates who are capable of administering and teaching in the school libraries we need now. We currently have two paths to certification. One is the Masters of Science in Library and Information Science (MSLIS) with School Library Certification; the other is our post-Masters program for candidates with an MSLIS who wish to complete the additional steps necessary to become a school librarian.

If you refer to our curriculum tables in Appendix A, you will see that school library candidates take the SILS Core of Library and Information Science (LIS) courses and two electives. These courses have the added benefit of preparing them to collaborate across the information professions, with colleagues in academic and public libraries and at cultural institutions such as archives and museums. Candidates also take 18 credits specific to school library work and a nine credit pedagogical core that focuses on teaching practice.

Our curriculum has three major themes that support our vision of the library as a participatory and collaborative space of knowledge creation:

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- **Literacy**, including textual, information and digital literacy;
- **Supporting all students**, by emphasizing culturally relevant pedagogies, differentiation (instruction that addresses students of varying abilities and with different learning styles), and technology use;
- **Field experience**, which emphasizes mentorship in teaching by proven master teacher-librarians. School library candidates do 100 hours of observational fieldwork and 40 full days of student teaching, across elementary and secondary school libraries. Through fieldwork, students co-teach with classroom teachers to scaffold academic practices like research, writing, and information literacy skills.

In addition to coursework, candidates are required to take three New York State Teacher Certification exams and three state-mandated workshops. It typically takes students two years to complete the MSLIS and slightly less time to finish the post-Masters degree.

What is the Outlook for School Library Candidates?

To speak with my students and their mentors, you would never know that there is a shortage of school librarians in New York City. In fact, as I prepared this talk, each time I mentioned the shortage to one of my students or a school librarian, their response was a quizzical look. Having said that, my students have a strong rate of employment. For the past three years, within six months of graduation, 100% found work in school libraries or related fields. But these jobs are hard-won.

When I'm in the field, I hear another story: jobs feel scarce and tenuous. The best school librarians therefore work tirelessly as advocates of the library program. They also make themselves indispensable to the school by serving on curriculum committees, admissions committees, and in other areas of school leadership. Yet, budgets are tight, space is at a premium, classroom instruction is the focus of our test-driven culture, and when cuts are made, the librarian is often the first to go.

Every fall, I receive calls from public school principals requesting "interns" to staff elementary school libraries. The principals request that my students work for free without supervision doing the exact tasks that the state of New York requires a 45 credit Masters and certification credential to do. Often I am told, "this is a great opportunity for your students." I find this presumption outrageous. We would never tolerate such a claim from any other subject area that requires teaching certification.

The perception that the work of the school librarian can be done by a solo graduate student speaks to this nostalgic notion we have of school libraries as a place where books are simply stamped and stored. School libraries are *dynamic learning spaces* and *librarians are teachers*. Multiple studies have demonstrated when principals have limited awareness of the role of contemporary school librarians, they will not prioritize the librarian as a staffing concern (Hartzel, 2007; Shannon, 2012; Todd, Gordon and Lu, 2011). However, the same studies demonstrate that when principals support school libraries, programs flourish and this has positive impacts on student achievement.

Benefits of School Libraries: Collaboration and Equity

Research demonstrates that school libraries staffed with certified librarians are uniquely positioned to support collaborative work. A school library is a library that is dedicated to the specific needs of a school community, so the space and resources are tailored to support that

school's mission and curriculum. Positive outcomes of school libraries include increased collaboration between teachers and the librarian, and a higher level of student achievement.

In multiple studies, including those from Syracuse University (Small, Snyder and Parker, 2011) and Rutgers University (Hay and Todd, 2010), school librarians were shown to positively impact student learning. Students with school libraries demonstrate a higher level of academic achievement, as shown in both qualitative studies and quantitative ones relying on standardized test scores (New York Comprehensive Center, 2011). Keith Curry Lance's prolific research has shown that the presence of a certified librarian positively correlates with improved student reading scores (Lance and Hofschire, 2012). Even when analysis was controlled for the percentage of students eligible for free or reduced-price lunch, a commonly used poverty indicator, student reading scores improved with the presence of a school librarian.

This finding gets at the issue of equity. School libraries provide crucial support to our students who need it most. School libraries are an assurance of equity when students have unequal access to technology, information and academic support in the home. (Hay and Todd, 2010). For many P-12 students in New York City, the school library provides a crucial point of access to academic skills like information literacy and research processes, and the technologies they need, like computers, databases, printers, and yes, even books.

But it is not enough to fill a room with supplies. In addition to academic support, school libraries can provide social support, which has shown to positively impact graduation rates for at-risk students (New York Comprehensive Center, 2011). Students need the guidance of school librarians to flourish in academic spaces.

Independent schools are not cutting their libraries. Even schools that move to completely digital collections maintain and often increase the number of qualified librarians because they recognize the importance of resource curation and the management of information systems (For example, see; Antolini, T. 2009 on the Cushing School). This is work our 21st century school librarians are prepared to do.

Best Practices

Best practices involve rethinking school library spaces and maximizing the school library curriculum. New York's librarians are ready. At schools like Bard High School Early College and Brooklyn School for Collaborative Studies, libraries function as learning commons. The learning commons is a space where information is accessed and created by students working both collaboratively and independently (Bailey & Tierney, 2008). The learning commons is user-centered in that it meets the needs of its unique student body (Bennett, 2003; Buchanan 2012). At Bard, students in their last two years of high school take college-level courses. Their library schedule is a mix of silent periods for individual work and talking periods to facilitate collaborative work. A writing center and a math tutor are available throughout the day. The school librarian teaches courses in information science to students in addition to scaffolding their inquiry projects with resources. This library is truly the hub of the school.

At Brooklyn School for Collaborative Studies, student do not do work for college credit, but thanks to a library program that is fully integrated into their unique curriculum, every student graduates having written multiple college-level research papers, or PBATS. The library begins collaborating with teachers in the sixth grade to scaffold research practices and inquiry-driven writing with resources from the library and co-teaching with classroom teachers. At BSCS, 79% of the students graduate in four years and 93% say that the resources their school provides to

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prepare them for college and career were helpful, well above the city's 80% average. While I cannot make causal claims about these statistics and the library, I believe the collaboration of the school librarian with classroom teachers make this research and intensive writing possible.

In New York City, we have a home-grown best practice: The DOE Office of Library Services has mapped the Common Core standards to its own curriculum, the Information Fluency Continuum. Their work demonstrates the natural fit of the library's processed-based approach to these standards, and the New York Library Association is promoting this work as a model of excellence in school libraries.

Looking to the future, some libraries are experimenting with blended learning, combining physical and digital resources. Chat reference allows librarians to use online chatting to answer reference questions. Flipped instruction, which is the use of short videos to provide simple instruction, frees up class time for discussion or project work. These 24/7 digital libraries extend beyond their four walls, serving as both physical and digital hubs for learning (Hay & Todd, 2010).

How can we Support School Libraries?

In order to fully realize the potential of school libraries, we must first address the shortage of school librarians. Some strategies include:

- Publicly recognize the library as a shortage area.
- Require certified school librarians at both the elementary and secondary level to increase student preparedness to do high school level work.
- Re-certify classroom teachers who are working in school libraries as school librarians. These teachers have an understanding of pedagogy and school culture; they need the relevant library skills to help them in their practice as librarians.
- Administrative support and awareness of what libraries can do. The Regents recommend incentivizing the expansion of digital resources, flexible scheduling and partnerships with public libraries. If principals felt it would benefit their entire school community in tangible ways, this would increase the value of the librarian.
- Community Needs Assessment: What does a school's library need to serve its student population, and what scaffolds are necessary to implement this plan? Further study of New York City's unique and diverse schools may be needed to understand what best practices look like in large urban centers.
- Collaboration at every level: partnerships with university and public libraries help school libraries learn best practices and prepare our students for the future while still nurturing their current needs.

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Appendix A: MSLIS WITH SCHOOL LIBRARY CERTIFICATION

Core Courses in Library and Information Science (LIS)

· LIS 651 – Introduction to Information Professions – 3 credits
· LIS 652 – Information Services and Resources – 3 credits
· LIS 653 – Knowledge Organization – 3 credits
· LIS 654 – Information Technologies – 3 credits

Required Courses in School Library Track

· LIS 648 – Library Media Centers – 3 credits
· LIS 676 – Literature and Literacy for Children – 3 credits
· LIS 677 – Literature and Literacy for Young Adults – 3 credits
· LIS 680 – Instructional Technology – 3 credits
· LIS 690 – Student Teaching I – Grades 1-6 (20 full days) – 3 credits
· LIS 692 – Student Teaching II – Grades 7-12 (20 full days) – 3 credits

Pedagogical Core*

· ED 608 The Roots of Urban Education — 3 credits
· ED 610 Child and Adolescent Development – 3 credits
· LIS 697-2 Serving Children and Youth with Disabilities– 3 credits

* Students with teaching certification may be eligible to waive up to 6 credits of pedagogical coursework (ED 608 and ED 610).

Elective Courses
· Two elective courses must be taken, for 3 credits each, totaling 6 credits.

TOTAL: 36 credit MSLIS, plus 3 to 9 credit pedagogical core

ADDITIONAL REQUIREMENTS FOR NY STATE TEACHER CERTIFICATION

Liberal Arts Course Requirements:
- Arts, Communication, Humanities, Language other than English, Written Expression, Historical and Social Science, Scientific processes, Mathematical Processes

NYSCTE Exams: LAST, ATW-W, CST

Workshops
· Identification and Reporting of Child Abuse and Neglect Workshop
· School Violence Workshop
· Life Safety and Violence Prevention

POST-MASTERS PROGRAM (for students with MSLIS)

· LIS 648 – Library Media Centers
· LIS 676 – Literature and Literacy for Children
· LIS 677 – Literature and Literacy for Young Adults
· LIS 680 – Instructional Technology
· LIS 690 – Student Teaching I – Grades 1-6 (20 full days)
· LIS 692 – Student Teaching II – Grades 7-12 (20 full days)

TOTAL: 18 credits in Library Media Specialist coursework plus 3 to 9 credit pedagogical core

Plus additional requirements for NY State Teacher Certification as listed above

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Committee on Cultural Affairs, Libraries and International Intergroup Relations
Committee on Education
Select Committee on Libraries

Oversight: The Availability of Certified School Librarians in New York City Public Schools

Monday, May 6, 2013
14th Floor Committee Room, 250 Broadway, New York, NY

While all school libraries are important, we believe that school libraries, especially elementary school libraries, and certified school librarians to staff them are needed now more than ever. As you know, elementary school provides the basis upon which all further education is built. Research confirms that a strong school library program in elementary school will result in the future success of students as they move toward college and careers.

Strong school libraries build strong students. Schools must empower our students to be ethical decision makers, effective users of information, creative thinkers, and innovative problem-solvers. School library programs are critical to provide ALL students and the entire school community with the resources, the instruction, the opportunities, and the leadership to prepare for college, career, and lifelong learning. All students and all schools deserve the equal opportunity to score well on standardized exams. Elementary schools with certified school librarians have been shown to score 15-20% higher on fourth grade ELA exams, a finding of a New York State study done at Syracuse University. Certified school librarians:

> ➤ Provide technology to the entire school community and the necessary instruction to find the most reliable information, how to stay safe online, and how to use this information ethically. This is digital literacy.

> ➤ Provide students with vicarious experiences with other cultures, mores, and life styles for a better understanding of themselves and their place in society.

> ➤ Provide for interaction with carefully selected resources and tools necessary for students to create products that demonstrate authentic learning.

> ➤ Collaborate with teachers to select the most engaging and appropriate resources and learning experiences to co-teach subject content and the critical thinking skills needed to meet the Common Core State Standards.

> ➤ Involve the school community in literacy initiatives and teaching reading comprehension skills in order to ensure that students think critically, and produce knowledge from the ideas and information with which they interact.

We thank the NYC Council for holding this hearing to discuss the importance of providing a certified school librarian in every school.

Sincerely,

Carol Ann Germain, President
New York Library Association
State University of New York, Albany
cgermain@albany.edu

Sue Kowalski, President of NYLA-SSL
East Syracuse Minoa School District
Pine Grove Middle School Librarian
skowalski@esmschools.org

SECTION OF SCHOOL LIBRARIANS

Good morning Chairman Jackson and members of this committee. My name is Christine Hatami and I am a retired school librarian, speaking on behalf of elementary and secondary school librarians serving in the NYC public schools. I want to thank you for allowing us this opportunity to address our concerns and to briefly explain the role of school libraries and librarians.

The library is the learning hub of the school. An effective school library program is one that provides equitable access to a wide variety of fiction and non-fiction books. Students coming to the library learn to select books according to their interests and reading levels.

An effective school library also provides students with access to high quality print and electronic resources that have been carefully selected by the librarian, based on the instructional needs and abilities of the students. These are materials that are required to complete school assignments, while developing the 21st century skills they need to enter college and the workforce.

Online searching, website evaluation, the use of electronic databases, the ability to work with presentation tools such as Powerpoint, and utilizing proper bibliographic citation, are all skills that need to be taught. The school librarian has the credentials and the expertise to teach these skills.

Inquiry-based learning and research projects have always been the specialty of the school library. With the flood of information that is now available, it is more important than ever that students have instructional support to ensure that the information they have is of high quality, current and accurate. Working in collaboration with classroom teachers, school librarians teach students how to access, evaluate, use and produce information in a variety of formats.

In the process, students develop critical thinking and problem-solving skills, personal growth, and social responsibility, skills defined by traditional library standards for many years. With the increased emphasis on technology, the library provides access to computers. For some students, this may be the only opportunity to spend time building those 21st century skills.

The Information Fluency Continuum, a document developed by NYC School Library Services, identifies information literacy standards and the skills that students need from grades K – 12. The standards and benchmarks cited in this document are closely aligned with the new Common Core Learning Standards, and it has recently been endorsed and adopted by the New York State Library Association.

All New York City school librarians have received professional development in the use of this comprehensive tool. It is tragic that such a rich resource is not being fully realized because so many school libraries are not properly staffed by the very people, certified school librarians, who can contribute so much to the education of our children.

As we all work diligently to improve the education that our students receive, particularly our neediest children, I am hopeful that this committee will continue to demonstrate your support for school librarians and school library programs throughout the city. Thank you.

◀NYSED.gov

Library Development

*Creating the Future...***Priority Recommendations; Results of the 2012 NYLA Conference**

> The Regents Advisory Council on Libraries presented a program during the 2012 NYLA Conference centered around *Creating the Future* implementation. Over 120 members of the library community attended this program. Attendees were separated into groups to discuss the plan's 60 recommendations by library type. Groups determined the following key recommendations, which will be given priority in implementation.

All Libraries

- ***RECOMMENDATION 1** – Improve the marketing of library services to all clientele and communities by rebranding libraries while addressing the erroneous perceptions about the need for libraries in a digital world.
- **RECOMMENDATION 2** – Develop better tools for advocacy, and identify library champions at all levels of governance: university and school boards, town and city management, State Education Department, Board of Regents, New York State Legislature and Executive branch.

School Libraries

- **RECOMMENDATION 10** – Adopt and implement a statewide information fluency curriculum framework, aligned with the New York State P-12 Common Core Learning Standards, which, through certified school librarians and a strong library program, will provide equitable access to information and digital literacy instruction and tools. Such a framework will further the schools' ultimate goal of preparing students, beginning at the elementary level, with the literacy and digital skills and knowledge needed for career or college.
- ***RECOMMENDATION 11** – Expand the existing Commissioner's Regulations (91.2) to require an elementary school librarian in every school to strengthen instructional leadership in meeting the P-12 Common Core Learning Standards, and enforce library staffing regulations in all public schools.

Academic Libraries

- **RECOMMENDATION 20** – The continuation and strengthening of collaborations with other communities in support of life-long learning, information literacy and research.
- **RECOMMENDATION 21** – Collaboration among all academic libraries in the development of print repositories designed to reduce redundancies within collections while maintaining high levels of access and stewardship.
- ***RECOMMENDATION 22** – Advancement of the primary role of academic librarians in fostering the integration of information literacy competencies into teaching and learning on their campuses to support student academic achievement and to prepare students for the global information economy that will shape their professional and personal lives.

Public Libraries

- **RECOMMENDATION 23** – The further proliferation of the Regents' Public Library District Model to enable all public libraries to become fully funded and governed through citizen participation and public vote.

- ***RECOMMENDATION 27** – The provision of robust early childhood education programs and the provision of homework assistance as a core service; the alignment of outreach services with societal priorities, such as teen services and gang prevention.
- **RECOMMENDATION 29** – Investment in public library facilities in order to be able to respond to the changing needs of communities -- rewiring of older buildings, creation of larger meeting spaces and small meeting rooms, flexible storage solutions so that libraries can adjust as print to e-format ratios change and energy efficiency improvements to keep operating costs down.

Library Systems

- ***RECOMMENDATION 36** – Library systems to be at the forefront of training, professional development, technological innovation, outreach, marketing and branding, and other high-value services needed by member libraries.
- **RECOMMENDATION 39** – Library systems -- as with all libraries -- to anticipate and develop innovative and entrepreneurial services; and to discontinue out-of-date services when they no longer provide benefit to their members or the end-users.

State Library/SED/Board of Regents

- ***RECOMMENDATION 54** – Recognize the Board of Regents' responsibility for its role as statewide library advocate, and avoid viewing library services only through the prism of P-12 education. Libraries and library systems of all types are essential to raise the knowledge, skill, and opportunity of all the people in New York.

Technology and the Information Marketplace

- ***RECOMMENDATION 55** – Address copyright, licensing, and digital rights management with one firm voice.
- **RECOMMENDATION 57** – Identify the current costs of e-resources from all public funds to best determine economies of shared acquisition and use across all schools, libraries, public universities, and state government agencies.

*Main Priority of section based on group vote or general group consensus

Also available in .PDF [168k]

Oversight: The Availability of Certified School Librarians In New York City Public Schools. Christian Zabriskie, Executive Director Urban Librarians Unite.

I would like to thank the Committee for Cultural Affairs, Libraries, and International Intergroup Relations, the Committee on Education, and the Select Committee on Libraries for having me here today. I appreciate the opportunity to speak on this important issue.

I should tell you at the outset that I am not an impartial witness.I am the product of the efforts of an incredible public school librarian. In middle school, like many, I was bullied often quite a lot. I was intellectually curious but bored at school. I had few friends but lots of books. My school librarian discovered me and her library was where I developed the basis of a lifelong fascination with knowledge. I also learned to be me, to stand up for myself, and to stick up for those who had it even worse than me. Mrs. Blondin this one is for you.

What is the role of the librarian in the library and what is the role of the library in the public school? The library has the potential to be the intellectual hub of the school and the librarian its creative lifespark. A good library can radiate out to influence all classes in all grades of a school. It can be a place of formal instruction, of education resources, a focal meeting point, and an area of common exploration. The librarian is an essential driving force in this. Twenty thousand books without a librarian is just a big pile of books. Two hundred books with a trained and dedicated librarian is a functioning library.

Librarians impact not just reading scores, as numerous studies show, but on multiple and varied literacies. They promote information literacy, the use and critical assessment of information through digital resources and web content. They provide health information and intelligent discussions of student health and safety. They allow for personal and individual academic and personal support. The school librarian is there for every student in the school and can be a mentor across grades as students progress through their academic career.

School librarians also impact the faculty and staff of the larger academic community. They work with teachers to develop curriculum and with administrators on school wide initiatives. The school library itself can be a common area for intellectual stimulation. It is a safe space and it is a space that allows for intellectual play. It provides for a breadth of interests both within and outside the formal curriculum.

The top private schools in the country are not doing away with school libraries. Phillips Exeter Academy in New Hampshire has a nine story library. While not every school needs this kind of bounty the reality is that this is a question of equity. Our students are being given short

shrift on what has always been seen as an essential academic resource and the principle reason this is the case is only due to budget shortfalls.

There have been some attempts to cover these problems with half measures. There is a widespread use of classroom libraries in New York Public schools. These are ineffectual. They lack breadth and range and they do not have that essential spark of curation that a trained library professional provides. When you take away the central library you lose that common intellectual meeting ground. You also take away individual anonymity. Students cannot explore the stacks and make selections in the private confidence of the librarian but must make their choice in full view of classmates. Many students will not touch a book of any kind in front of peers, let alone one on controversial or personal issues.

There are also those who suggest that volunteer parents or teachers can fill the gap. While these individuals are doubtless best intentioned they cannot bring the training and time commitment of a dedicated full time library professional. This is a common theme when it comes to staffing libraries and I have yet to hear anyone suggest that we use volunteers to run our banks or try our cases in court. I run an organization made up entirely of volunteers myself included. Let me tell you folks, it is like herding cats. Volunteers simply do not provide the same reliable coverage over a range of times and dates. Let's be honest, it is fun to do storytime with the little ones but it takes a trained professional to teach a class on internet safety to thirty bored teenagers on a Friday afternoon.

Ladies and gentlemen we have the potential for a renaissance of school libraries in the city. There are hundreds of recent Masters in Library Science graduates in our fair city just waiting to start their professional careers. If we can tap into this pool and offer them certification through low or no cost programs at our four excellent Library Science departments (Palmer School at LIU, St. John's University, Queens College, and Pratt Institute) and then pipeline them into our schools we could see an entirely new landscape of libraries.

I would like to ask for your aid and leadership in bringing access to a trained library professional to every single student in every single New York City school.

Thank you for hearing me today. I am happy to take any questions you may have.

THE COUNCIL
THE CITY OF NEW YORK

$\boxed{\textit{Appearance Card}}$

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor   ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Richard Reyes-Gavilan

Address: 10 Grand Army Plaza, Bkln

I represent: _____

Address: _____

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$\boxed{\textit{Appearance Card}}$

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor   ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Richard Reyes-Gavilan

Address: 10 Grand Army Plaza

I represent: Brooklyn Public Library

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

$\boxed{\textit{Appearance Card}}$

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor   ☐ in opposition

Date: 5-6-13

(PLEASE PRINT)

Name: Christine Hatami

Address: 250-28 39th Road Little Neck, NY

I represent: UFT, NYC School Librarians

Address: 52 Broadway, N.Y., N.Y.

◆   *Please complete this card and return to the Sergeant-at-Arms*   ◆

THE COUNCIL
THE CITY OF NEW YORK

| Appearance Card |

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 5/6/2013

(PLEASE PRINT)

Name: John P. Monahan

Address: _____

I represent: Regents Advisory Council on Libraries

Address: L

THE COUNCIL
THE CITY OF NEW YORK

| Appearance Card |

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Iula Giannini

Address: 144 West 14th St Newlork, NY

I represent: Pratt Institute

Address: 144 W. 14th St, NY, NY 10011

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| Appearance Card |

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☐ in favor ☐ in opposition

Date: 5/6/13

(PLEASE PRINT)

Name: Robert Astrowsky

Address: 52 Broadway

I represent: United Federation of Teachers

Address: 52 Broadway

▶ *Please complete this card and return to the Sergeant-at-Arms* ◀

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Appearance Card

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☐ in favor   ☐ in opposition

Date: __5/6/13__

(PLEASE PRINT)

Name: __Jeff Roth__

Address: __NYPL__

I represent: __New York Public Library__

Address: _____

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THE CITY OF NEW YORK

Appearance Card

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☐ in favor   ☐ in opposition

Date: __5/6/13__

(PLEASE PRINT)

Name: __Greg Bethiel__

Address: __Exec Dir. School Programs__

I represent: __and partnerships__

Address: __DOE__

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor   ☐ in opposition

Date: __5/6/13__

(PLEASE PRINT)

Name: __Harry Biel__

Address: __Chief Exec. Officer__

I represent: __Division of Human Resources__

Address: __DOE__

Please complete this card and return to the Sergeant-at-Arms

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| Appearance Card |

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor   ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Jessica HOCHMAN

Address: 303 Warren St. #2, Brooklyn NY 11201

I represent: Pratt Institute

Address: 144 West 14th St, NYC NY 10011

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☐ in favor   ☐ in opposition

Date: 5/6/13

(PLEASE PRINT)

Name: Christian Zabriskie

Address: 48-46 45th St.

I represent: Urban Librarians Unite

Address: 48-46 45th St

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☐ in favor   ☐ in opposition

Date: 5/6/13

(PLEASE PRINT)

Name: Bridget Quinn-Carey

Address: 89-11 Merrick Blvd Jamaica NY

I represent: Queens Library

Address: 89-71 Merrick Blvd Jamaica NY

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| Appearance Card |

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor   ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Richard Hasenyager

Address: 30-90 41st St Astoria NY 11103

I represent: DOE - Director of Library Services

Address: _____

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THE COUNCIL
THE CITY OF NEW YORK

| Appearance Card |

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor   ☐ in opposition

Date: 5/6/13

(PLEASE PRINT)

Name: Bridget Quinn Carey

Address: 89-11 Merrick Blvd Jamaica Queens

I represent: Queens Library

Address: _____

▶ Please complete this card and return to the Sergeant-at-Arms ◀