Technical Support

The presentation will begin at 7:00 PM

- **Test your audio and microphone** levels NOW.
  - Select Meeting > Audio Setup wizard. Follow the onscreen instructions to optimize audio quality. If a dialog box appears requesting access to your camera and microphone, click Allow.

- Please keep your microphone **muted** throughout the presentation.

- To ask a question: **Raise your hand**. One of the presenters will acknowledge your hand and we will unmute/enable your microphone so that you can ask your question.

- Please, use audio whenever possible. If you would prefer to type your questions, please ask them in the public chat box.

- If you have any technical difficulties, please contact Dr. Sheri Massey via **private text chat** in the lower right hand corner.
Preliminary Results from The Lilead Survey of School Library Supervisors
Dr. Ann Carlson Weeks
Jeffrey DiScala

Lilead Team:
Dr. Sheri A. Massey
Dr. Jessica Vitak
Alexandra Moses
Rebecca Follman
Webinar Overview

Presentation

• Brief history of the project
• Findings on the roles, responsibilities and demographics
• Challenges that supervisors face
• Future directions and research

Questions and Comments
A Few Instructions

We will have time for questions and discussion at the end of each section.

1. Use the “Raise Your Hand” feature.
2. We will enable your audio for you to ask your question.
3. If you do not have a mic, you can type your question into the text chat box.
An Overview of The Lilead Project
The Lilead Project

- A three-year research project funded by the Institute of Museum & Library Services (IMLS)

- Two Parts
  - The Lilead Survey
  - The Lilead Network
Why Study School District Library Supervisors?

- Little information available – primarily anecdotal
- Often the only advocate for library programs and services at the district level
- Defined in national standards and described in position statements
The Lilead Survey

• National workforce study to collect baseline information

• 280 school districts with student populations of 25,000 or more

• At least one district in every state, bringing the total survey population to 290 districts
Research Areas

• Position profiles
• Knowledge and skills
• Greatest challenges and needs
• Demographic data
Most Challenging Aspect

- Who ARE the supervisors?
- How do we find them?
Survey Deployment

• Launched on October 10, 2012

• 274 supervisors received surveys (total survey population of 290 districts)

• Closed on November 21, 2012

• 61 percent response rate
  • 166 completed surveys
  • Participants in 38 states
Responses from the Survey
Position Profile of the Supervisor
Titles of Supervisors
Supervisors’ Divisions & Departments

- Curriculum and Instruction: 72%
- Educational/Instructional Technology: 21%
- Support Services: 3%
- Other: 4%
Responsibilities at the Building Level

- Yes: 8%
- No: 92%
Do you spend 100% of your time on library services?

- Yes: 56%
- No: 44%
The average supervisor tasked with more than one district-level responsibility spends just 41% of time on library services.

What else are these supervisors doing?
Other District Responsibilities

- Instructional Technology
- Professional Development
- Curriculum Support
- Textbooks/Instructional Materials
- Specific curriculum areas
- Title I Specialist
- Grant-writing
Responsibilities of the Supervisor
Hiring School Librarians

- Advisory role 47%
- Not responsible 41%
- Responsible 12%
Evaluating School Librarians

- Not responsible: 50%
- Advisory role: 40%
- Responsible: 10%
Conducting Professional Development

- Advisory role: 7%
- Responsible: 93%
Technology Support for School Librarians

- Not responsible: 13%
- Advisory role: 40%
- Responsible: 47%
Demographics of the Supervisor
Demographic Highlights

- 80 % Female
- 87 % White
- 61 % have an MLS
- 49 % are between the ages of 55 and 64
- 58 % were once school librarians
- 72 % were once classroom teachers
Tenure in Current Position and Current District

- **Current Position**
  - 28% have held their position for 6-10 years
  - 46% have held their position for 5 years or fewer
  - 1 in 10 supervisors have been in their position for less than a year

- **Current District**
  - 59% have held a position of some kind in their current school district for 16 years or more
Position Immediately Preceding that of Supervisor

- 53% School librarian
- 33% Classroom teacher
- 7% Building-level administrator
- 4% Administrator, not library services
- 3% Other, please specify
Challenges
Challenges

- District-level staffing
  - Stayed the same: 59.6%
  - Decreased: 32.5%

“Overall, the volume and required pace of administrative work and tasks has greatly increased due to district-level staff reductions, continual staff re-organizations due to senior leadership changes and budget deficits, and many district-level initiatives that have created increased work loads for all departments at the district level. Staff at all levels are, frankly, exhausted.”
Challenges

• District-level funding:
  • 50% reported it stayed the same
  • 40% reported a decrease in funding

“The district could not afford to replace me with a full time position when I retired, so I am doing this to try to hold things together for the time being. It's simply not enough, but there is no budget for anything else at this time.”
Challenges

• Building-level staffing:
  • Stayed the same: 46%
  • Decreased: 42%

“This whole survey is predicated on the belief that we have certified librarians in our school libraries. As of September 2012, our libraries are only staffed by library media assistants. We have only 1 certified librarian who supports 51 school library programs. She reports to me.”
Challenges

• Building-level funding:
  • Stayed the same: 46%
  • Decreased: 42%

“All of my high school libraries are closed. I am now the only credentialed librarian for 38,000 students and 2500 teachers. Many of my elementary libraries have closed. If they are open, they have a clerk or volunteer. Book budgets are gone, databases are gone, staff gone.”
Future Analysis
And Research
Further Data Analysis

- Much, much more data
  - Time spent on specific tasks
  - Importance of various tasks
  - Comparisons of roles and responsibilities based on:
    - District size
    - Office staff size
    - Tenure and experience
Future Research

• Continue as a longitudinal study
  • Retention, turnover, position loss
• Further research into the titles, roles, responsibilities and expectations
• Expand to include more mid-size and small districts
• Conduct workshops with supervisors to further research and create professional development opportunities
Questions?

Please use the “Raise Your Hand” feature and we will address as many questions as we can.
Acknowledgements
Contact Information

Contacts:

Ann Carlson Weeks
acweeks@umd.edu

Jeffrey DiScala
discala@umd.edu

The Lilead Project
lileadproject@gmail.com