

Levels of School Libraries: A Problematic Paradigm

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ABSTRACT

Past research studies have consistently demonstrated a positive correlation between high-quality school library programs and student achievement. Minorities, students from low socioeconomic families, and students with disabilities benefit most from strong school library programs which contribute to closing the achievement gap for vulnerable learners. This work in progress outlines a planned research-practice partnership between faculty at East Carolina University and the Community School. Currently, Community School students only have access to classroom collections and a book repository. This serendipitously occurring environment provides the opportunity for a pilot study to define current access and impact on student achievement. The researcher will conduct semi-structured interviews of the school librarian in the local elementary school as well as Community School administrators, parents, and teachers ($N = 8$). Results of these interviews will describe the levels of access for Community School students and the possible impact on student achievement, laying the groundwork for a causal research study when the Community School students gain access to the school library.

ALISE RESEARCH TAXONOMY TOPICS

school libraries; education programs/schools

AUTHOR KEYWORDS

causal research; community school; school libraries; library access; research-practice partnership