

# Evidence-Based Practice for School Library Media Specialists

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# Why?

- Evidence-based practice is consistent with a standards-based approach to education and with the present demand for accountability.
- Evidence-based practice focuses on direct impact on student education on a local level.
- Evidence-based practice moves our arguments for continued or increased support from *theoretical* advocacy to *hard-core proof* of our effectiveness.

# What is evidence-based practice?

- Evidence-based practice is the merging of field-tested research with the professional wisdom gained from practicing in a profession.
- Evidence-based practice has its roots in the medical and allied health professions, but has been adapted to many disciplines.

Evidence-Based Practice for  
Library Media Specialists =

Evidence-Based Practice in  
Librarianship

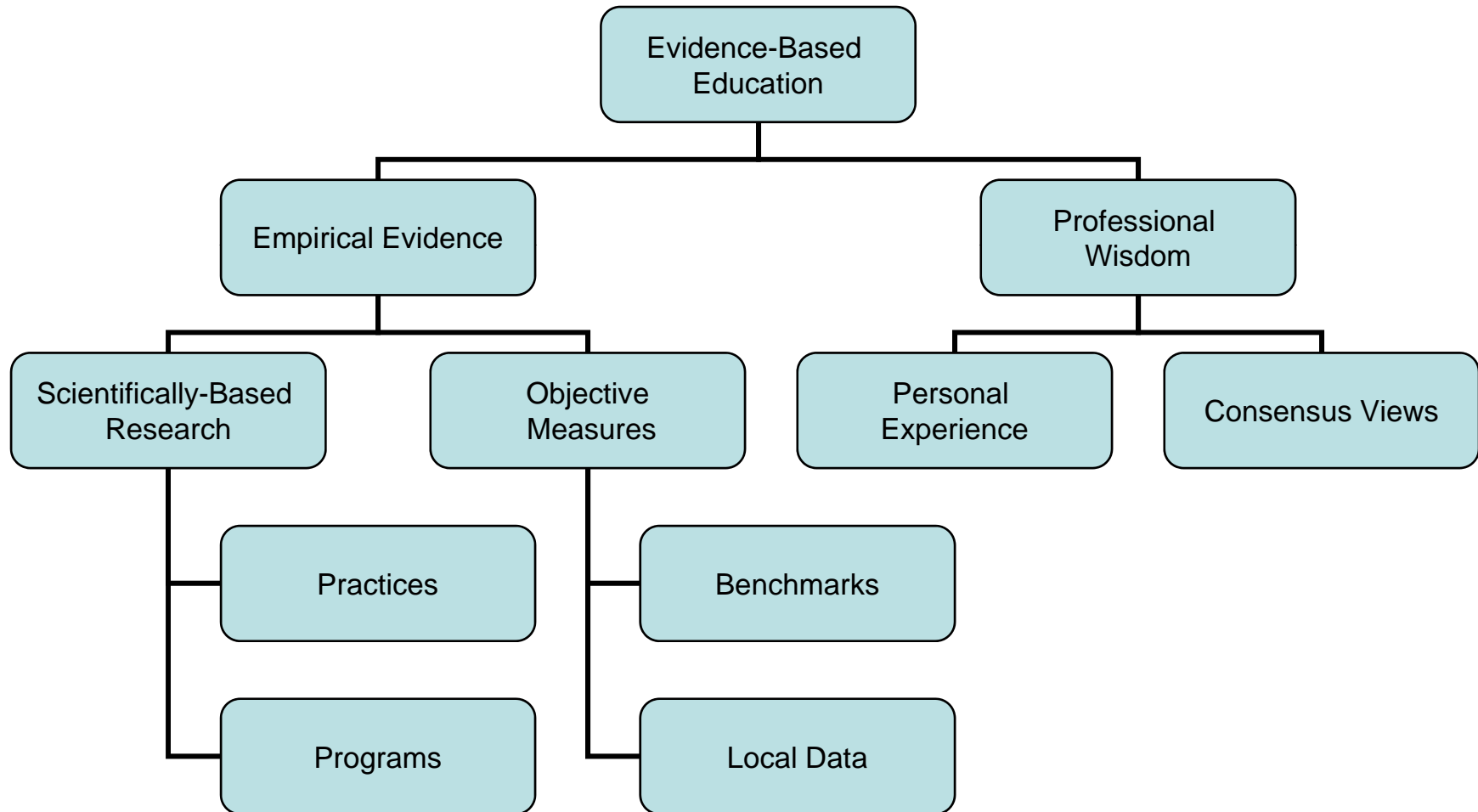
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Evidence-Based Practice in  
Education

# EBP for Librarians

- A seven part conceptual frameworks asks us to:
  1. Access the evidence;
  2. Know the evidence;
  3. Question the evidence;
  4. Integrate evidence with your professional wisdom;
  5. Apply evidence;
  6. Communicate evidence;
  7. Reinvest evidence.

# EVP for Educators



Adapted from Whitehurst, Grover J. 2001b. Evidence-Based Education (EBE), as it appears in Todd, Ross. "Evidence-Based Practice and School Libraries," *School Reform and the School Library Media Specialist*. (Hughes-Hassell and Harada). Libraries Unlimited, 2007.

# What Do We Need to Do?

1. Know the Research: research informs practice, and practice informs research
  - Sources of Research:
    - Scholarly journal articles
    - Research reports
    - Books
    - Conferences
    - Conversations with colleagues
    - Professional websites and listservs
    - Action research

# What Do We Need to Do?

- “Make Visible the Research Foundations of Your Practice at Your School.”<sup>1</sup>
  - Show everyone who will listen how you are using research to improve your school library media program and to positively impact student achievement.
  - Explicitly link outcomes of local collaborations to published research.
  - Make library-related learning resources part of the professional collection available to all faculty and staff.
  - In reports to administrators and parents highlight findings of significant research that is the basis of school library initiatives.

Todd, Ross. “Evidence-Based Practice and School Libraries,” *School Reform and the School Library Media Specialist*. (Hughes-Hassell and Harada). Libraries Unlimited, 2007.

# What Do We Need to Do?

- Make ***student learning*** the focus of your evidence of effectiveness:
  - How does your program impact student learning beyond the library doors?
  - Concentrate on school goals and curriculum standards to frame your evidence.
  - Hint: Being information literate is not the goal; developing information literacy skills that students apply across the curriculum and in life is.

# What Do We Need to Do?

- Integrate Evidence-Gathering Strategies that Focus on Learner Outcomes –Action Research!
  - Develop direct measures of student learning
  - Access assessment data
- Combine local evidence of learner outcomes with other evidence to develop an improvement cycle.
- Disseminate evidence-based outcomes and work with colleagues to build new outcomes.

**“All politics is local.”**

Thomas Phillip “Tip” O’Neill, Jr.  
Former Speaker of the House