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Student Learning Opportunities Summarize Library Power

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The Library Power program is examined from the standpoint of student learning opportunities in this article about the evaluation of the Library Power initiative. In addition to summarizing, from a student learning perspective, the findings of earlier articles in the issue, the article adds the areas of staffing, the facility, professional development, as well as curriculum, instruction, and school reform. Major lessons learned from the initiative conclude the article.

This theme issue about the Library Power evaluation provides discussions about several aspects of evaluation findings, focusing on collections, access, collaboration, case studies, and librarians' perspectives on student learning. The Library Power initiative was guided by the central belief that the full integration of library programs into the school instructional program would lead to improved student learning opportunities. Thus this summary article focuses on student learning opportunities and the ways in which Library Power enhanced these opportunities through the school library. To the areas that were focused on in earlier articles in this issue, we add additional aspects of the evaluation. We look at library staffing, the collections, library access, the facility, professional development, and collaboration; and we briefly examine curriculum, instruction, and school reform. After a brief discussion of student learning outcomes, we end with a look at some of the lessons learned from the evaluation that should be of special interest.

Library Staff

One of the requirements of Library Power was that all participating schools have a full-time professional, certified librarian. A librarian was essential, for as the leader of the library program the librarian was in a unique position to plan, direct, coordinate, and implement activities that focused on improving student learning opportunities. All of the additional requirements of Library Power relating to the collection, the facility, ongoing access, professional development, and collaborative planning were affected by the leadership provided by the librarian.

According to the 1997 librarians' survey, 31% of had full- or part-time paid support staff, and 65% had volunteer assistance. Having additional staff in the library had a number of benefits. A support staff member ensured that an adult would be present and the library could remain open if the librarian

wished to plan with teachers, visit classrooms, attend inservice programs, visit other schools, and so on. Even when the librarian was present, she or he could focus on promoting student learning through planned library experiences such as teaching research and information skills to individuals, groups, or classes; providing reading guidance to students; and meeting with teachers, parents, or the principal. With the help of a library support person, students engaged in independent use of the library or in basic activities such as the check-out of materials could receive assistance as needed while the librarian fulfilled professional responsibilities. The support staff member could also provide instructional assistance to students in the library as part of the team led by the librarian and teacher. The difference can be illustrated with this example. For a class of 28 students, the librarian and teacher together could change the adult-student ratio to 1:14. With the added assistance of a library support person and a teaching assistant or parent volunteer, the ratio could decrease dramatically to 1:7.

A reduced adult-student ratio offers many additional opportunities for individualized attention. It can better accommodate different learning styles of students and facilitate the use of a variety of materials at different levels of ability. The reduced ratio can offer additional support for those who need it. With a lower ratio, adults can also stimulate more experienced students by offering further challenges or by helping them articulate additional questions for study. Every student responds to being treated as a unique individual who is valued. Lower adult-student ratios can promote this sense of value and self-worth.

The Collection

In the library, one of the cornerstones supporting opportunities for student learning is the library collection itself. A good library collection can encourage independent exploration as well as offer multiple options to undergird instructional emphases. Multiple options through a variety of materials in various formats and at different levels of learning are essential in K-12 environments. Students enter school with different levels of learning readiness. Some enter as readers, whereas others have not yet been introduced to the world of books. Learning theories remind us that students have different rates of learning and different learning styles. Today's students have many different cultural backgrounds as well. Finally, many students represent learning challenges, ranging from students who are gifted to students with learning disabilities. No textbook can meet the learning needs of all students.

Library Power recognized the importance of current school library materials in the promotion of student learning opportunities. Library Power sites allocated, on average, almost 25% of their total Library Power grant to purchase materials for school libraries. Schools were able to double the size of their collection budgets by receiving Library Power funds that matched their local allocations. By design, the collections that resulted were tied

directly to the school's instructional programs and student learning needs. The focused collections resulted from collection development strategies that had classroom teachers collaborating with the librarian in the selection and use of library materials. More than 80% of Library Power principals and teachers agreed that teachers now influenced library material selection. Many school principals and faculties were led by school librarians in developing collection maps that tied library acquisitions to the school's instructional programs.

Thanks to the emphasis on collection building, collections became more current as well as larger during the Library Power years. In particular, those parts of the collection most often associated with reading promotion, that is, picture books, fiction, and biography, were the collection areas rated by librarians as best, along with the reference collection. Special attention was also paid to areas where currency was especially important, such as geography and science and technology. At all the Library Power sites, an emphasis was also placed on acquiring multicultural materials to reflect the growing diversity of American schools.

Library Power schools recognized the importance of promoting reading among students. Educators realized that reading opened the door to information literacy, including writing, spelling, and effective use of computers. In addition to supporting individual classroom efforts through the library collections, many librarians led schoolwide reading promotions designed to motivate students to read and to enjoy reading. The enhanced library collection enabled them to promote reading using materials that attracted students, materials that were culturally relevant, current, appealing, and new.

Survey results showed that 60% of teachers believed that new, relevant materials encouraged more frequent student use of the library and more student initiative, and resulted in more positive attitudes about learning and going to the library. Further, 89% of teachers indicated increased use of library materials in teaching. Many teachers found that an up-to-date collection enabled them to expand student learning material options without having to go outside the school to public and college libraries in the area, as many who embraced resource-based learning reported doing earlier. About two thirds of teachers surveyed named the collection as the most important Library Power contribution to their teaching. The collection was also the initial basis for the collaborations occurring between librarians and teachers.

A popular source of funds for collection development in addition to the Library Power money that matched local allocations were Library Power mini-grants. Usually ranging in amount from \$500-\$1,000, mini-grants encouraged teachers and librarians to plan instructional proposals with strong collection components. These grant awards increased the likelihood that library materials would be used in teaching. The grants supported special interdisciplinary thematic emphases and instructional units using a variety of materials.

Thus the collection was central to student learning opportunities. Thanks in part to the presence of a variety of attractive, up-to-date, age-appropriate collections, students were motivated to use the materials and could experience success in that use regardless of grade level or ability level. Teachers were motivated to plan instructional lessons collaboratively with the librarian using the collection as central to that planning. As a result, students were able to use a variety of materials directly tied to instructional emphases. Students were also more likely to find and use materials that met their personal needs. In this way, the library could become an important basis for the development of lifelong learning attitudes.

The Library Facility

Library Power grants were available for improvements to the library facility. These could include such changes as moving or constructing walls, floor covering, shelving, lighting, and painting. The grant funds covered the costs of materials; labor was supplied by school district personnel or by volunteers. The intent of improvements to facilities was twofold: to provide a more suitable learning environment for the many uses to be made of the library and to signal emphatically to the school that the library is a "new" place for learning in the school. In many cases, libraries had not been designed with varied uses in mind and did not support small-group lessons, comfortable individual reading, or large groups. Library Power schools made great progress in adding spaces that will enable their library to support multiple learning activities concurrently. In addition, many libraries had not been renovated since the building was constructed, so a fresh appearance made a noticeable change.

The easiest change to measure was the addition of more seats in nearly half the participating libraries. But more important were changes designed to make libraries more attractive and more accommodating to different kinds of use, especially those that relate to flexible scheduling. Nearly half of the Library Power schools added more space for comfortable reading, and a third of the libraries added space where teachers and librarians could read aloud to groups of students. One fourth of schools added space to support different simultaneous activities. They also provided areas where students could work on computers; where students could work in small groups; or where individual students could listen to, read, or view library materials. Overall, three quarters of Library Power libraries now can support large and small groups, reading aloud, and multiple simultaneous activities. These changes allow the library to support learning in a variety of ways tailored to the instructional plan of the teachers or the needs of individual students.

Access to the Library

Library Power schools were required to adapt their pattern of library use from regular scheduling of class visits to flexible access by classes, groups, or individual students. Flexible scheduling also meant allowing multiple ac-

tivities to take place in a library at the same time. Small groups, one or more classes, and individual students could work in the library concurrently.

The premise behind flexible scheduling is that if the scheduling is freed up, teachers will be able to use the library in more meaningful ways. They will use the library to explore topics in greater depth or to have students work on more research activities. The common scheduling plan, featuring a 30-minute weekly time allocation per class, does not provide sufficient access to the library to support these types of activities, which are at the heart of what a library can contribute to instruction. With flexible scheduling, schools send an important signal to students, teachers, and librarians that the school library is a valuable resource that is central to teaching and learning activities and that it is intended to be used throughout the day. It is also important to note that moving from regularly scheduled use of the library to flexible access represents a major change in the running of a school. Teachers no longer have a predictable time when they know their class will be in the library. The library period that for many teachers was a time when they could grade assignments or plan lessons is no longer available for those purposes. With the change, teachers needed to redesign their use of the library. Library access might need to be scheduled with the librarian in advance, with consultation on the lesson being pursued. Although the educational objective of flexible scheduling of library use is generally understood, implementation of this pattern of use often required considerable adjustment in the teachers' organization of instruction. Some teachers took full advantage of the new flexibility, while others were slower to adapt. Where the previous pattern provided a uniform access to what many considered a low level of benefit from the library, the change in scheduling produced a wider range of access patterns: some students had a greater quality and quantity of use, and others had less use than before.

Flexible scheduling was widely implemented in Library Power schools. Seventy-five percent of the schools were fully flexibly scheduled in 1997, and an additional 20% were partially flexibly scheduled. Overall, 95% of Library Power schools were able to move to at least a partial flexible scheduling of their library. Seventy-one percent of principals said that flexible scheduling did not exist in their schools before the Library Power program, indicating that for two thirds of the schools this was a radical innovation. The use of the flexible schedule appears to have achieved considerable acceptance in the schools. Teachers, principals, and librarians think that this practice both will continue and should continue beyond the grant period.

The potential for a different quality of learning opportunity provided by this form of access is reflected in teachers' reports that students are using the library more, that they are using the library more on their own initiative, and that their attitude toward using the library is much more positive. Survey data also show that the library is being used in an increasing variety of ways: in addition to visits by classes, the library is used more by small groups, large

groups, and individuals. Case studies report that classes often stay in the library longer than a single class period. Teachers are using the library's resources to enable students to delve into topics in greater depth and to work on research projects.

Professional Development

Professional development has long been recognized as an important key to changes in attitude and teaching strategies among administrators and faculty in school settings. In the Library Power initiative, professional development emphases also led to student learning opportunities. Many faculty members were unfamiliar with the role that the school librarian could play in promoting the library as an environment conducive to positive learning experiences. School librarians whose leadership roles as teachers, instructional partners, and information specialists had not been called on for many years, or school librarians whose library education did not emphasize these roles, needed to be immersed in professional development programs that stressed the librarians' role in promoting student learning. Principals who were unaware of the instructional roles of school librarians needed to be introduced to the many learning opportunities available for teachers and students alike through libraries. In other words, a professional community that embraced school libraries as central to instruction was not evident in most Library Power schools when grant periods began.

Library Power communities recognized that professional development was central to the use of the school library to promote student learning opportunities. On average, 26% of Library Power funds were spent on professional development programs. Library Power funds enabled each Library Power community to assess its professional development needs and seek necessary expertise. Many sought the service of outside consultants who started them on the right path or helped to advance Library Power goals beyond introductory levels. Many professional development programs successfully cultivated leadership from within the school district community and offered opportunities for internal expertise and sharing throughout the Library Power years. Library Power enabled school administrators, librarians, and teachers to see the library's potential and to act on what they learned in individual schools. They worked toward the creation of a learning environment in which the library held a central place. Through its interdisciplinary focus, Library Power also encouraged links with other school reform efforts. Professional development support encouraged librarians to assume their evolving leadership roles as providers of inservice programs, as instructional leaders in collaborative relationships, and as managers of a dynamic learning environment.

Professional development programs took a wide variety of forms. Workshops and summer institutes provided information about the potential of school library programs in teaching and learning, and examples of how

others used the library. Coaches and professional networks provided models from which teachers could learn, as well as demonstrations from mentors on-site and in other locations. Programs emphasizing collaboration between librarians and teachers, collection development aligned to the school's curriculum, and student access to the library at time of need by individuals, small groups, and large groups were among the first professional development programs that introduced the Library Power concept to school communities. It was from these and other shared learning experiences that a common vision of how the library could contribute to student learning began to emerge.

Students benefited most from educators' professional development activities. The programs that were implemented directly affected students in Library Power schools. Professional development helped principals and teachers recognize the importance of flexible access to the library, for example. Educators recognized that students should be encouraged to use the library on an as-needed basis as individuals, in groups, and as part of classes. Students also directly benefited from demonstrations and discussions for teachers and librarians about instruction based on library materials rather than a single textbook. The focus on curricular areas such as collaborative instruction and thematic instruction, and the recognition of the library's role in supporting learning theories that acknowledged varied student learning styles and ability levels, resulted, in many instances, from Library Power professional development emphases.

Collaboration

Collaboration was a Library Power goal designed to improve the teaching and learning process through strong connections between the librarian and teachers. Productive collaboration is a skill to be learned and practiced over time. Professional development can therefore be important in realizing collaboration goals.

The Library Power grant years began in many communities where collaboration between teachers and the librarian was limited. Collections were developed largely without teacher input, and instructional units were usually planned without librarian and teacher interaction. As a result, library lessons for students could easily be unrelated to what was occurring in the classroom, and valuable library resources might go unused in instruction. With Library Power, changes began to occur. In many sites, interdisciplinary thematic unit planning involving a variety of materials formed the basis for collaboration between the librarian and teachers. Principals, librarians, and teachers indicated that collaboration increased during the Library Power years. Eighty-seven percent of principals surveyed reported that the practice of collaborative planning between teachers and librarians had been adopted by their faculties. Collaboration in developing the library's collection was reported by 88% of principals as having been adopted by their faculties.

More than half the principals attributed the increase in collaboration on instructional units and collection development to Library Power, while nearly all the principals, more than 90%, attributed the increase in collaboration to Library Power or a mix of school reforms.

Librarians agreed that Library Power increased collaboration in the schools, noting on average that before Library Power, they collaborated with 22% of teachers, and after Library Power, they collaborated regularly with more than half of the teachers. Teachers reported collaborating with the librarian in planning and designing instruction as well. More than half reported frequent collaboration, whereas only 15% reported no collaboration at all.

When teachers and librarians collaborated, they could focus together on the learning objectives and outcomes that were intended. They could consider student characteristics and the human and material resources that might best meet the learning outcomes. Because of the librarian's background in the total school curriculum and work with other teachers, librarians could consider other curricular emphases in the school. Because of the librarian's expertise in the selection, evaluation, and use of resources, collaborations could focus on matching resources to learning objectives. The librarian's background could also encourage interdisciplinary approaches to some learning experiences and could draw on the expertise of teachers in other areas including art, music, and physical education. Results of collaborative experiences could affect entire grade-level emphases or schoolwide curricular emphases.

When collaboration was at its best, students benefited. Students were introduced to curriculum areas in ways that matched their multiple learning styles. They were encouraged to engage in self-inquiry and use a variety of resources. They had opportunities to use library resources and work with library staff on individual, small-group, and class bases. Research activities in which they engaged could be more relevant to classroom emphases.

Library Power made it possible, through professional development funding and through the operational support of the school principal, for librarians and teachers to have the time and the background to develop strategies for meaningful instruction. The emphasis on collaboration promoted the development of a professional community that had an investment in the learning of all students, not just those in a single classroom. Although the level of collaboration varied, Library Power demonstrated that librarians could be active partners in instructional planning and implementation. Library Power demonstrated that where teaching strategies were collaboratively developed, the enhancement of student learning opportunities was indeed possible.

Curriculum, Instruction, and School Reform

The presence of a Library Power program in a school affected the curriculum of the school in a variety of ways. The increased awareness of the library as a resource in the school brought a wider array of information to the development of lessons and broadened the concept of materials that could support instructional units. Analysis of the collection in terms of curricular support increased knowledge of both the collection and the curriculum. Seeing students as successful learners in library settings helped some teachers gain confidence in the students' learning abilities. Case study researchers noted teachers who changed their approaches to teaching and embraced a resource-based teaching strategy. Mini-grants were among professional development incentives that resulted in curriculum change. Teachers revised their curriculum, some extensively, after receipt of mini-grants supporting resource-based instruction. Collaborative planning by teachers and librarians and among teachers made multiple contributions, including the development of thematic units that cut across conventional disciplinary divisions and the reduction of redundancy. Increase in the librarian's knowledge of the curriculum led to the librarian's becoming a curriculum planner in the building and, in some cases, for the district. Library Power professional development provided school personnel with motivation and support for curricular change.

Further, the provision of library resources in the form of more staffing, a better collection, an improved facility, and more access resulted in the use of these resources in instruction. Case study researchers observed how enriched resources were used to structure new lessons that required students to use library resources. Although it cannot be argued that improved resources alone will result in a higher quality of instruction, it was clearly established that Library Power resources were incorporated by teachers into learning experiences of high quality.

Special attention was paid in this evaluation to the interaction of Library Power and school reform efforts. The general finding is that Library Power is a natural partner with reforms that emphasize construction of new knowledge. The construction of new knowledge by the learner requires that a rich array of information be selected, evaluated, and absorbed to support the constructive process. Library Power provides the necessary resources and makes them readily available when the learning is taking place, while providing a librarian prepared to be involved in the investigation and learning process. In addition, educational approaches that emphasize incorporation of literature into classrooms, improvement of literacy, and encouragement of teachers to develop individual lesson plans are also well supported by Library Power practices.

Student Learning Outcomes

Most of this article thus far is devoted to the inputs: the elements in which Library Power funds were invested to promote student learning opportunities. Although the focus on student learning opportunities is appropriate, some attention, even at beginning levels, should be devoted to the intended results of learning opportunities, that is, evidence that student learning has indeed improved.

Research on innovation reminds us that change takes time. It would not be appropriate to expect massive changes in student learning in the three-year grant period. Further, Library Power schools began at different times within a grant period: some in the first year of funding, some in the second year of funding, and some only in the third or last year of funding. Change is also dependent on multiple, complex factors, of which Library Power is only one. Thus a discussion of student outcomes attributable to Library Power is beset with understandable difficulty.

Although the amount of concrete evidence about the measurable impact of Library Power on student learning is limited, case study findings suggest that student learning has been affected positively. Library Power principals, librarians, and teachers saw student benefits in attitude, level of independence and confidence, and learning experience. Teachers and librarians noted that students were more engaged learners. They were motivated to use the library and were eager to check out and use available materials. Student learning styles seemed more likely to be taken into account, in part because of greater opportunities for individualized attention from the librarian or teacher or other adult when individual or small group work was encouraged, and in part because students could spend varying amounts of time, as needed, in the library.

Case study researchers recounted comments of teachers and librarians who indicated that children showed greater interest, even excitement, in learning. The wide variety of up-to-date resources, many multicultural in nature, contributed to this interest, as well as to more interest in reading. It was reported that authentic learning emphases encouraged students to ask questions that were meaningful to them and to pursue answers to their questions in greater depth. Students seemed to have more ownership of their work and were proud of the products resulting from their studies. Among the types of programs mentioned as benefiting from a stronger library focus were science fairs, debates, and reading initiatives including "Battle of the Books."

Many teachers and librarians felt that students retained library literacy skills better because the specific skills were taught at the time when they related directly to student learning. Some of those interviewed noted that students drew on previous knowledge to a greater extent, recognized connections across the curriculum, and were more likely to retain what was learned, even into the next grade levels. Skills such as writing and note-taking

were said to have increased during the Library Power years. Some middle school librarians were said to have expectations now for incoming student mastery of certain literacy skills based on whether students came from a Library Power elementary school. For example, the ability to select and use certain materials successfully for research, or the ability to understand a research process were said to have been achieved to a greater extent by students from Library Power schools when compared with non-Library Power school students. Students apparently were also more likely to engage in self-evaluation during individual learning experiences.

Lessons Learned

The \$45-million school improvement initiative, Library Power, funded by the DeWitt Wallace-Reader's Digest Fund, operated in about 700 schools and reached more than a million students. Studying the initiative over several years has provided support for lessons that we believe will be useful to educators, community advocates, and decision-makers. They can be grouped in the following ways: community, process, and outcomes .

- **Community**

Student learning is a shared interest. To be sure, educators in the school community are interested in student learning. But partnerships in the community with local education fund agencies generated enthusiasm, money investments, and volunteers who invested in student learning over time. Library Power brought the realization that student success benefits not only the individual, but the community as well.

Networking is critical to effecting change. The Library Power program was an interdisciplinary one that brought together community leaders and educators with a shared vision. In some schools, Library Power brought about the first active collaboration between librarians and teachers. In some schools, the program showed principals for the first time that librarians provide instructional leadership. In many communities, the initiative represented the first time public education advocates and educators had focused on the school library as central to instruction. Library Power brought together teachers, principals, librarians, district curriculum leaders, and community activists. Those individuals agreed that school libraries could make a difference to student learning and they, not librarians alone, articulated their support. Local education fund community-based organizations were central to the Library Power initiative (De Luna, 1998).

Collaboration between librarians and teachers is important. Library Power sought to improve teaching and learning by promoting strong connections between librarians and teachers. Collaborations centering on library materials became the basis for teacher involvement in selection. They resulted in teachers using library resources more in instruction and in encouraging student use of the library. Collaboration was also important in involving the

librarian in unit planning. Collaborations were essential to the librarian's partnership in instruction .

- Process

Planning is necessary and worth the effort. A critical factor in accomplishing the goals of Library Power was an emphasis on comprehensive planning. Planning in Library Power communities began before the grant was received and continued throughout the grant period. Planning took place at the community level and at the school level. Although time-consuming, such planning gave opportunities to reflect on past practice and consider the best path to take to reach intended goals. Planning also provided opportunities to evaluate practices and revise plans as needed.

Shared professional development opportunities build a common vision. Library Power enabled districts to provide multiple professional development opportunities to promote the full use of the library program in teaching and learning. Professional development actively involved not only librarians, but also teachers and principals. Thus the school librarian was not alone. Others understood the potential of the library program, and advocates, such as the school principal, ensured that teachers were involved in the library program in important instructional ways. The professional development programs also were a factor in building a learning community in which principals, teachers, and librarians all focused on maximizing student learning. Through professional development, a common vision about the value of school libraries began to emerge.

Incentives make a difference. Library Power was a \$1.2 million per community investment in student learning through school libraries. Over a three-year period in districts with many schools (e.g., one community had more than 50 Library Power elementary schools), the actual total amount going to an individual school was not great. However, the initiative also showed that incentives can motivate without being substantial. For example, most Library Power school faculties competed for mini-grants of \$500-\$1,000 to obtain resources that supported collaboratively developed instructional units. In addition, Library Power funds often supported planning by providing substitute teachers so that teachers and librarians could plan together. In both these instances, the monetary incentives were an investment in teaching and learning. The results demonstrated that the investment was worthwhile.

In the promotion of student learning, the school library can offer resources, and the school librarian can serve as an internal agent. Library Power promotes the full integration of the school library program into instruction. The collection is basic to the library program's involvement. But leadership from the school librarian, along with that of the school principal, is critical. It is the school librarian who represents an on-site agent for promoting student learning through the library.

- Outcomes

Working to achieve a common vision is worth it. It took a major effort on the part

of many people to implement the plans fully and work toward achieving Library Power goals at both community and school levels. These participants included teachers, principals, librarians, district superintendents, district curriculum directors, district library supervisors, school volunteers, parents, local education fund directors, Library Power directors, university professors, and business leaders. Through joint planning, shared professional development, and collaborative teaching, they learned the power of the school library and found that working to achieve a common vision was worth it.

School librarians can be curriculum partners/leaders in their schools. School communities also learned that the school librarian represented, in too many instances, an untapped source of leadership. Library Power required instructional leadership. It required a knowledge of the school's curriculum, knowledge of developmental characteristics of children, and knowledge of instructional resources. Library Power required joint planning between teachers and librarians. Library Power required professional development planners and presenters. In many instances, the requirements were to be found in the school librarian.

The national guidelines as expressed in Information Power work! Library Power was based on the library profession's vision of a learning community as presented in its national guidelines published in 1988 and revised in 1998. The learning community is viewed as central to promoting authentic learning. The library profession recognizes that learning occurs in a variety of contexts and locations. It believes that authentic learning involving the use of information to think critically, solve problems, and to create personal meaning, is central to increasing learning for all students. The profession sees the student as an important participant in the learning community, along with educators including librarians, teachers, and principals. There is also a recognition that the learning community also includes parents as well as all our communities: local, state, regional, national, and international.

Through its goals and requirements, the Library Power initiative advanced the notion of a student-centered library program in a learning community. The Library Power initiative required a full-time librarian, an update collection, and a facility that accommodated individuals as well as small and large student groups. In addition, the initiative required flexible access for students and collaborative instructional planning between librarians and teachers. These features of Library Power were all designed to promote student learning opportunities. In other words, Library Power lived the recommendations of the profession's national guidelines. Library Power demonstrated that, given the right conditions, the national guidelines can work. School libraries have much to offer in the education community's pursuit of maximized student learning.

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