**Michigan Department of Education Survey**

August 2016

The Michigan Department of Education (MDE) is seeking feedback on the development of their State plan for the Every Student Succeeds Act (ESSA), that provides Federal support to States to help improve elementary and secondary education.

The survey (which can be found [here](https://www.surveymonkey.com/r/9R8KHHV)) seeks comments on the initial vision and concepts of the Action Teams, which the MDE has convened to review specific focus areas within the State plan and the Federal law.

**This survey will be open through Tuesday, August 16, 2016;** ALA, AASL, MAME and its partners provide suggested responses to “Other (please specify)” questions noted in relevant sections of the survey in “**bold**” below.

**[**Note: There is a separate section of the survey for each Action Team currently seeking input. At a minimum, please respond to those sections (see suggested language below) for which there is a connection to school librarians and/or effective school library programs and when finished, select “I’m Done.” Responses to each aspect of the survey are not required.**]**

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| **Action Teams** | **Survey Background** | **Suggested Responses** |
| Accountability System-Technical | No Library Connection | N/A |
| **Additional Indicator of School Quality and Transparency Dashboard** | As part of the State accountability system under ESSA, the MDE must include a 5th “additional indicator” of school quality or student success. As MDE considers this “additional indicator” in the State accountability system, they ask how important it is for this indicator of school quality to include, “educator engagement/quality (teachers, school and district leaders)” and “school climate, culture and safety.” | **Include indication of effective school library program by including indicator such as ratio of school library media specialists to students and/or a school's SL21 status (**[**http://www.michigan.gov/sl21**](http://www.michigan.gov/sl21)**)****School librarians should be specifically included as part of “educator engagement” because they make the whole school more effective.*** **School librarians serve as instructional leaders, program administrators, teachers, collaborative partners, and information specialists.**
* **School librarians work with every student in the school, teaching them to think critically, providing the resources and support they need in school and beyond, and nurturing their creativity.**
* **School librarians are an essential partner for all classroom teachers, providing print and digital materials that meet diverse needs and collaborating to deepen student learning and drive success.**
* **School librarians are leaders in the school, helping to develop curriculum and connecting other educators to current trends and resources for teaching and learning.**

**Effective school library programs should be specifically included as part of MDE efforts related to “school climate, culture and safety.”*** **School libraries are a safe learning environment where all students have equal and equitable access to learning, support, and information for personal and educational purposes.**
* **As poverty rates across America remain high, our schools must serve as an “equalizer” to provide all students with equal and equitable access to the resources, support and instruction necessary to succeed academically and become productive and engaged citizens in a democratic society.**
* **Research confirms that effective school library programs are a wise investment for our children’s education and workforce readiness.**

**Effective school library programs should be specifically included as part of MDE efforts related to "Career/Postsecondary Readiness"*** **The development of cognitive strategies in students, culminating at the high school level, such as research skills including analyzing and evaluating information are critical to postsecondary success. A strong K-12 school library program which includes a certified school media specialist who is considered an educational partner and information literacy teacher will support building a measurable skill set that provides students a bridge from high school to college.**
* **Every discipline has a foundation of information and digital literacy proficiencies that students need to possess in order to succeed in the postsecondary educational environment. These skills must be purposefully integrated into the high school curriculum. Students tend to overestimate their proficiency because these skills are not currently assessed in standardized testing.  A certified School Media Specialist with a role in developing assignments and assessments, can assure students meet levels of achievement that reflect postsecondary expectations.**
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| Assessment Implementation | No Library Connection | N/A |
| Communications and Outreach | No Survey at this Time | No Survey at this Time |
| Fiscal | No Survey at this Time | No Survey at this Time |
| Innovative Assessment Pilot | No Library Connection | N/A |
| **Supports** | As part of the school improvement planning process, districts and schools review student achievement data (how well the students are doing in school), demographic data (who are the groups of students in the school/district and how are they doing), and perception or survey data (how do parents, school staff, the community, and others perceive the school and district). The review of this data helps the districts and schools learn about their strengths and the areas that are in need of improvement. This data analysis is called a comprehensive needs assessment (CNA.) Using the areas identified in the CNA as in need of improvement for a school/district, which services below do you think should be provided by the State to help the district and/or school meet the needs and improve student achievement. | **Under "Other" for supports at district level:****The MDE should use the comprehensive needs assessment to develop and support district and school efforts to improve student achievement through effective school library programming.*** **MDE should support new provisions under ESSA such as 1) those authorized under Title I, Part A that encourage "Local Education Agencies (LEAs) to include in their local plans how they will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement." and 2) those authorized under Title II, Part A that encourage support for the “instructional services provided by effective school library programs.”**
* **Michigan ranks 41st on 4th grade reading achievement on the NEAP and ranks 47th in the ratio of students to certified school librarians.**
* **A Michigan study showed that schools with certified school librarians have 35% more 4th graders who score proficient or above on the MEAP than schools without such staff. It was shown that the results were independent of school or community conditions. (see** [**here**](http://wayback.archive-it.org/418/20150104053412/http%3A/michigan.gov/documents/hal_lm_schllibstudy03_76626_7.pdf)**)**
* **Michigan CEPI data show that over 65% of Michigan's school buildings have NO staff in a school library.**
* **Data available (see** [**here**](http://nces.ed.gov/surveys/sass/tables_list.asp#2012)**) from the National Center for Education Statistics (NCES) highlights the lack of support for too many of our students in thousands of schools across the country.**
* **Multiple studies (see** [**here**](http://keithcurrylance.com/school-library-impact-studies/)**) over the years clearly demonstrate that effective school library programs help all students do better academically, even when other school variables are considered.**
* **Effective school library programs also foster critical thinking, providing students with the skills they need to analyze and create new ideas in compelling ways.**
* **ESSA recognizes the key role effective school library programs play in improving student academic (reading) achievement, leading technology integration, and ensuring that students are adequately prepared for college and success in the workforce.**
* **Recommend that MDE provide professional development and traing for district and building administrators on the critical role of school librarians and evidence-based practices for effective school library programs as defined by MDE School Libraries 21 (SL21) (**[**here**](http://www.michigan.gov/sl21)**) benchmarks to maximize student achievement.**

**Under "Other" for supports at school level:*** **A key point of supports is that all children will receive a well-rounded education that addresses academic and social/emotional needs.  In order to receive a well-rounded education, all students need equal access to an effective school library program staffed by certified school library media specialists.  Certified school library media specialists:**
	+ **Increase reading achievement**
	+ **Are leaders in technology integration, and**
	+ **Are critical in preparing students for career and college (they teach digital citizenship skills, information literacy, and research skills)**
* **School library media specialists collaborate with teachers and provide resources to all staff in the school**
* **School library media specialists serve as instructional coaches and are professional development leaders.  School library media specialists provide professional development onsite and just-in-time for staff in their buildings.  They customize/personalize the professional development and resources to meet the needs of their staff and their students, including differentiating instruction.**
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| **Teacher and Leader Quality** | Based on initial work, the Teacher and Leader Quality Action Team proposes that Michigan’s approach to teacher and leader quality through its ESSA State Plan should focus on four areas: equity, educator recruitment and retention, career pathways for teachers, and educator evaluations. As part of this effort, the survey asks, “**What is high-quality professional learning for teachers and administrators? How should it be developed, delivered, and supported?”** | **The MDE should specifically include school librarians as part of any effort related to teacher quality to help ensure activities include all individuals that provide instruction to students.*** **ESSA specifically clarified that school librarians are included under the statutory definition of “specialized instructional support personnel.”**
* **School library media specialists provide professional development onsite and just-in-time for staff in their buildings and districtwide.  They customize/personalize the professional development to meet the needs of their staff and their students.**
* **School library media specialists share their learning with other professionals when they attend conferences and workshops, applying the benefits of new techniques, strategies, and technologies to the entire district.**
* **High quality professional learning must come from library professionals who are certified in their field as they have an understanding of cross-curricular learning targets.**
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| **Using Data to Inform Instruction** | In collaboration with educational organizations, regional and district personnel, and other stakeholders, the MDE can provide training and assistance in understanding student reports and data. Among the topics to be considered is “data literacy.” | **Effective school library programs use data to inform instruction and should be specifically included as part of any MDE efforts in this area.*** **Literacy skills have always been a critical component of our education systems. Today, the attainment of digital literacy – for both students and educators – can help to ensure that all students graduate from high school prepared for postsecondary education or the workforce without the need for remediation.**
* **Effective school library programs play a crucial role in bridging digital and socioeconomic divides.**
* **Effective school library programs serve as critical learning hubs for instruction and use of technology, digital, and print materials (including curation of openly licensed educational resources) to better prepare students for success for school and the workforce.**
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