Thank you for taking part in this survey. We appreciate the time you will take to complete it.

There are four parts to this survey:

- **Part I** asks about certain aspects of your school library program (e.g. collaboration, research, etc.).
- **Part II** asks you to rate the importance of services that you provide in your school library.
- **Part III** asks you to remember certain situations in the school library media center.
- **Part IV** asks you some questions about you and your school.

The survey will take about 30 minutes of your time. Your participation is voluntary and you may stop and choose to withdraw from participation at any time.

Your name will not appear on the survey. You will not be asked to reveal any information that you do not wish to reveal. You answers will not be shown to anyone in your school or district.

All data will be analyzed as group data. No individual names or other identifying information will be revealed in publications, reports, or presentations resulting from this research study.

Try to answer every question. Your answers are very important to us. What we learn from your answers and those of other school librarians will help provide information for planning better school library services and programs for you and your students.

If you have any questions about the study or this survey, please contact Research Associate Jaime Snyder at jasnyd01@syr.edu.

Thank you for taking part in this survey.
PART I

INSTRUCTIONS

We want to find out about your school library services and resources.

For each statement, select the response that best answers the statement.

Please mark only one answer for each statement.

If you do not know the best response, or if the statement does not apply to you, please mark I don’t know.

Here is an example of a completed item:

**I love teaching students in the school library.**

- This is always true.
- X This is usually true.
- o This is sometimes true.
- o This is rarely true.
- o This is never true.
- o I don’t know.

Now it is your turn. On the following pages, please read each of the statements carefully and select the response that best answers the statement.

Be careful not to skip any statements.
The following statements are all related to INFORMATION LITERACY, specifically FINDING INFORMATION.

1. I teach students the skills needed to find information using multiple sources.
   - This is always true.
   - This is usually true.
   - This is sometimes true.
   - This is rarely true.
   - This is never true.
   - I don’t know.

2. I teach students how to search for information related to their personal interests.
   - This is always true.
   - This is usually true.
   - This is sometimes true.
   - This is rarely true.
   - This is never true.
   - I don’t know.

3. I teach students how to ask just the right questions to get the information they need.
   - This is always true.
   - This is usually true.
   - This is sometimes true.
   - This is rarely true.
   - This is never true.
   - I don’t know.
4. I am an expert in helping students and teachers find curriculum-related information resources in a variety of formats (e.g., print, electronic).

  o This is always true.
  o This is usually true.
  o This is sometimes true.
  o This is rarely true.
  o This is never true.
  o I don’t know.

5. My school library program helps all students find information that is useful to them.

  o This is always true.
  o This is usually true.
  o This is sometimes true.
  o This is rarely true.
  o This is never true.
  o I don’t know.

6. I teach students to use a variety of strategies to use for locating information needed to solve a problem or answer a question.

  o This is always true.
  o This is usually true.
  o This is sometimes true.
  o This is rarely true.
  o This is never true.
  o I don’t know.

7. My school library is always a valuable place for finding information.

  o This is always true.
  o This is usually true.
  o This is sometimes true.
  o This is rarely true.
  o This is never true.
  o I don’t know.
The following statements are all related to RESEARCH, specifically USING INFORMATION.

8. **I teach students how to organize the information they have found to solve a problem or answer a question.**
   - This is **always** true.
   - This is **usually** true.
   - This is **sometimes** true.
   - This is **rarely** true.
   - This is **never** true.
   - I don’t know.

9. **I teach students how to select appropriate information for solving their problem or answering their question.**
   - This is **always** true.
   - This is **usually** true.
   - This is **sometimes** true.
   - This is **rarely** true.
   - This is **never** true.
   - I don’t know.

10. **I teach students how to blend new information with information they already know.**
    - This is **always** true.
    - This is **usually** true.
    - This is **sometimes** true.
    - This is **rarely** true.
    - This is **never** true.
    - I don’t know.
11. I teach students how to take the information they have found and create something new from it.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

12. I encourage students to share information that they learn with others.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

13. I help students communicate information in appropriate formats.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.
14. I teach students how to take what they have created from the information they found and communicate it in a variety of formats (such as a paper, a poster, a multimedia presentation, etc.).

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

15. I support students in creating artifacts (such as poems, drawings, or videos) based on what they have read.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

The following statements are all related to INFORMATION LITERACY, specifically EVALUATING INFORMATION.

16. I teach students how to know when they need information.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.
17. I teach students to determine when information is relevant to a particular problem or question.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

18. I teach students how to evaluate the information they find.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

19. After students have completed a research task, I encourage them to think about new or different ways to look for information the next time.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

20. I teach students how to tell the difference between fact, opinion, and point of view.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.
21. I teach students how to identify information that is inaccurate or misleading.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

22. After students have completed a search for information for a school assignment, I teach them to evaluate the quality of the end product (such as a paper, a poster, a multimedia presentation, etc.).

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

23. I teach students to determine when the information they have found thoroughly covers the topic of their problem or question.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

24. I teach students how to evaluate the information resources (books, Web sites, etc.).

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.
The following statements are all related to COMPUTERS.

25. I demonstrate mastery of current technologies for teaching and learning.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

26. When students use computers, I teach them to respect copyright and the intellectual property of others by citing their sources.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

27. I provide in-service training to other educators on how to use computers.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.
28. I am a role model in the area of computer integration and use to others in my school.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

29. I use computers for teaching research skills.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

30. I help students use computers for completing homework assignments and class projects.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

31. I teach students to know when the use of computers is appropriate.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>32. I encourage students to respect the ideas of others.</strong></td>
<td>o This is <em>always</em> true.</td>
</tr>
<tr>
<td></td>
<td>o This is <em>usually</em> true.</td>
</tr>
<tr>
<td></td>
<td>o This is <em>sometimes</em> true.</td>
</tr>
<tr>
<td></td>
<td>o This is <em>rarely</em> true.</td>
</tr>
<tr>
<td></td>
<td>o This is <em>never</em> true.</td>
</tr>
<tr>
<td></td>
<td>o I don’t know.</td>
</tr>
<tr>
<td><strong>33. I teach students to respect everyone’s rights to read,</strong></td>
<td>o This is <em>always</em> true.</td>
</tr>
<tr>
<td><strong>write, view, listen to,</strong> <strong>and exchange information and</strong></td>
<td>o This is <em>usually</em> true.</td>
</tr>
<tr>
<td><strong>ideas.</strong></td>
<td>o This is <em>sometimes</em> true.</td>
</tr>
<tr>
<td></td>
<td>o This is <em>rarely</em> true.</td>
</tr>
<tr>
<td></td>
<td>o This is <em>never</em> true.</td>
</tr>
<tr>
<td></td>
<td>o I don’t know.</td>
</tr>
<tr>
<td><strong>34. I teach students that all people should have equal access</strong></td>
<td>o This is <em>always</em> true.</td>
</tr>
<tr>
<td><strong>to information.</strong></td>
<td>o This is <em>usually</em> true.</td>
</tr>
<tr>
<td></td>
<td>o This is <em>sometimes</em> true.</td>
</tr>
<tr>
<td></td>
<td>o This is <em>rarely</em> true.</td>
</tr>
<tr>
<td></td>
<td>o This is <em>never</em> true.</td>
</tr>
<tr>
<td></td>
<td>o I don’t know.</td>
</tr>
</tbody>
</table>
35. When students are looking for information for a homework assignment or class project, I help them to find information resources that reflect different situations, cultures, or points of view.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

36. I help students with various learning styles and reading abilities to find reading material that interests them.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

The following statements are all related to COLLABORATION.

37. I collaborate with classroom teachers to plan and deliver instruction.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.
38. I am willing to collaborate with classroom teachers in my school.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

39. I am an active member of the instructional team in my school.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

40. I collaborate with teachers in my school to identify connections across student information needs, curricular content, and learning outcomes.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

41. I team-teach with classroom teachers.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.
### 42. I work closely with individual teachers to design authentic learning tasks and assessments.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

### 43. I seek feedback from teachers in my school when developing school library programs and services.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

### 44. I collaborate with classroom teachers to assess student learning.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.
The following statements are all related to PROFESSIONAL DEVELOPMENT.

45. I regularly update my professional knowledge and skills to better serve my school community.
   - This is always true.
   - This is usually true.
   - This is sometimes true.
   - This is rarely true.
   - This is never true.
   - I don’t know.

46. I provide in-service training to other educators on the topic of research skills.
   - This is always true.
   - This is usually true.
   - This is sometimes true.
   - This is rarely true.
   - This is never true.
   - I don’t know.

47. I convey the importance of learning research skills to students and teachers.
   - This is always true.
   - This is usually true.
   - This is sometimes true.
   - This is rarely true.
   - This is never true.
   - I don’t know.
48. I model the use of research skills to students.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

49. I provide the knowledge and vision to lead my school library media center creatively and energetically, now and into the future.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

The following statements are all related to MOTIVATING STUDENTS AT THE BEGINNING OF THE RESEARCH PROCESS.

50. When teaching research skills, I establish students’ positive anticipation for the learning they are about to do.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.
51. When teaching research skills, I stimulate students’ curiosity.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

52. When teaching research skills, I begin with students’ existing knowledge and prior experiences.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

53. When teaching research skills, I relate them to students’ needs and interests.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

54. When teaching research skills, I describe their usefulness to students.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.
55. When teaching research skills, I provide an appropriate level of challenge to students.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

56. When teaching research skills, I clarify my learning expectations for students.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

57. When teaching research skills, I set up a supportive learning environment for students.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.
The following statements are all related to MOTIVATING STUDENTS DURING THE RESEARCH PROCESS.

58. When teaching research skills, I vary my teaching methods in order to maintain student interest.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

59. When teaching research skills, I encourage students to ask questions.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

60. When teaching research skills, I promote the relevance of learning these skills as students progress through the research process.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.
61. When teaching research skills, I model enthusiasm for the research process to students.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

62. When teaching research skills, I provide opportunities for students to have choices as they progress through the research process.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

63. When teaching research skills, I provide students with opportunities for successful learning.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

64. When teaching research skills, I maintain an atmosphere accepting of different ideas and opinions.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.
65. When teaching research skills, I provide recognition for students’ successes and improvements.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

The following statements are all related to MOTIVATING STUDENTS AT THE END OF THE RESEARCH PROCESS.

66. When teaching research skills, I tie students’ learning success to their effort.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

67. When teaching research skills, I have students reflect on their research experience.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.
68. When teaching research skills, I provide students with recognition, rewards and/or choices for presenting their research projects.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

69. When teaching research skills, I provide students with opportunities for self-assessment.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

70. When teaching research skills, I provide students with enrichment opportunities.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.

71. When teaching research skills, I offer new opportunities for students to use these skills.

- This is always true.
- This is usually true.
- This is sometimes true.
- This is rarely true.
- This is never true.
- I don’t know.
The following statements are all related to IEPs.

72. I have access to the Individualized Education Programs (IEPs) of all students with disabilities in my school.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

73. I regularly review the IEPs of the students to whom I am providing instruction.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

74. I regularly provide input to other educators that impacts the IEPs of students to whom I provide instruction.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.
### 75. I use the information available to me in the IEPS of student to whom I provide instruction to inform my interactions with these students.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

---

### The following statements are all related to ASSISTIVE TECHNOLOGIES.

---

### 76. It is my responsibility to select assistive technologies (e.g. screen readers, speech recognition systems, etc.) for students with disabilities to use in the school library media center.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

---

### 77. I collaborate with special educators to select assistive technologies (e.g. screen readers, speech recognition systems, etc.) for students with disabilities to use in the school library media center.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.
78. I have adequate funds to select appropriate assistive technologies (e.g. screen readers, speech recognition systems, etc.) to help students with disabilities learn in the school library media center.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

---

The following statements are all related to PHYSICAL ACCESSIBILITY.

---

79. All service desks (e.g. book returns) in the school library media center are physically accessible to students in wheelchairs.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.

---

80. All aisles in the school library media center are wide and kept clear of obstructions so that students with mobility and/or visual impairments can navigate to all sections.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.
81. All directional signs throughout the school library media center have high-contrast, large print and are accompanied by symbols so that students with learning disabilities and/or visual impairments can easily navigate to all sections.

   o This is always true.
   o This is usually true.
   o This is sometimes true.
   o This is rarely true.
   o This is never true.
   o I don’t know.

The following statements are all related to INCLUSION & COLLECTION DEVELOPMENT.

82. I make a point of choosing materials for the collection that address the learning needs of students with disabilities.

   o This is always true.
   o This is usually true.
   o This is sometimes true.
   o This is rarely true.
   o This is never true.
   o I don’t know.

83. I make a point of choosing fiction materials for our school library collection that feature individuals with disabilities as main characters.

   o This is always true.
   o This is usually true.
   o This is sometimes true.
   o This is rarely true.
   o This is never true.
   o I don’t know.
84. I make a point of choosing biographies and/or autobiographies about individuals with disabilities for our school library collection.

- This is **always** true.
- This is **usually** true.
- This is **sometimes** true.
- This is **rarely** true.
- This is **never** true.
- I don’t know.
**PART II**

**INSTRUCTIONS**

Please **rate** the importance of the following school library media services that you provide from 1 (LEAST IMPORTANT) to 10 (MOST IMPORTANT). If there are any services that you do not provide, mark the **zero** (0).

<table>
<thead>
<tr>
<th>1. Working with teachers to teach research skills to students.</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
<th>MOST IMPORTANT 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Maintaining a quiet study environment for students.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>MOST IMPORTANT 0</td>
</tr>
<tr>
<td>3. Helping students use computers responsibly.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>MOST IMPORTANT 0</td>
</tr>
<tr>
<td>4. Promoting school library resources and activities within the school.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>MOST IMPORTANT 0</td>
</tr>
<tr>
<td>5. Motivating students to read.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>MOST IMPORTANT 0</td>
</tr>
<tr>
<td>6. Writing and enforcing policies on copyright and appropriate Internet usage.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>MOST IMPORTANT 0</td>
</tr>
<tr>
<td>7. Maintaining a neat and orderly collection of resources.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>MOST IMPORTANT 0</td>
</tr>
</tbody>
</table>
8. **Motivating teachers to use computers.**

<table>
<thead>
<tr>
<th>LEAST IMPORTANT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>MOST IMPORTANT</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

9. **Providing information resources for teachers and students.**

<table>
<thead>
<tr>
<th>LEAST IMPORTANT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>MOST IMPORTANT</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

10. **Providing computer support to teachers.**

<table>
<thead>
<tr>
<th>LEAST IMPORTANT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>MOST IMPORTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
PART III

Now, we’d like you to tell us about a specific time when you really helped students and/or excited them about learning something new when they were in the school library.

This may have been a whole class, a small group, or just a single student. It might have happened a long time ago or very recently. It might have been related to a school task or something the students just wanted to know for themselves.

Please tell us as much as you can remember about the event and give details, such as:

- When did the event occur?
- What was it that the students needed or wanted to be able to do or learn?
- What help did you give?
- What did this help enable the students to do?
- How did the students feel about the event?
- How did you feel about the event?
- What else can you tell us about this event?

Please write your response in the space below.
PART IV

Please provide us with the following information about you and your school.

Your school’s name:

________________________________________

Your school district:

________________________________________

I am: (please check one box)

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
</table>

My age (in years) is: (please check one box)

<table>
<thead>
<tr>
<th>Under 25 years</th>
<th>25 – 34 years</th>
<th>35 – 44 years</th>
<th>45 – 54 years</th>
<th>55 – 64 years</th>
<th>65 years or older</th>
</tr>
</thead>
</table>

Grade levels at my school: (please check all boxes that apply)

<table>
<thead>
<tr>
<th>Pre-Kindergarten</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
</table>
I provide instruction to students with IEPs: (please check one box)

<table>
<thead>
<tr>
<th>Option</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>At the same time as their non-disabled peers.</td>
<td></td>
</tr>
<tr>
<td>Separately from their non-disabled peers.</td>
<td></td>
</tr>
<tr>
<td>Sometimes at the same time as their non-disabled peers and sometimes separately from their non-disabled peers.</td>
<td></td>
</tr>
<tr>
<td>I do not provide any instruction to students with IEPs.</td>
<td></td>
</tr>
<tr>
<td>I do not now if my students have IEPs.</td>
<td></td>
</tr>
</tbody>
</table>

I have worked as a school librarian for: (please check one box)

<table>
<thead>
<tr>
<th>Duration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year or less</td>
<td></td>
</tr>
<tr>
<td>2 to 5 years</td>
<td></td>
</tr>
<tr>
<td>6 to 10 years</td>
<td></td>
</tr>
<tr>
<td>11 to 15 years</td>
<td></td>
</tr>
<tr>
<td>16 or more years</td>
<td></td>
</tr>
</tbody>
</table>

I have worked as a school librarian in my current school for: (please check one box)

<table>
<thead>
<tr>
<th>Duration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year or less</td>
<td></td>
</tr>
<tr>
<td>2 to 5 years</td>
<td></td>
</tr>
<tr>
<td>6 to 10 years</td>
<td></td>
</tr>
<tr>
<td>11 to 15 years</td>
<td></td>
</tr>
<tr>
<td>16 or more years</td>
<td></td>
</tr>
</tbody>
</table>

My background is: (check all that apply)

<table>
<thead>
<tr>
<th>Background</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska native</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino/Latina</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>I do not know.</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for completing this survey. Your answers will help us know more about school libraries.