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Assignment 2 – Needs Assessment of CES Library

Team Three – Kendra Dixon, Randi-Marie Gonsalves, Marley Jones, Clarissa Otey, &
Betsy Sumerford

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I. Executive Summary

The primary goal of this needs assessment was to determine if the staff and especially the librarian of CES, an elementary school located in Carrboro, North Carolina, are completely satisfying the needs and goals of the students that attend this school. The assessment was also designed to test whether the library's collection meets the needs and expectations of those who use the library, who consist primarily of students and teachers at CES. In order to create a survey that would detail or point out inconsistencies or opportunities for improvement, one of the members of Team Three met with Ms. P, who is the sole librarian at CES.

Following an initial interview with the school librarian, Ms. P, we determined which questions and concerns should be addressed in the survey to be put forth to the teachers, principal, parents, and students at CES. Ms. P was interviewed in person one-on-one, but the staff was surveyed using the online program Qualtrics. The survey included multiple choice, scale, and open-ended questions, and it was estimated to take around four minutes to complete. The Qualtrics survey assessed the results of the answers given by the teachers. In all, the survey group included 22 of 30 teachers.

Students were administered a survey put forth through a Google Doc by Ms. P earlier in the school year. Information was gathered from this questionnaire and presented to Team Three. While the staff and students responded to surveys/ questions, parents did not. The survey group included 530 kindergarten through fifth grade students, of which 42 responded.

We concluded that this relatively high response rate of the staff was determined to

be due to the fact that Qualtrics is an online survey that is relatively quick to respond to.

A survey was also sent out to parents, but with minimal response. The low response rate from the parents was probably due to the lack of incentive posed to them, and maybe the lone fact that they do not make use of the school's library on a daily basis as the other two groups do. Though we would have valued any data parents could have provided us with, we feel that a low response rate doesn't invalidate the conclusions drawn from the response data.

The results from both the online survey and the written responses by the students indicated a high level of satisfaction with the school's library. The data shows that the library is serving the school well overall, especially in the areas of materials for students. This was an important area of success for this library as many of the students surveyed admitted that the school library was their number one choice for obtaining materials (i.e. books to read). Teachers were overwhelmingly satisfied with the services provided by Ms. P in the area of materials as well (i.e. materials pulled, suggestions made, etc.). Only a few concerns were mentioned as areas that could be improved upon, most notably the hours of operation the library has for students and teachers to browse and check out books and schedules for teachers' classes to come into the library. A second need as noted by students was in allowing them the opportunity to request desired reading materials.

The primary goals as laid out by Ms. P in the one-on-one interview were minimal in number, but very important to her all the same. First and foremost, Ms. P wants the library to promote inclusion and an acceptance of diversity. A second goal was for the

library to be a welcoming place for all who enter. A third and final goal was to have school-wide support in learning and collaboration between the library and the classrooms to better serve the needs of the student population. Meeting these goals will ensure a better learning environment for each and every student that attends CES.

II. Introduction

CES is part of a school district in Orange County, North Carolina. It is a dual-language Spanish immersion school in downtown Carrboro, North Carolina. There are 530 K-12 students, divided between a “traditional” track and a “dual-language” track. Each grade level has two dual-language classrooms and one to two traditional track classrooms. In the dual-language classrooms, 50% of the instructional day is spent speaking, reading, and writing in Spanish. Within the dual language program, 50% of the slots are reserved for native Spanish speakers, so there are quite a few non-English speaking students and parents in attendance at the school.

The school is also Title I, which means that over 40% of students receive free or reduced lunch. However, because of the high property tax rates in the district, CES is a unique Title I school in that it has far more resource funding than most other schools slated as Title I schools. Also, there is an active parent population that helps with school events and fundraising, fulfilling many staff and school-wide needs. For example, while the librarian chooses the vendor and makes materials choices, the parent-teacher

association (PTA) sets up, manages, and breaks down the yearly book fair.

The library is staffed by one person, Ms. P, who is finishing up her third year as a school librarian. She graduated in 2014 with an MLIS from the University of North Carolina, Chapel Hill. Her undergraduate degree was from Oberlin University in Ohio in French. Prior to her employment as school librarian at CES, she was a teacher assistant for several years at a dual-language Chinese school in Chapel Hill. Ms. P. reports that her regular tasks include collection management, lesson planning, teaching, collaborating one-on-one or within grade levels, pulling resources for classroom teachers, and administrative tasks.

The library collection and physical organization reflects the demographics of the school. The library collection contains 20,500 items, 19,600 being print materials. The library circulates almost 19,000 books a month, and over 100,000 a year. Also, there is a large Spanish-language section, with books for every grade level in fiction and nonfiction, all either bilingual or solely Spanish. Their collection is remarkably diverse due to a yearly grant they receive from the estate of a deceased library assistant, specifically for buying books that reflect the diversity of the school. The grant has provided nearly 500 diverse or Spanish language books for the school's collection. The librarian does not have an assistant, but does have regular volunteers that mainly shelve books. Often the library has a graduate student completing an internship to help with the library's needs; however, this year there were not any candidates available.

The library operates on a flexible schedule that changes daily depending on what's scheduled, but usually includes one and a half to two hours of open circulation,

and one to two class lessons. The remainder of the librarian's time is spent planning, collaborating, and pulling resources.

A primary goal identified by Ms. P, the principal of CES, and the Town of Carrboro leadership is promoting inclusion and acceptance of diversity, which is also a stated community goal. Ms. P said that promoting acceptance of diversity and inclusion is one of her main goals, and that much of her work supports that. For instance, every display she creates includes as much racial, economic, and cultural diversity as possible, even if those issues aren't the central focus of the display. Ms. P also emphasizes the importance of creating a safe space in her library so that it's a welcoming, comfortable place for students. She mentioned that while this is true for all students, she thinks it is especially important for immigrant students, both documented and undocumented, especially during times when the population is feeling under stress. Finally, she considers another important goal to be to support school-wide learning by providing collaborative lessons that support literacy and help kids prepare to engage with texts in a meaningful way. Of these overarching goals, an aspect of development Ms. P isn't focused on is inclusion of technology in the library. Besides being less knowledgeable in technology, she doesn't feel that she has the infrastructure or support to implement a tech-based curriculum. Further, there is a dedicated Makerspace and instructional technology staff member who provides many of the technology services needed by students and staff.

Most important to note for the CES library is that they are operating in their first school year without an assistant, which has made evaluating library priorities and scaling

back services essential. According to the librarian, it has been challenging to adjust priorities and communicate new standards of service in a positive way when teachers are accustomed to much more attention and help from the school librarian. Though we found that teachers had an overall favorable impression of the library and librarian, the disparity between what teachers are used to and how it matches their current expectations was something worth questioning in the survey we devised. The librarian welcomed assistance in determining and refining the needs of the staff and students in the library.

III. Research Methods

This needs assessment used several different methods to collect data about the CES library, including an in-person interview with Ms. P, in-person interviews with three different CES teachers, and an anonymous online survey for teachers. Student data gathered by Ms. P in November 2016 was provided by Ms. P to Team Three to better understand student library use and assess current student satisfaction of the library.

Teacher Survey

After examining the responses provided by Ms. P during the initial interview, Team Three created a survey that would be open to all CES teachers, including those that are dual-language or specials. The teacher survey (Appendix A) was created using the web-based survey design application, Qualtrics at qualtrics.com. The teacher survey was a combination of both qualitative and quantitative questions and was comprised of one

multiple-choice question regarding the “type” of teacher each respondent was, 10 quantitative questions that required a response on a scale of 1-7, where 1 was “strongly disagree” and 7 was “strongly agree.” Space was available on two of the scale questions for comments. Two open-ended questions were present on the teacher survey to offer respondents an opportunity to provide suggestions for services and describe their library needs at CES. In hopes of receiving honest and reliable feedback, the teacher survey was completely anonymous. A Team Three member provided Ms. P with the reusable anonymous survey link from Qualtrics through email, which then allowed Ms. P to provide CES teachers with access to the survey by sending the link out via faculty email. There are approximately 30 teachers at CES, and 22 responded to the teacher survey. More details regarding the teacher survey data, including response rate, will be addressed in section IV.

Student Survey

In addition to the Qualtrics survey conducted with the school’s teachers, we were able to receive anonymous data gathered during a Google Doc survey of 42 students from the kindergarten to fifth grade population conducted in November of 2016 (Appendix B). This survey was conducted by Ms. P, the school librarian, and focuses on the student’s use of the library and their reading habits. Very little background was given as to her original intended use of the collected data. The survey questions were presented in both English and Spanish to ensure that no student was left out due to their favored language. The questions on the student survey were as follows:

- Do you have books of your own at home?
- Where do you get books to read?
- Where do you read?
- What is your favorite part of the library?
- If you could change something about the library, what would it be?

From the given information we were able to quantify the students' responses in order to better understand how the students view the library and the role it plays in their school life. The anonymous data received can be seen in Appendix B.

Librarian Interview

In order to understand the goals and challenges of the library at CES, the school librarian was interviewed. The librarian answered questions in an in-person interview and responses were recorded.

Because of the diverse nature of the dual-language program, Ms. P. hopes that her library succeeds in making all students feel welcome, and that the resources present in her library would reflect the diversity of the school body. She spends a large percentage of her time, therefore, in both becoming familiar with and obtaining materials that reflect diversity, are in Spanish, or both. Because of the depth of Spanish-language materials needed, it can be challenging to locate new resources, as many American vendors offer limited choices; therefore, she has to build relationships with international vendors or

teachers abroad who can connect her with new resource.

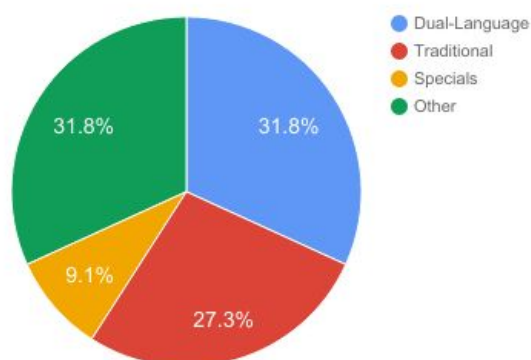
Ms. P spends about 50 percent of her time during her work day in teaching, lesson planning, and pulling resources for teachers. About 15 percent of her day is spent in assisting with open circulation, providing reader's advisory, other reference services, or helping kids use the catalog or locate resources. The remaining 35 percent of her day is spent weeding, planning library programs (not lesson planning), and doing administrative tasks like ordering books, reading reviews, etc.

IV. Results

Teacher Survey

Teacher survey data was collected using Qualtrics from March 31, 2017 through April 19, 2017. A total of 22 out of the 30 teachers at CES responded, which is an overall response rate of 73 %. However, it is important to note that some respondents left certain questions unanswered; therefore, specific statements, such as the quantitative statements on the teacher survey, may have had only 21 total responses, rather than 22. Out of the 22 teachers that responded, 7 identified themselves as being dual-language, 6 traditional, 2 specials, and 7 other. "Other" in this case seems to suggest they are another faculty member at the school who uses the library regularly, such as a literacy coach, counselor, or school psychologist. Figure 1 (page 12) highlights the percentages of the different types of teachers surveyed.

Fig.1: Teacher Make-Up

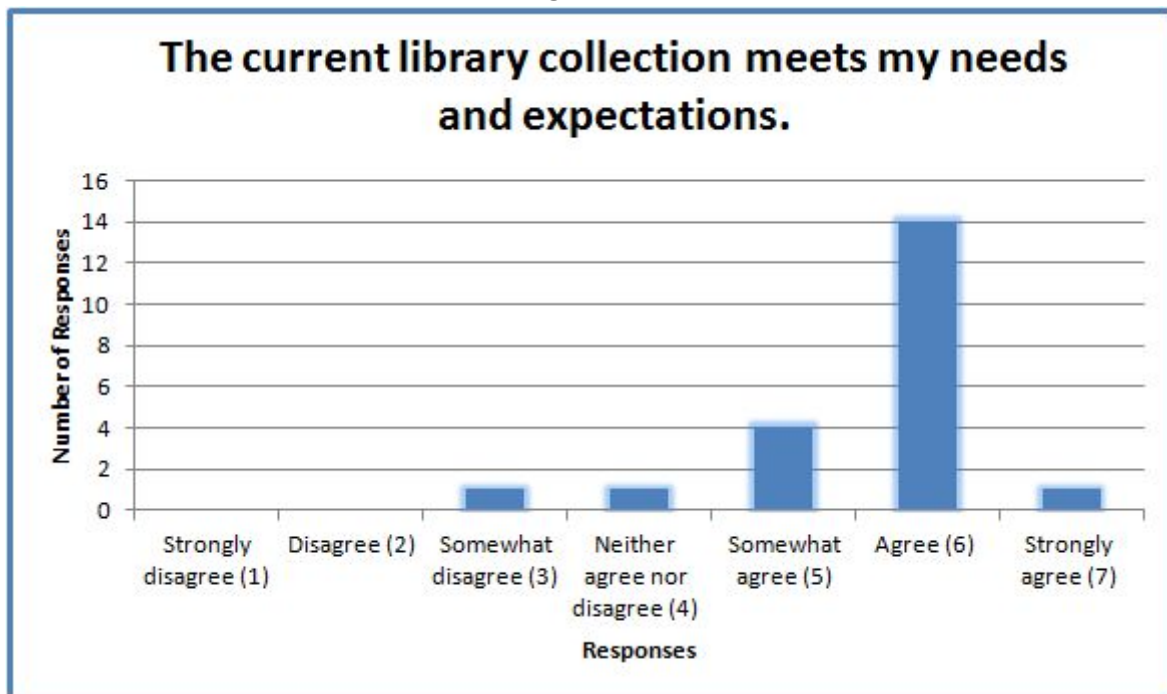


Teachers were surveyed about collaboration with the librarian, library resources for their classrooms, material appropriateness for students, understanding how to access materials (both teachers and students), lessons taught by the librarian, and overall satisfaction of the CES library. Overall, the teachers responded favorably in each category. The responses with the highest medians included statements regarding requesting materials for classroom use, resources offered by the library in support for teachers' classrooms, and appropriateness of materials pulled by the librarian. The lowest median response was the statement regarding how convenient the library hours and schedule are for teachers. Table 1 below (continued on next page) details the frequency of teacher ratings to the survey statements, and also includes the overall median score for each of the statements. The majority of averages are above a 5, with the highest averages coming in at over a 6, which suggest that Ms. P is creating internal "raving fans" at CES, since the majority of teachers feel as though the library is meeting their needs. Qualitative comments also support the notion the library has internal "raving fans."

<p>Table 1 Frequency of Teacher Ratings</p>								
<p>Scale:</p> <p><i>1=Strongly disagree</i> <i>7=Strongly agree</i></p>	<p>Strongly disagree (1)</p>	2	3	4	5	6	<p>Strongly agree (7)</p>	<p><i>Average Response</i></p>
The current library collection meets my needs and expectations.	0	0	1	1	4	14	1	5.62
Students understand how to access materials and use their time while in the library.	0	0	0	3	8	8	2	5.43
The library has adequate resources that support my needs for the classroom.	0	0	0	1	2	13	5	6.05
I know what I need to do to request materials for my classroom.	0	0	0	0	2	10	8	6.30
I frequently collaborate with the librarian when planning lessons or units.	0	2	1	5	1	9	3	5.10
My students are able to find appropriate books that meet their interests in the library collection.	0	0	0	3	4	11	2	5.60
The library provides me with resources I need to do my job well.	0	0	0	1	2	16	2	5.90
The current library hours/schedule are convenient for me.	0	2	6	0	4	7	2	4.67
I am satisfied with the appropriateness and interest-level of the materials the librarian pulls for me.	0	0	0	1	2	15	3	5.95
The library is successfully meeting its' mission/goals.	0	0	1	2	4	11	3	5.62

On the bottom of the page, Figure 2 shows that 90 % of teachers surveyed felt the current library collection meets their needs and expectations. While one respondent gave a somewhat low rating regarding the library collection, the other 5 % of teachers responded with neutrality regarding the current library collection. Due to the high percentage and satisfaction of those surveyed with the current library collection, Team Three believes the library is successfully meeting its' goals, and that the diverse collection is a major strength of the library. Qualitative responses on the survey including statements of praise for the diverse collection and Ms. P, demonstrate her understanding of both teacher and student needs. One respondent stated, "Ms. P is able to expose us to many books we use in our teaching that I might never know about otherwise."

Figure 2



Figures 3, 4 and 5 (on the pages to follow) address the teachers' experiences in collaborating with the librarian for lessons, resources available for use in the classroom, and understanding how to request materials for classroom use. Ms. P's dedication to integrating content and collaboration is reflected in the overall positive responses the teachers had regarding working with the librarian and understanding where and how to obtain resources from the library that can be used in their classrooms. With regards to the library having adequate resources to support the needs of teachers in their classrooms, 86 % of respondents rated the statement with a 6 or 7, as shown in Figure 3 (page 15). Only one person remained neutral, and two people somewhat agreed the library resources are adequate in supporting their classroom needs.

Figure 3

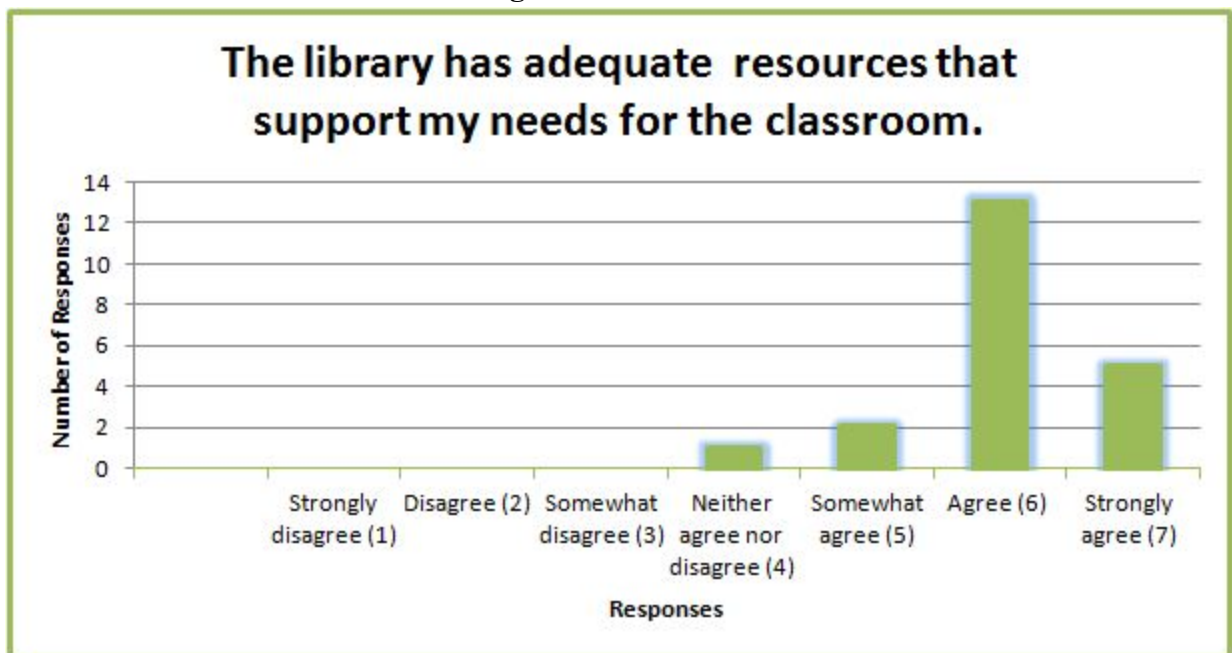
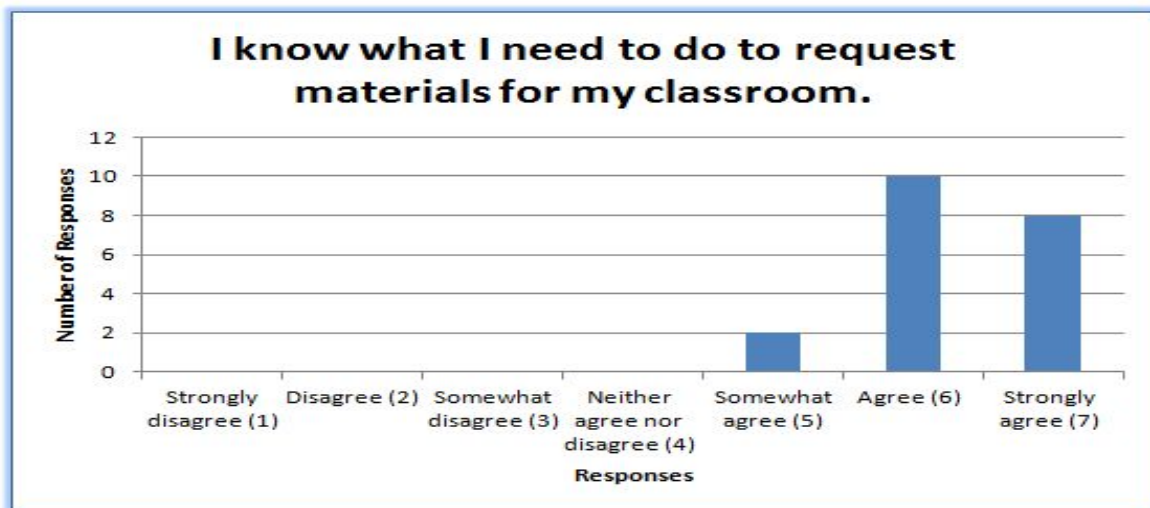


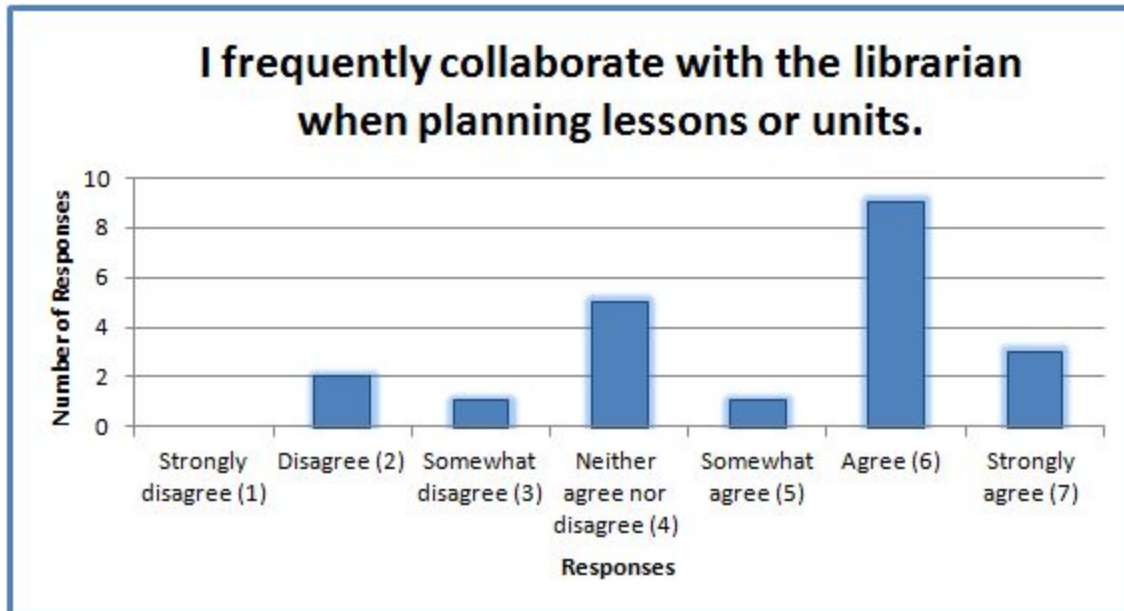
Figure 4 (below) indicates all of the teachers surveyed understand, at least somewhat, how to request materials from the library for their classrooms. 40% of teachers surveyed rated the statement the highest possible (7), while 50 % rated it the next highest. The remaining 10 % somewhat agreed they understand how to request materials for their classrooms, as reflected in Figure 4.

Figure 4



In regards to collaboration between Ms. P and the teachers surveyed, Figure 5 (page 17) highlights that 14 % ranked the statement a 7; 43 % ranked it a 6; 5% responded with a 5; 24% remained neutral; 5% ranked this statement at a 3; and 10% of teachers surveyed felt they disagreed about frequently collaborating with Ms. P in planning lessons and units.

Figure 5

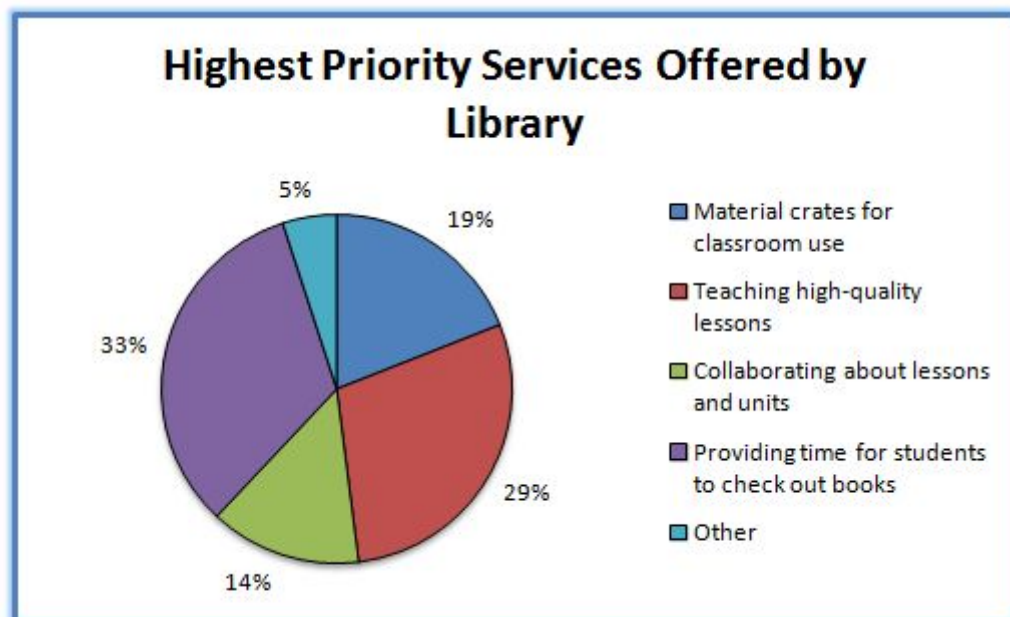


Although the responses to this statement included a small percentage of teachers who disagreed, the qualitative comments demonstrate how many of the teachers are extremely happy with Ms. P’s collaboration efforts. One respondent noted, “She [Ms. P] has really increased collaboration in planning and teaching,” while another respondent noted, “Our librarian is an excellent resource, knows the collection well and works to meet the needs of our teachers as they work to integrate content area curriculum and literacy instruction.” These statements suggest that Ms. P is meeting one of her main goals of supporting school-wide learning by providing collaborative lessons.

Figure 6 (page 18) helps to better understand how those surveyed view the services offered by the library. Specifically, Figure 6 provides a breakdown of the

percentage of respondents “highest” priorities. Of those surveyed, seven respondents chose *providing times for students to check out books* as their number one priority. The next highest priority for six respondents was *teaching high-quality lessons*; four surveyors said *material crates for classroom use* was their top priority; three respondents chose *collaborating about lessons and units*, and one respondent chose *other*. In selecting “other,” on this specific survey question, a comment box was provided for respondents to provide clarification of what “other” means to them. In this case, the one respondent wrote their “highest” priority service offered by the library/librarian is, “collaborating on school wide programs.”

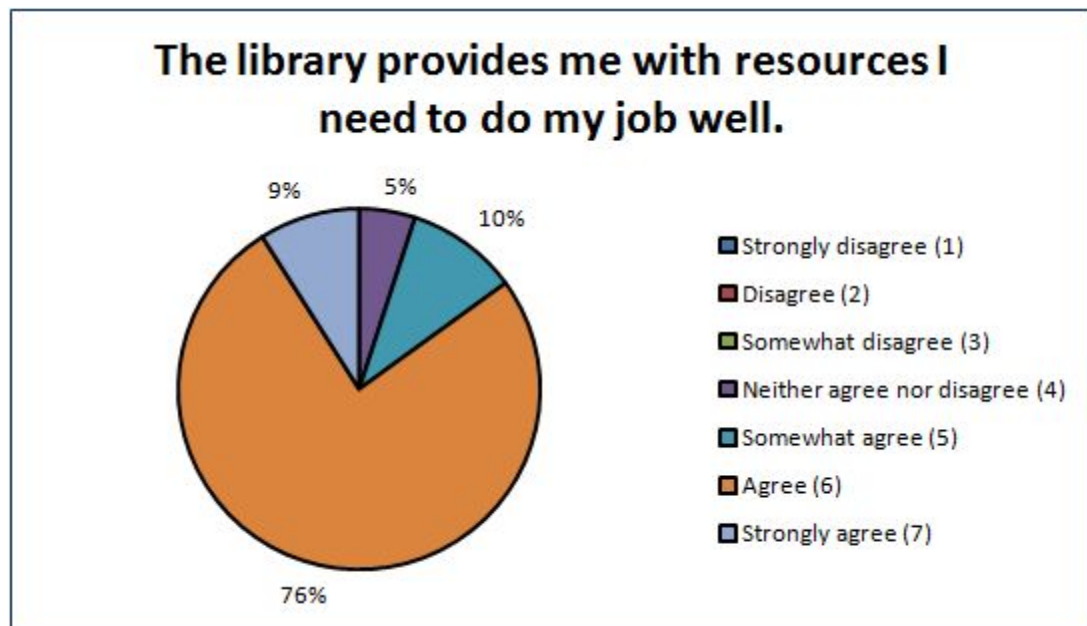
Figure 6



To better understand how the teachers surveyed respond to the question, first presented in *First, Break All the Rules*, of “Do I have the materials and equipment I need to do my job well?” survey takers were asked to rate their level of agreement with the

statement, “The library provides me with resources I need to do my job well.” Figure 7 (below) highlights these responses, demonstrating that a majority (76%) responded favorably to the statement. Only one respondent remained neutral, and the rest of the teachers surveyed had some varying level of agreement.

Figure 7

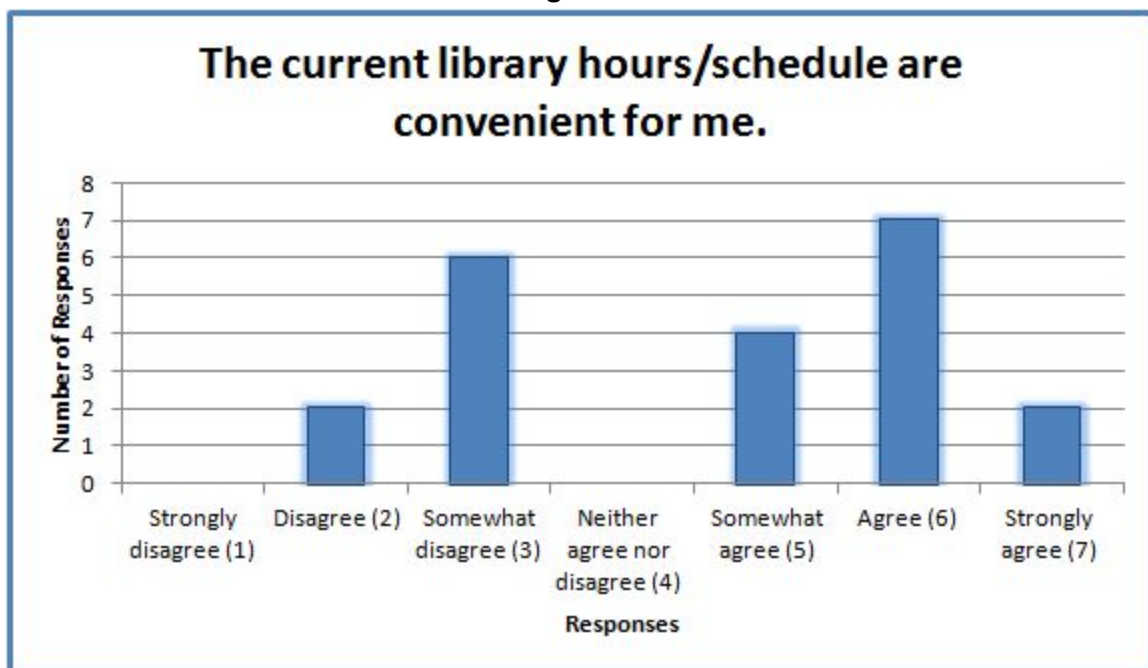


Team Three views the favorable response to this statement as a strength of the library. Further, the ability of the library to provide teachers with the resources they need to succeed and create engaging lessons, most likely helps to create “Raving Fans.” It can be said the teachers recognize the library is an extremely helpful resource available for both them and their students.

Opportunities for Improvement

While the results of the teacher survey were very positive overall, one statement on the quantitative scale question resulted in a somewhat greater percentage of those surveyed that disagreed or somewhat disagreed with the particular statement. Team Three views this response of disagreement as a potential opportunity for improvement. Figure 8 (below) highlights the results regarding the convenience of library hours and schedule for those surveyed. Of the teachers surveyed, 33% agreed; however, 29% somewhat disagreed that the library hours/schedule are convenient for them. 19% somewhat agreed the hours/schedule were convenient for them, while 9% strongly agreed the hours/schedule were convenient, and 10% disagreed the hours/scheduled are convenient for them.

Figure 8



Qualitative comments also point to those surveyed seeing a need for more time, scheduling, and hours available in the library particularly for their students to check out books. One respondent noted “I would like more check out times available during the day,” while a different teacher surveyed stated, “I also wish we had a somewhat regular schedule for visiting the library and checking out or having a lesson.” Perhaps the reason for a greater percentage of unfavorable results (both quantitative and qualitative) in relation to the current library hours/schedules overlaps with another issue faced by the CES library: the lack of an assistant being present in the library to assist with helping both teachers and students. When provided with the opportunity to provide suggestions, 6 out of 22 teachers surveyed (27%) mentioned the need/suggestion for a teaching assistant, or at least some other volunteer to help in the library.

Although funding for a library assistant was cut for the entire county CES library is a part of, Team Three sees several potential actions that may resolve the library assistant issue. Perhaps, CES library could attract volunteers through incentives, or specifically target library science graduate students to complete hours at the library. Another alternative may be to apply for special grants that would help pay for a part-time library assistant position.

Among the qualitative responses, another trend emerged among the teacher data. The trend resulted from the opportunity for those surveyed to define their library needs as a teacher. Out of the 22 respondents, approximately 14% mentioned the need for more science books in the curriculum, especially those that are advanced and in the Spanish language. One surveyor stated, I would like to have more resources in Spanish, such as

encyclopedias, while another stated, “I mainly need a lot of advanced science books written in Spanish.”

Team Three is confident the teacher survey results are a reliable assessment of the CES library. Since 73% of the teacher population of CES completed the survey, there is a high degree of validity to the results. Further, the complete anonymity of participants also reflects how many participants more than likely felt encouraged to be completely honest in providing reliable feedback about their experience as internal customers of CES library. Once again, the results of the teacher survey reflect how Ms. P has created a great deal of “raving fans” at CES. By considering the areas for improvement, Team Three is confident Ms. P will continue to meet her primary goals, as well as refine or create new goals that benefit both internal and external customers of CES library.

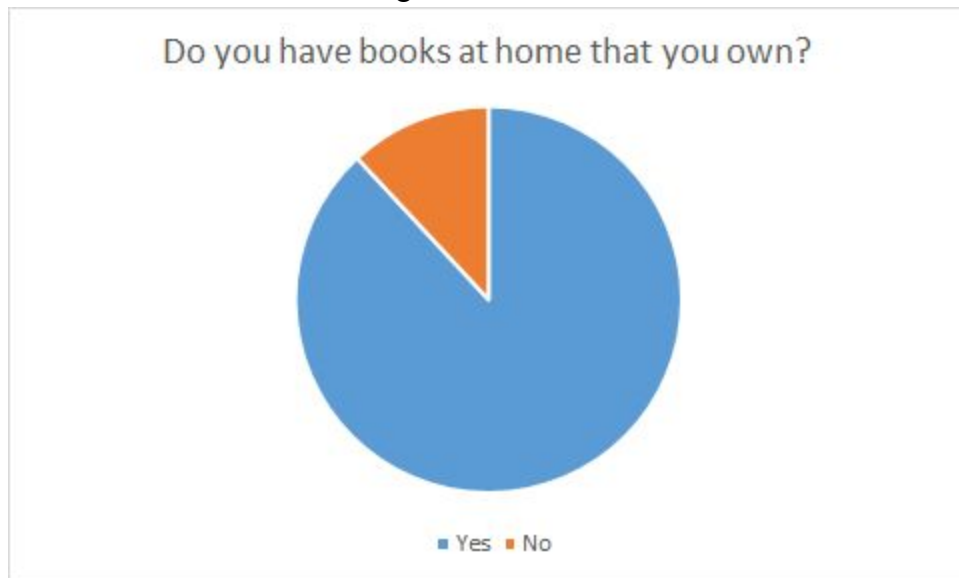
Student Survey

Receiving the student survey data second-hand means there are a few shortcomings when viewing the data analytically. It is difficult to know the grade level corresponding with the responses, which affects how lower and upper grades view and use the library. Additionally, since this survey was conducted independently from that of the teachers, not all the questions correlate to build a broader picture of the school population’s use of the library. Finally, for a school that had an enrollment of 500 students for the 2015-2016 school year (Appendix C), a sample size of 42 is only 8.4% of the enrolled students, which is quite small.

Despite the small response rate, there are three very evident trends depicted in the

data. First, a majority of students surveyed (88%) do have books at home as shown in Figure 9 below. This does not necessarily speak to the library's purpose in the school, but does indicate a baseline amount of interest in books amongst those surveyed, and indicate the vital role the library plays in literacy development at CES.

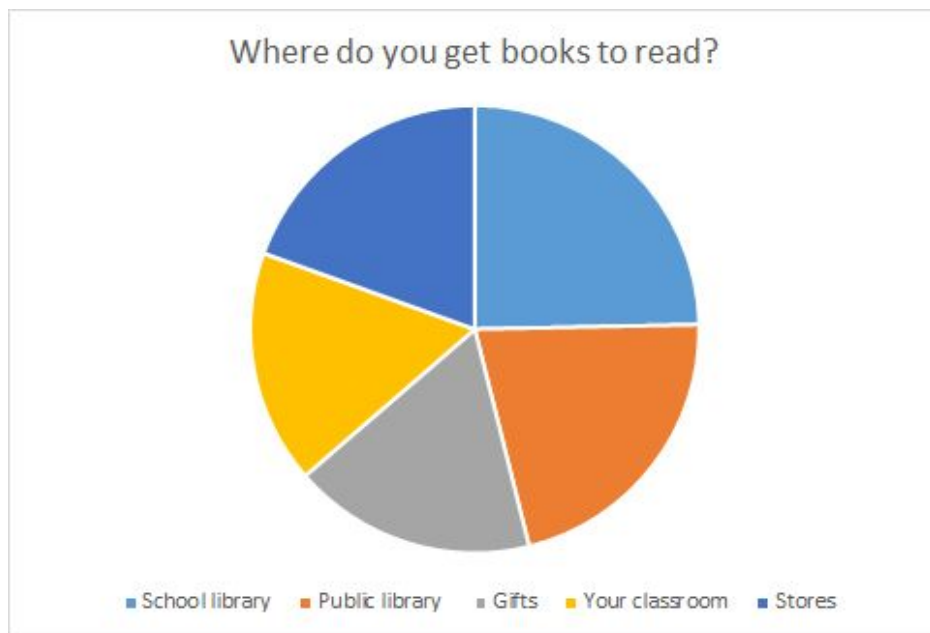
Figure 9



Respondents were given the ability to choose all that apply regarding where they got their books to read, including the library, stores, and classrooms as shown in Figure 10 on the following page. Of the students surveyed, the school library was the most chosen option, chosen by 90.4% as one possible place they get their books from. The public library was the second most chosen option with 78.5% of those surveyed choosing it as well. The classroom ranked the lowest amongst respondents, chosen by only 62% of those surveyed as a location used to get books. Gifts came in just above the classroom at

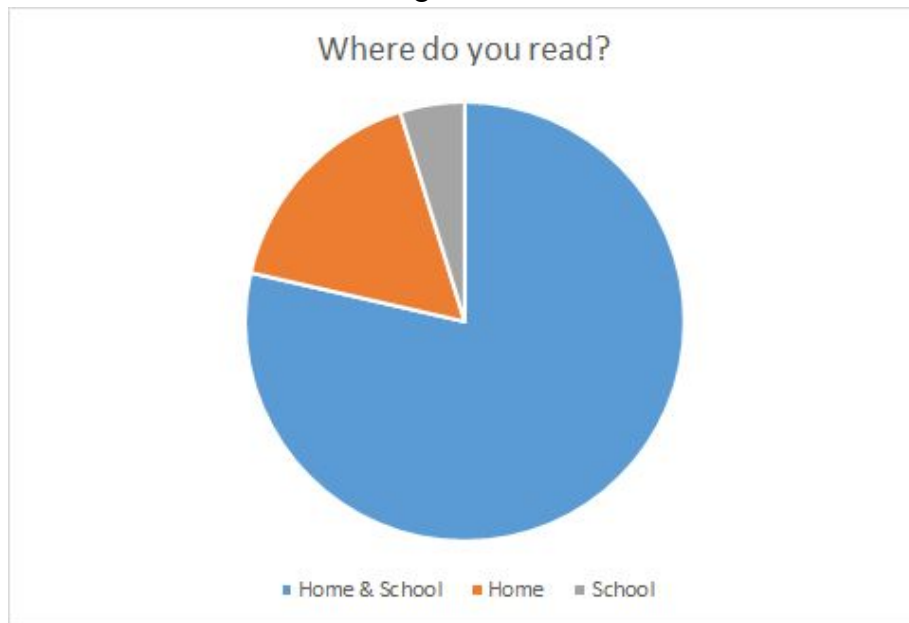
64.2% and the store was the third most popular option chosen by 71.4% of the students. This trend speaks to the stated goals and necessity of the library for the students. This indicates that the school's students rely heavily on the library as their main source of reading material.

Figure 10



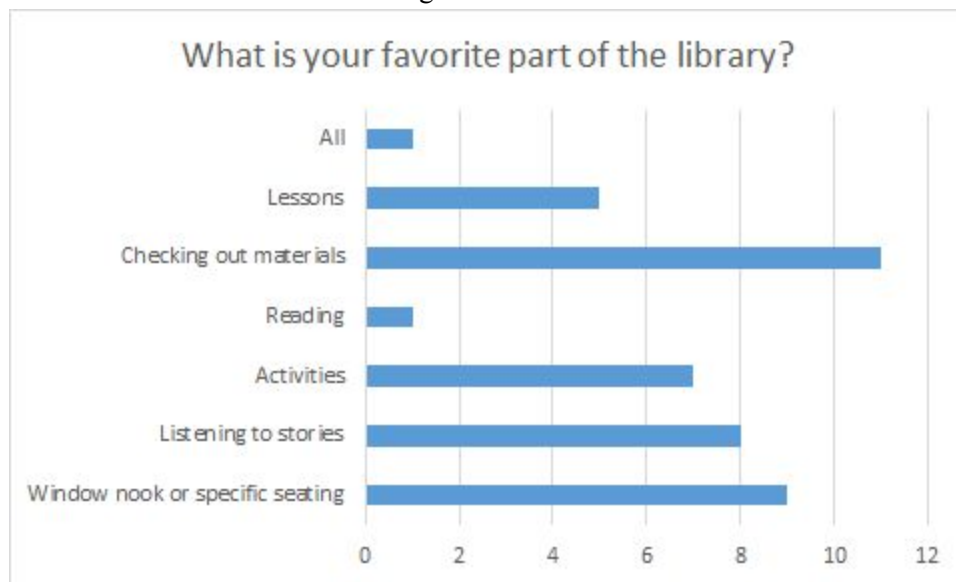
The final trend indicated by the data is that the majority of students do at least part of their reading at school (Figure 11, page 25). For places where the students do most of their reading home and school ranked the highest with 78.5% of respondents choosing both locations. Home only responses ranked second with 16.6% of respondents, while school only was the least used response.

Figure 11



When creating the teacher survey, the focus was heavily on how teachers use the library and if the resources offered met their needs as educators. In the student survey, the question, “What is your favorite part of the library?” highlights the ways the students use the library and if their use or the space and materials aligns with the overall goals of the library (Figure 12 page 26).

Figure 12

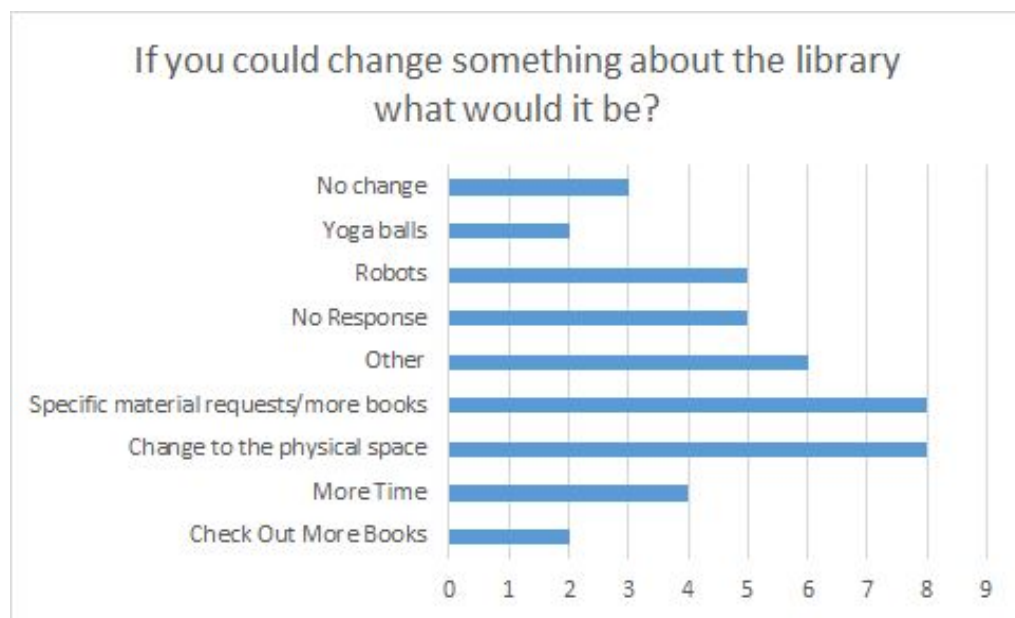


The most popular answer among students, as seen in the chart above, was “checking out materials” with 26%. The next most popular answer, “window nook” or other specific seating areas of the library, show that the students enjoy the physical space of the library as a sanctuary for reading and speaks to Ms. P’s goal of creating a safe space for her students. “Listening to stories”, “lessons”, and “activities” received a combined total of 47.6% of responses. This indicates that Ms. P’s lesson and activity plans are successful and motivational. It is clear that the role Ms. P plays in the library is beneficial, and her teachers and students both enjoy her presence.

Our final survey question “If you could change anything about the library what would it be?” was evidently an open-ended question, which allowed the students to write in their responses (Figure 13, page 27). The way this question was posed is evident when the responses are closely inspected; for example, the responses of , “a librarian that is a

library,” “a library mascot,” “free candy,” and “no checking” were seen with this question. Responses such as these were all quantified under “other” due to their ambiguity or the fact that they were not repeated. All answers which were stated more than once were quantified independently.

Figure 13



The two most popular responses with 19% each, were either *specific changes to the physical library* or *material requests*. Examples of this include the request for *Fancy Nancy*, Guinness World Record books, “more cozy spots”, and making the window nook bigger. Some of the responses can be seriously considered, such as having more time in the library, the ability to go to the library every day, or to increase the limit on the amount of books to be checked out. Other responses, such as a library robot, although popular are

not suggestions that hold any weight due to the budgetary implications of automating the school's library. Additionally, having yoga balls, 4.7%, may pose a safety hazard in the library. The largest take away from this set of data would be to allow for student material requests.

V. Conclusion & Recommendations

From the data collected from the 42 students, it can be seen that the school library does serve a purpose in providing the students a place to check out materials, participate in planned lessons, and read. Additionally, it can be surmised that of this group of students, the services the library and librarian provide are enjoyed and seen as a benefit of getting to spend time in the library. The only recommendation the data from the students unequivocally points to is the ability to request materials. While it is a school library with a diverse collection and budget, it may be beneficial to see what specific materials the students wish to see more of in the library. One example, other than the titles listed in the survey, is the student who responded that they would like to have two of each book. Perhaps this is so that they can read the same book as their friend, which for popular titles may be a great way to get students excited about reading in their free time; this might also have some programming indications associated. For example, if students want to check out more than one of the same book, they might be interested in a book club. This is speculation, but it might be worth pursuing if more time and resources become

available.

In evaluating the goals and ideas posed by the librarian at the beginning of the needs assessment process, reposted here:

- Promote inclusion and an acceptance of diversity
- Make the library to be a welcoming place for all who enter.
- Have school-wide support in learning and collaboration between the library and the classrooms to better serve the needs of the student population.

It's clear that the efforts Ms. P is taking to realize these goals, like seeking international publishers, are appreciated by her students and faculty. Her presence is appreciated by teachers and students, and most teachers feel that she is a resource to them in developing curriculum.

Some more concrete solutions that Ms. P could implement based on the data are repeated below:

- Allow for specific material requests
- Alter the library space (this would likely require more student input)
- Use robotics or library technology as a larger part of her curriculum (since the implications of using a robotic library system are not an option due to budget constraints)

VI. Strengths and Weaknesses of Your Needs Assessment Experience

Although our group did not conduct the student survey, the data provided was

beneficial in gaining a different perspective on how students and teachers use their library. While the sample size was less than ideal, we felt that the survey was proven valuable to understanding how the library is used by its primary users, the students. The only obstacle to occur with the gift of the student data was analyzing the answers the students wrote in. It felt unfortunate and skewed to have such a large amount of “other” responses, however some were difficult to comprehend or were not answers that other students repeated. It is difficult to assume the meaning behind the words of a child and it would not have been objective to try to guess what they truly wished to see from the library. This problem might have been resolved if more data from parents was available, and a second needs assessment in the future would likely benefit from sending home a parent survey, which might confirm (or explain) some of the erratic data we gathered from students. Another addition to the needs assessment might be to develop an online questionnaire as was done for the teachers. Limited open ended questions could cut down on the responses seen in this survey that was administered by Ms. P, although the open-ended questions did offer some truly valuable feedback. Additionally, since there are two types of programs offered at CES, an assessment in the future might ask track-specific questions about how students use the library differently, and a dual-language survey developed for students and parents who are not native English speakers might also provide valuable perspective.

The online format of this needs assessment survey posed to the teachers helped in gathering data for this needs assessment quickly and efficiently. Included in the 73% for teacher responses included the category, “other” which encompassed staff at CES other

than teachers like literary coaches and counselors. Perhaps additional questions specific to staff in this category would have brought even more detailed data about their usage and needs of the library.

While Ms. P had recently lost the aide of her library assistant, this did not deter her from helping Team Three out in this needs assessment. Ms. P was open and willing to help in all ways possible. There was some resistance met with the principal however, and it was noted that she was not regularly involved with the library on a daily basis anyway. Regardless, we felt grateful for the amount of participation we received, and are confident in our recommendations.

VII. Appendices

Appendix A.

Teacher Survey Questions

What type of teacher are you?

- A. Dual-language
- B. Traditional
- C. Specials
- D. Other

Please rank these services offered by the librarian and library from your "highest" to "lowest" priority, where 1 = highest priority and 5=lowest priority. Drag the statements to place them in your priority order.

- A. Material crates for classroom use
- B. Teaching high-quality lessons
- C. Collaborating about lessons and units
- D. Providing time for students to check out books
- E. Other: _____

Below are a series of statements about your school library. For each statement, please rate how strongly you agree or disagree with these statements.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
The current library collection meets my needs and expectations. Please explain your response to this statement in the box below. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students understand how to access materials and use their time while in the library. Please explain your response to this statement in the box below. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library has adequate resources that support my needs for the classroom. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what I need to do to request materials for my classroom. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently collaborate with the librarian when planning lessons or units. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students are able to find appropriate books that meet their interests in the library collection. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library provides me with resources I need to do my job well. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The current library hours/schedule are convenient for me. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the appropriateness and interest-level of the materials the librarian pulls for me. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library is successfully meeting its' mission/goals. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the text box below, please describe your library needs as a teacher.

In the text box below, please provide suggestions for services you would like to see your school library offer.

[Qualtrics](https://uncg.qualtrics.com/jfe/form/SV_aVnWI2h2fUAidAF) online link to survey:

https://uncg.qualtrics.com/jfe/form/SV_aVnWI2h2fUAidAF

Appendix B.

Student Survey Data

Your Name = Tu Nombre :	Do you have books at home that you own? = ¿Tienes libros en casa que son tuyos?	Where do you get books to read? = ¿Dónde sacas libros para leer?	Where do you read? = ¿Dónde lees?	What is your favorite part of the library? = ¿Cuál es tu parte favorita de la biblioteca?	If you could change something about the library, what would it be? = ¿Si pudieras cambiar algo en la biblioteca, que sería?
Student A-E	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Gifts = Regalos, Stores = Las tiendas	Both at home and at school = En casa y también en la escuela	Window nick	Nothing
Student B-E	Yes = Sí	The school library = La	Both at home and at	Listening to stories = Escuchando	More cozy spots

		biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La biblioteca en la clase, Stores = Las tiendas	school = En casa y tambien en la escuela	cuentos	
Student C-E	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Gifts = Regalos, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Listening to stories = Escuchando cuentos	More books
Student D-E	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La	Both at home and at school = En casa y tambien en la escuela	window nook	I would get more chairs

		biblioteca pública, Your classroom library = La biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas			
Student E-E	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Activities = Las actividades	Some books
Student F-E	Yes = Sí	The school library = La biblioteca en la escuela, The public	Both at home and at school = En casa y tambien	Activities = Las actividades	No

		library = La biblioteca pública, Your classroom library = La biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas	en la escuela		
Student G-E	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Gifts = Regalos, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Reading in the corner	To be able to get more books
Student H-E	Yes = Sí	The school library = La biblioteca en la escuela, Gifts = Regalos, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Checking out books = Tomando prestado libros	X

Student I-E	Yes = Sí	The public library = La biblioteca pública, Gifts = Regalos	I read at home = Leo en casa	Checking out books = Tomando prestado libros	I will make books
Student J-E	Yes = Sí	The public library = La biblioteca pública	I read at home = Leo en casa	Activities = Las actividades	A
Student K-E	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	By the window	Get 2 of each book
Student L-E	Yes = Sí	The school library = La biblioteca en la escuela, The public library =	Both at home and at school = En casa y tambien en la	Nook window	More time

		La biblioteca pública, Gifts = Regalos, Stores = Las tiendas	escuela		
Student M-E	No	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La biblioteca en la clase, Gifts = Regalos	I read at home = Leo en casa	Lessons with my librarian = Lecciones con la bibliotecaria	X
Student N-E	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La	Both at home and at school = En casa y tambien en la escuela	Checking out books = Tomando prestado libros	Have even more books like halo books

		biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas			
Student O-E	No	The school library = La biblioteca en la escuela, Your classroom library = La biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Listening to stories = Escuchando cuentos	More time
Student P-E	No	The public library = La biblioteca pública	I read at school = Leo en la escuela	Checking out books = Tomando prestado libros	X
Student Q-E	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom	Both at home and at school = En casa y tambien en la escuela	Window nook	Make the window nook bigger and better

		library = La biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas			
Student R-E	No	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Gifts = Regalos, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Window net	Have asine spots
Student S-E	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La biblioteca en la clase,	Both at home and at school = En casa y tambien en la escuela	Lessons with my librarian = Lecciones con la bibliotecaria	If I cold I would make ther be more fancy Nancy books.

		Gifts = Regalos, Stores = Las tiendas			
Student T-E	No	The school library = La biblioteca en la escuela	Both at home and at school = En casa y tambien en la escuela	Listening to stories = Escuchando cuentos	No Checking
Student U-E	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Listening to stories = Escuchando cuentos	X
Student V-E	Yes = Sí	The school library = La biblioteca en la escuela,	Both at home and at school = En casa y	Checking out books = Tomando prestado libros	I would want to change the rule of that you can only get a number of books I would let people get asmeny books they want.

		The public library = La biblioteca pública, Your classroom library = La biblioteca en la clase, Stores = Las tiendas	tambien en la escuela		
Student A-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La biblioteca en la clase, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Listening to stories = Escuchando cuentos	More space
Student B-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library =	Both at home and at school = En casa y tambien en la	The seats and the loft	More books and a book robot

		La biblioteca pública, Your classroom library = La biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas	escuela		
Student C-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La biblioteca en la clase, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Activities = Las actividades	A librarian that is a library
Student D-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library =	Both at home and at school = En casa y tambien en la	The comfy seating in the back of the library	Free candy

		La biblioteca pública, Your classroom library = La biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas	escuela		
Student E-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Gifts = Regalos, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Activities = Las actividades	Yoga balls and wobble stuls
Student F-S	Yes = Sí	The school library = La biblioteca en la escuela, Your classroom library = La biblioteca en la clase,	I read at home = Leo en casa	Checking out books = Tomando prestado libros	Having a mascot for are library

		Stores = Las tiendas			
Student G-S	Yes = Sí	The school library = La biblioteca en la escuela	I read at school = Leo en la escuela	Listening to stories = Escuchando cuentos	Having a robot
Student H-S	Yes = Sí	Gifts = Regalos	I read at home = Leo en casa	Checking out books = Tomando prestado libros	A robot that checks out books
Student I-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La biblioteca en la clase, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Checking out books = Tomando prestado libros	Have lots of chapter books and poems
Student J-S	Yes = Sí	The school library = La biblioteca en la escuela, Your	Both at home and at school = En casa y tambien	Lessons with my librarian = Lecciones con la bibliotecaria	Get robots

		classroom library = La biblioteca en la clase	en la escuela		
Student K-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Activities = Las actividades	More world record books
Student L-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La	Both at home and at school = En casa y tambien en la escuela	Activities = Las actividades	Tenet mas tiempo en el biblioteca

		biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas			
Student M-S	Yes = Sí	The school library = La biblioteca en la escuela, Your classroom library = La biblioteca en la clase, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Checking out books = Tomando prestado libros	Yoga bolls
Student N-S	Yes = Sí	The school library = La biblioteca en la escuela	I read at home = Leo en casa	Lessons with my librarian = Lecciones con la bibliotecaria	Books to take home
Student O-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library =	Both at home and at school = En casa y tambien en la escuela	Listening to stories = Escuchando cuentos	A machine that sorts books

		La biblioteca en la clase, Gifts = Regalos			
Student P-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública	Both at home and at school = En casa y tambien en la escuela	Lessons with my librarian = Lecciones con la bibliotecaria	More shelves for long books
Student Q-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública	I read at home = Leo en casa	Checking out books = Tomando prestado libros	No
Student R-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La	Both at home and at school = En casa y tambien en la escuela	All of the above	I would like to have big signs that would say what book is on the shelf like if there was a shelf with Baby mouse books on them there would be a big sign next to it that says Baby mouse books so you know what is there and more pillows and there could be a bean bag or something and you could put up some stuffed animals

		biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas			
Student S-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom library = La biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas	Both at home and at school = En casa y tambien en la escuela	Loft	I want the loft to have a staircase that is secret
Student T-S	Yes = Sí	The school library = La biblioteca en la escuela, The public library = La biblioteca pública, Your classroom	Both at home and at school = En casa y tambien en la escuela	Checking out books = Tomando prestado libros	What I would change is go every day to the library I

		library = La biblioteca en la clase, Gifts = Regalos, Stores = Las tiendas			
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Appendix C.

Membership & Enrollment Totals 2015-2016: Chapel Hill-Carrboro City Schools provided by CHCCS

Schools/Grade	20th Day Enrollment	EOY Enrollment	ADM	ADA	ADA%
Carrboro Elementary	500	500	500.68	482.48	96.45
Kindergarten	76	77	77.09	73.68	95.13
1	92	91	92.32	88.55	95.62
2	72	71	71.06	68.73	97.4
3	91	96	93.47	90.61	96.94
4	98	95	96.33	93.18	96.83
5	71	70	70.41	67.73	96.51
https://docs.google.com/spreadsheets/d/11IzFqY_XzWqRPFgiNgny3bJDmimatTMReAylqWRM68/edit#gid=1893101092					

Appendix D.

Student Survey Questions:

- Do you have book of your own at home?
- Where do you get books to read?
- Where do you read?
- What is your favorite part of the library?
- If you could change something about the library, what would it be?