

THE HIDDEN ROLES OF THE SCHOOL LIBRARIAN

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DEDICATION

With much joy, I dedicate this work to my family and friends. Without their support, love, and encouragement I would not have accomplished all that I have. I want to send special thanks to my parents, Margaret and David Novotny. You both have been my cheerleaders and sounding board throughout. Thank you for always being there with shoulders to cry on, a listening ear, and home-cooked meals when I needed them. Thank you for your love, prayers, and unwavering support.

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ABSTRACT

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Purpose

The purpose of this mixed methods study was to define the roles of school librarians as perceived by librarians and principals in regard to the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). This study was designed to explore the perceptions of librarians and principals on the role of the librarian in the school and library. The views of librarians and principals were explored on how the library enhances student achievement.

Method

A mixed methods approach was used to learn the perceptions of the librarians and principals on the role of the librarian. The study was conducted in a school district in Texas. All of the principals and librarians in the district were invited to participate. The survey was sent to 57 librarians and 23 principals. The data was collected using a survey that was administered through the online tool SurveyMonkey. The survey consisted of twenty-one questions that were a combination of Likert scale and open-ended questions.

Findings

The librarians rated their library programs as good, but with room for improvement under the standards. When the librarians were asked to define their roles in their own words, they defined themselves as librarians, teachers, leaders, and managers. When asked how they believed that their principals view the role of the librarian, many thought that they were viewed as clerks and support staff. Some of the librarians stated that their principals saw them as teachers and literacy leaders. The librarians felt that

their library programs enhance student achievement, but that more support would allow them to enhance student learning even more.

The principals rated their library programs and librarians as excellent under the standards. When asked to define the role of the librarian in their own words, the principals called them literacy advocates, cheerleaders, team players. When the principals were asked to define the role of the librarian in the school, they stated teacher, leader, and literacy advocate. The principals felt that the library enhanced student achievement, and the librarians support student learning by encouraging reading as well as teaching skills that reinforce what is learned in the classroom.

KEY WORDS: School librarians, Principals, Librarian roles, ALA/AASL Standards for the Initial Preparation of School Librarians, Student achievement

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CHAPTER I

Introduction

What exactly do school librarians do all day? That is a question for the ages. When this question is asked of teachers and administrators, the answers tend to vary, but a common answer is that librarians read books all day. The answer tends to be what most people remember from their own experiences with school librarians who they often saw with books, reading, checking in and out, and shelving. However, those in the profession know this answer covers only a small part of the role most librarians play in their schools since it does not matter “whether it is high school, middle school, or elementary school, the library media specialist hits the ground running each day. For many, their background is the classroom, and, as media specialists, they have taken on the largest classroom in the school” (Dees et al, 2007, p. 10). In this “classroom”, librarians may read to students or review materials for teachers, but most of their reading is done outside of the school setting as they focus on their students’ and teachers’ becoming lifelong readers and learners. Every school district has its own job description for school librarians, but all tend to include concepts and language that relate to the librarian being a leader, an instructional partner, an information specialist, a teacher, and a program administrator. In 2009, the American Association of School Librarians’ affiliate Learning4Life worked to create a sample job description that incorporated the guidelines in *Empowering Learners* (Ballard, 2009, p. 78-82). This description expanded upon the roles that school librarians play in school in order to provide school librarians with a better understanding of their roles and responsibilities. Under the Leader tag, it states that a librarian should “demonstrate his or her role as a visible and active leader

within the school community, and advocate for the [school library media program], and be a professional member of the school library community” (Ballard, 2009, p. 80). The description then lists specific examples of what a librarian in the role of leader and advocate should be seen doing in the school community. This same format is followed for instructional partner, information specialist, teacher, and program administrator. The tasks that are included in the job description include serving on decision making teams, promoting the ethical use of materials, collaborating with teachers, organizing the collection for effective use, working with students, and selecting materials for the collections. While this is not an exhaustive list, it does represent a small portion of the hidden tasks that librarians do each day in their school libraries.

“School Libraries Make a Difference” from the website [ilovelibraries](http://ilovelibraries.org) at www.ilovelibraries.org is the headline of a collection of research that aims to prove the importance of school libraries and school librarians. This headline can be juxtaposed with the headlines from the past few years that announced the loss of school librarian positions around the country. Tough decisions were (and are still) having to be made on what programs should be cut, which staff members could be eliminated, and how cuts will affect student achievement and the school environment. According to the superintendent of a district in Pennsylvania when asked, “What do we value most?” (Santos, 2011 p. 17), the district chose to protect class sizes, physical education, and prekindergarten. He stated, “It was either library or kindergarten” (Santos, 2011 p. 17). It is this same choice that many schools face as budgets are being slashed, and some decision makers feel that “advances in technology and the wealth of information available online can appear to make rooms filled with books obsolete” (Resmovits, 2011

para. 6). It is this very belief that shows why understanding the roles that a librarian plays in the school is so important. Multiple state studies by the researcher Keith Curry Lance have shown that schools with a certified librarian and a robust library have higher achievement scores than those without a librarian or with little to no access to current, robust library resources. When librarians are afforded the chance to exercise teaching and leading roles, instead of just being managing books and the rooms that hold them, the belief that they are not needed is diminished.

In Texas, \$5.4 billion dollars in education funding cut by the state legislature led to some serious soul-searching and cost cutting measures in districts across the state. A great deal of the budget cuts came in the form of staff reductions. Across the state, “3 percent of counselors, 2 percent of teachers, 1 percent of nurses, and 9 percent of librarians were cut” (Michels, 2013 para. 3). According to statistics from the Texas Education Agency, there were 5,061 full time equivalent (FTE) school librarians serving 4,651,516 students in the 2007 to 2008 school year (Texas Library Association, 2009, p. 10). That number decreased to 4,602 FTE school librarians serving 5,151,923 students in the 2013 to 2014 school year (“School Libraries,” 2014). The cuts in school librarians lead to each librarian providing services to over 1119 students. In the Houston Independent School District [HISD], the largest district in the state, approximately 60% of the schools did not have a certified librarian in 2013 (Mellon, 2013). Several of the surrounding districts stated that they had kept at least one certified librarian on each of their campuses. With principals being in charge of hiring at their schools in HISD, the decision to have a library and/or a librarian can be a difficult one when budgets are being cut each year, enrollment projections change, or there is a lack of understanding of the

role of the librarian. The lack of understanding of the roles and impact that a certified librarian has on student achievement, as well as a lack of state and federal regulations requiring school librarians on the campus, has led to cuts in school librarian positions. In Texas, school districts have authority over whether library programs are staffed or funded ("Standards and Laws by Library Type: School Libraries and Librarians," 2010).

Problem Statement

This lack of understanding of the role that school librarians play in building (a) the literacy skills of their students, (b) the academic growth of their campus, and (c) the culture of the school itself has led to a trend of removing certified professional librarians from schools and placing non-certified personnel or parents in the libraries in their place (McCracken, 2001).

When librarians themselves are asked what their role in schools is, they are often unable to clearly articulate what they do or should be doing as leaders, advocates, and teachers. The answers that librarians often give relate to the programming for which they are responsible, the administrative and clerical work required for the library, and other duties given to them by the administrators of their schools. These tasks, while often- but not always- part of the job, describe only part of what librarians do in their buildings. The library related tasks that librarians do are necessary to the running of a successful library program such as cataloging, repairing books, and shelving as well as running the circulation desk. These tasks are necessary, but they are often the only ones that teachers and administrators observe librarians doing. Often forgotten is the fact that school librarians are teachers; in fact, the role of teacher should be a major one that librarians play. While the tasks that librarians perform are needed to have a strong library

program, the roles of teacher, instructional partner, leader, advocate, information specialist, and program administrator are what truly allow the librarian to build a successful student-centered library program that helps the academic growth and culture of the school.

When librarians are not able to articulate the importance of their roles, they fail to advocate for themselves, for their library programs, the reading and academic enrichment that they provide, the collaboration with teachers that leads to student success and a positive school environment. Zmuda and Harada (2008), in their article on librarians as learning specialists, found that “the crux of the problem is that most administrators and staff fundamentally do not understand what is possible (despite many valiant efforts by teacher-librarians to explain it). Administrators cannot separate out the librarian from the library because of minimal to no knowledge of the profession” (Zmuda & Harada, 2008 p. 15). This lack of understanding by administrators and librarians’ inability to verbalize what they do that leads to confusion and misunderstandings about the roles that librarians play in creating lifelong readers and learners as well as inclusive and positive school cultures. When librarians are able to articulate their roles and programs, student achievement and interest in learning and reading grow. Therefore it is important for librarians and administrators to fully understand the roles that librarians play in building student achievement and a culture of learning in schools. Without this understanding, librarians’ importance in schools will continue to be invisible and library programs not used appropriately to enhance student achievement.

Purpose

Through this study, I developed an understanding of how the American Library Association/ American Association of School Librarians (AASL) Standards for Initial Preparation of School Librarians (2010) were being implemented with respect to the role of school librarians in an urban/suburban school district in Southeast Texas. The purpose of this mixed methods study was to define the roles of school librarians as perceived by both the librarians themselves and the administrators in their schools in regard to the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). In this study, I focused on how both librarians and principals perceived the role of the librarian and how the librarians implemented the ALA/AASL Standards for Initial Preparation of School Librarians (2010) to develop a vibrant library program that enhanced student achievement.

Significance of the Study

This study will be significant in determining how school librarians may impact both the culture and the academic performance of schools by examining the perceptions of librarians and administrators in terms of the AASL Standards. As a result of this study, a clearer definition emerged regarding the roles school librarians played in literacy growth, students' academic growth, and the culture of the school environment. Through this study, I developed recommendations for how administrators can best utilize librarians in their schools. Hopefully, this knowledge will lead to a better understanding for school librarians and administrators as to the roles that librarians play in schools as well as impact the policies and decisions have in relation to school librarians and school libraries.

Since the first study was published in 1993 by Keith Curry Lance with a focus on Colorado school libraries, there have been many studies that have connected student achievement growth with the presence of certified school librarians on campuses. Starting in 2000, many states conducted studies based on the original Lance study that produced the same results. In 2000, the state of Texas conducted a study on school libraries that became known as the Texas Study. The authors found that schools staffed with librarians had students that performed higher on state tests than those with no librarians. In 2011, the Pennsylvania School Library Study was conducted to take a snapshot of school library programs and their effect on student achievement. With only 73% of schools participating, the researchers found that approximately 200,000 students were affected when library programs were eliminated or reduced. The researchers also found that schools with full-time certified librarians had students with stronger reading and writing scores than those schools without full-time certified librarians. An impact that the researchers found interesting was that having a full-time certified librarian, affected writing scores more than it did reading scores.

Research Questions

The following research questions guided this study:

1. How do school librarians describe their role in schools?
2. What do principals perceive as the role of the school librarian in the school?
3. In what ways do school librarians' and principals' perceptions overlap and diverge in terms of the 2010 ALA/AASL Standards for the Initial Preparation of School Librarians?

Conceptual Framework

The framework that was used in this study was the American Library Association (ALA) and American Association of School Librarians (AASL) Standards for Initial Preparation of School Librarians (2010). The American Library Association is the oldest and largest association in support of librarians in the world. Its mission is “to provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all” (“About ALA,” n.d. para. 2). The American Association of School Librarians, an affiliate of the American Library Association, is the only national organization focused solely on school librarians. It became a part of the American Library Association in 1951 and its function is to empower school librarians to support and transform the learning community and the library. Both of these organizations are involved with creating standards that are used by states to develop state level standards and with the accreditation of librarian certification programs. The standards that were used in this research project were the most current at the time; the national organizations were in the process of rewriting the standards for the preparation of school librarians.

The Standards were also approved by the Specialty Areas Studies Board (SASB) of the National Council for Accreditation of Teacher Education (NCATE), both certification boards. In 2013, the National Council for Accreditation of Teacher Education consolidated with the Teacher Education Accreditation Council to become the Council for the Accreditation of Educator Preparation (CAEP). “CAEP goals are to raise the performance of candidates as practitioners in the nation’s P-12 schools and to raise standards for the evidence the field relies on to supports its claims of quality. By meeting

these goals, NCATE and TEAC leaders believe they will raise the stature of the profession” (Council for the Accreditation of Educator Preparation (CAEP), n.d. para. 2).

The Standards were meant to guide and prepare librarians and librarian candidates to develop and manage programs for and in school libraries (“ALA/AASL Standards for Initial Preparation of School Librarian,” 2010). There were five standards with four elements that further clarify what librarians and librarian candidates should be able to demonstrate. Table 1 below lists the standards and their clarifying elements. The standards also included a rubric for each standard that could be used to measure the librarian candidates’ knowledge. These standards and competencies helped to define the roles that school librarians play, as well as give a framework for this study.

Table 1

ALA/AASL Standards for the Initial Preparations of School Librarians (2010)

Standard 1: Teaching for Learning	Standard 2: Literacy and Reading	Standard 3: Information and Knowledge	Standard 4: Advocacy and Leadership	Standard 5: Program Management and Administration
1.1 Knowledge of Learners and Learning	2.1 Literature	3.1 Efficient and Ethical Information-seeking Behavior	4.1 Networking with the Library Community	5.1 Collections
1.2 Effective and Knowledgeable Teacher	2.2 Reading Promotion	3.2 Access to Information	4.2 Professional Development	5.2 Professional Ethics
1.3 Instructional Partner	2.3 Respect for Diversity	3.3 Information Technology	4.3 Leadership	5.3 Personnel, Funding, and Facilities

(continued)

Standard 1: Teaching for Learning	Standard 2: Literacy and Reading	Standard 3: Information and Knowledge	Standard 4: Advocacy and Leadership	Standard 5: Program Management and Administration
1.4 Integration of 21 st Century Skills and Learning Standards	2.4 Literacy Strategies	3.4 Research and Knowledge Creation	4.4 Advocacy	5.4 Strategic Planning and Assessment

Note. Chart created from the ALA/AASL Standards for the Preparation of School Librarians.

ALA/AASL standards for initial preparation of school librarians. (2010). 1-20.

Retrieved from

http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf

Definitions of Key Terms

Elementary School. In this study, elementary schools represented grades pre-kindergarten to fifth grade.

High School. In this study, high school represented grades nine through twelve.

Librarian. For this study, a librarian was defined as “a specialist in the care and management of a library” (“Librarian,” n.d.)

Middle School. In this study, middle school represented grades six, seven, and eight.

Role. For the purpose of this study, a role referred to a part, function, responsibility, or duty associated with a position or job.

Secondary School(s). Secondary schools, for the purpose of this study, referred to middle schools and high schools.

School Librarian. In this study, school librarian was defined as a teacher who has completed a library certification program and earned a degree in Library Science who worked in a K-12 school setting.

Task. For the purpose of this study, task referred to a job, assignment, activity, or act of work.

Delimitations

For this study, I chose to limit the site choice to one suburban school district in the state of Texas, using a convenience method for selecting the district. I selected my sample using a purposive criterion sampling process and limited the study to the K-12 librarians and principals in the district. The degree of generalizability of the study was limited to districts that had a similar composition to the district being studied. This study was also limited by the research questions. The research was confined to the perceptions of the librarians and principals on the role of the school librarian in the school. Another delimitation was the use of the ALA/AASL Standards for the Initial Preparation of School Librarians 2010. At the time that this study was completed, the ALA/AASL Standards were being revised, but this study was done with the most current standards that were available. The time period of this study was also a delimitation. This study was completed during the end of the 2015-2016 school year. During that time, testing and other considerations made contact with the participants difficult.

Limitations

One limitation of this study was the believed accuracy of the responses provided by participants on the self-report questionnaires. Surveys were kept confidential, and as

the researcher, I assumed that all participants were completely honest in their responses. The questions in the survey were created to be as free of bias as possible.

My role as both the researcher and one of the librarians in the district may have been a limitation. I was a member of the school community where the research was conducted and knew many of the participants. I worked to ensure that my own perceptions were free from bias as I analyzed the data. Another limitation was the number of participants in the study. The amount of study participants for the study consisted of all of the librarians and all of the principals in the district. This sampling placed the size of the group of participants at about 80 people in each group.

Assumptions

An assumption of the study was that the information shared by the participants in the questionnaire was accurate and honest. In order to ensure that the questions on the survey aligned with the research questions, I conducted a pilot study of the questionnaire with three teachers, two librarians, and two administrators to establish content validity. An assumption was that the librarians and principals in the selected district willingly participated in the surveys and were not coerced to participate in any way.

Summary

The purpose of this mixed methods study was to define the roles of school librarians as perceived by both the librarians themselves and the administrators in their schools in regard to the ALA/AASL Standards for the Initial Preparation of School Librarians 2010. As budgets are being tightened, and jobs and programs are being cut, it is important to understand the role that school librarians play in enhancing student achievement and developing a school-wide culture of literacy and learning. This study

used the ALA/AASL Standard for Initial Preparation of School Librarians 2010 as a framework to answer the following research questions:

1. How do school librarians describe their role in schools?
2. What do principals perceive as the role of the school librarian in the school?
3. In what ways do school librarians' and principals' perceptions overlap and diverge in terms of the 2010 ALA/AASL Standards for the Initial Preparation of School Librarians?

The conclusions drawn from this research study were then used to inform the participating district how to develop a stronger library program that values the roles that librarians play in student achievement.

Organization of the Study

This study is presented in five chapters. Chapter I included the background and purpose of the study, statement of the problem, research questions, and definitions of terms, delimitations, limitations, and assumptions. Chapter II included the review of the literature organized around the five standards that make up the ALA/AASL Standards for Initial Preparation School Librarians. It included a section on the history of the school library and the history of the library standards as well as a review of administrators' perspectives of the school library and the role of the library. The chapter closed with a review of the Texas and Pennsylvania library studies as well as a summary of any recently published studies. Chapter III contained a description of the methodology, including the design of the study, the sampling and site choice, and descriptions of the survey. The third chapter also included a description of the data collection that I engaged

in, the trustworthiness of the research, and my subjectivity as the researcher. Chapter IV included a presentation of the data. The final chapter, Chapter V, contained an analysis of the data as well as a discussion of the findings and suggestions for further research.

CHAPTER II

Literature Review

American School Librarians have a short but active history. The evolution of school libraries started in American in 1892 when New York State passed legislation for the development of school libraries (Jeffus, 2002, p. 13), but it was not until 1914 that the American Association of School Librarians (AASL) was formed as the School Library section of the American Library Association (Jeffus, 2002, p. 13). The first set of school library standards was adopted in 1920 (Jeffus, 2002, p. 13). In 1945, the school library committee of AASL created its first set of standards titled, *School libraries for Today and Tomorrow Functions and Standards*, which was a revised version of ALA's Certain Standards (Jones, 2004). These standards differentiated between the duties of school librarians and public librarians as well as the different services that were offered to and in schools (Jones, 2004). These standards also emphasized that collaboration with teachers and planning as well as the need for collection analysis and statistics should be used in budget requests (Jones, 2004). These groundbreaking standards were revised in 1960 with the newly revised standards focusing on the development of the student (Jones, 2004). The librarian's role was expanded to become an important part of classroom instruction and not just limited to library instruction when teaching library and research skills (Jones, 2004). The standards emphasized that library programs should be student centered and focus on individual student development. It also urged librarians to collaborate with teachers when purchasing and using materials in the library. For the first time, audiovisual materials were also placed under the scope of the librarian (Jones, 2004). Revisions to the standards occurred and in 1969, AASL and the Department of

Audio-Visual Instruction developed the Standards for School Media Programs (Jones, 2004). These standards placed an emphasis on librarians working with teachers to incorporate technologies and other materials into classroom instruction as well as the role that librarians play in developing students' reading, listening, and viewing skills (Jones, 2004). From that time, the standards have been updated and edited until the current standards were adopted in 2010.

In the state of Texas, the first account of a school library is in a New Braunfels school in 1854 (Paris, 2010). According to Janelle Paris (2010), the Texas Library Association was established in 1902, and within ten years the school libraries in Texas rose from 450 to 1,978. Paris (2010) found that most of these early libraries lacked standards, support, and trained personnel. They also were mainly places to store the supplementary reading materials that were used by the students (Paris, 2010). Besides teachers and students raising money to support and supplement the school libraries, the public libraries and the Texas State Library were also supplying or checking out books to students and school libraries (Paris, 2010). In 1915, the Texas State Teachers Association added a library section that worked to create standards for school libraries and to raise the status of school librarians among professional librarians (Paris, 2010). The State Department of Education added a school library specialist to its staff in 1946 and that became a catalyst for the development of the school library program in Texas (Paris, 2010). What followed were decades of positive changes and growth for school libraries and librarians in the state of Texas (Paris, 2010).

History of Library Standards

School libraries and librarians have appeared in Texas schools for years, with the earliest recorded account being a library started in a New Braunfels school in 1854 (Paris, 2010). The Texas Library Association (TLA) was established in 1902, (Paris, 2010) and the American Association of School Librarians (AASL) was created as a division of the American Library Association (ALA) in 1951 (Adcock & Ballard, 2015). Through these developments in the library world, two sets of school library standards were developed and followed. The first was Standard Library Organization and Equipment for Secondary Schools of Different Sizes which was published in 1920 by ALA. The second set, created in 1925, was entitled Elementary School Library Standards (Adcock & Ballard, 2015). In 1943, Frances Henne called for the development of one set of standards for both elementary and high school libraries (Jones, 2004). These standards, published in 1945, were called School Libraries for Today and Tomorrow (Adcock & Ballard, 2015). Since that first set of joint standards was published, it has been revised in 1960, 1969, 1979, 1988, 1998, and finally in 2007 with the AASL creation of Standards for the 21st-Century Learner. The 2007 standards focused on learners and led to the creation in 2009 of *Empowering Learners: Guidelines for School Library Programs* and *Standards for the 21st-Century Learner in Action* (Adcock & Ballard, 2015). *Empowering Learners: Guidelines for School Library Programs* is a set of guidelines for school librarians to build school library programs that meet the needs of the changing school library program and environment. This resource gives school librarians as shown in Tables 2 through 4, a set of goals and principles to use when designing and/or updating a school library

program. In the book, each principle and guideline has a set of actions for school librarians to follow in order to meet the guideline and principle for empowering learners.

Table 2

Empowering Learners: Teaching for Learning

Principles	Guidelines
Building Collaborative Partnerships	The school library program promotes collaboration among members of the learning community and encourages learners to be independent, lifelong users and producers of ideas and information.
The Role of Reading	The school library program promotes reading as a foundational skill for learning, personal growth, and enjoyment.
Addressing Multiple Literacies	The school library program provides instruction that addresses multiple literacies, including information literacy, media literacy, visual literacy, and technology literacy.
Effective Practices for Inquiry	The school library program models an inquiry-based approach to learning and the information search process.
Assessment in Teaching for Learning	The school library program is guided by regular assessment of student learning to ensure the program is meeting its goals.

Note. Adapted from Empowering Learners: Guidelines for School Library Programs.

Empowering learners: Guidelines for school library programs. (2009). Chicago, IL: American Library Association.

Under the guideline of teaching for learning, librarians are shown to be instructional partners and leaders of change. This is important as librarians are teachers and should be seen as collaborators with classroom teachers when working with students. The librarian acts as a model for implementing inquiry lessons, reading for enjoyment, addressing learning in multiple literacies, and student assessment. By partnering with classroom teachers, librarians are able to help demonstrate and assess the use of student-

centered inquiry models that help students to use and interact with information in a way that builds their learning and achievement.

Table 3

Empowering Learners: Building the Learning Environment

Principles	Guidelines
Planning and Evaluating the School Library Program	The school library program is built on a long-term strategic plan that reflects the mission, goals, and objectives of the school.
Staffing	The school library program has a minimum of one full-time certified/licensed librarian supported by qualified staff sufficient for the school's instructional programs, services, facilities, size, and number of teachers and students.
The Learning Space	The school library program includes flexible and equitable access to physical and virtual collections of resources that support the school curriculum and meet the diverse needs of all learners.
The Budget	The school library program has sufficient funding to support priorities and make steady progress to attain the program's mission, goals, and objectives.
Policies	The school library program includes policies, procedures, and guidelines that support equitable access to ideas and information throughout the school community.
Collection and Information Access	The school library program includes a well-developed collection of books, periodicals, and non-print material in a variety of formats that support curricular topics and are suited to inquiry learning and users' needs and interests.
Outreach	The school library program is guided by an advocacy plan that builds support from decision makers who affect the quality of the school library program.
Professional Development	The school library program includes support for school librarian and teacher professional development to sustain and increase knowledge and skills.

Note. Adapted from Empowering Learners: Guidelines for School Library Programs. Empowering learners: Guidelines for school library programs. (2009). Chicago, IL: American Library Association.

Table 3 focuses on the guidelines that librarians should follow when building the learning environment. The library program itself should be built on a solid plan that reflects the mission of the school. It is important that the library program be developed as a collaboration between school administrators and the librarian so that the missions, plans, and goals of the school and the library work in sync to develop a community of learners and build student achievement. This also allows for the librarian to advocate for the staff, materials, and support that is needed to have a successful library program. While at the same time ensuring that the school administration and community understand the importance of the library program and library to the school community.

Table 4

Empowering Learners: Empowering Learning through Leadership

Principle	Guidelines
Empowering Learning through Leadership	The school library program is built by professionals who model leadership and best practices for the school community.

Note. Adapted from Empowering Learners: Guidelines for School Library Programs. Empowering learners: Guidelines for school library programs. (2009). Chicago, IL: American Library Association.

The *Standards for the 21st-Century Learner in Action* takes the standards that were first introduced in *Standards for the 21st-Century Learner* and provides examples and benchmarks for what those standards look like in action. This is a resource and guide for librarians as they develop programs that implement the standards. It provides examples of how the skills can be taught at different grade levels as well as what skills students should be able to demonstrate by certain grade levels. These two books, along with the *Standards for Initial Preparation of School Librarians*, were revised in 2010 and are currently used by librarians today to build strong libraries and library programs.

Description of Library Standards for Initial Preparation of School Librarians

In this study, I used the American Library Association and American Association of School Librarians Standards for Initial Preparation of School Librarians (2010) as a framework and to define what skills and roles school librarians should be demonstrating in schools. The standards were created for use by certification programs to guide and prepare librarians and librarian candidates to develop and manage programs for and in school libraries ("ALA/AASL Standards for Initial Preparation of School Librarians," 2010). There were five areas around which the standards are organized. Each standard had four elements that further clarified what librarians and librarian candidates should be able to demonstrate evidence of know and doing as part of a library program. A rubric was also included for each standard to measure the candidates' knowledge.

This set of standards was developed beginning in 2007 when the Specialty Areas Studies Board required a review of the preparation standards for school librarians ("ALA/AASL Standards for Initial Preparation of School Librarians," 2010). The standards were revised using public comment, research inquiry, and the assessment of the preparation standards of other organizations as well as AASL's own Standards for the 21st-Century Learner (2007), Standards for the 21st-Century Learner in Action (2009), and Empowering Learners: Guidelines for School Library Programs (2009). The revisions from the 2003 standards used for the preparation of school librarians addressed and focused on critical aspects of the work that librarians do in schools. Each standard included a focus on student learning with elements that were clear and measurable, see Table 1 for details on the standards and elements. The standards document also

contained a rubric for each standard and research that explained and supported each standard.

Roles of Librarians based on the Library Standards

Standard 1: Teaching and Learning. The first standard is titled “Teaching and Learning.” Under this standard librarians and librarian candidates focus on teaching skills and being instructional leaders. All four of the elements that make up the standard focus on the instructional aspects of the librarians’ roles as teachers. Librarians are teachers and must demonstrate knowledge of learning styles, the development of students as learners, and instructional design (“ALA/AASL Standards for Initial Preparation of School Librarians,” 2010). All of these skills are measured in the first element and are skills that help librarians influence student achievement because librarians are “no longer simply the ‘keeper of books,’ today’s teacher-librarians are instructional leaders whose activities are woven throughout the school’s curriculum” (Lamb & Johnson, 2008, pp. 74). Zumda and Harada (2008) in their article for *Teacher Librarian*, discussed a problem faced by school librarians is the lack of understanding by their administration of their roles. They shared that a librarian can be categorized as both a teacher and a learning specialist as “they view their work as ‘the school’s work’...because the significance of the learning that is conducted in the library is at the heart of the school’s mission” (Zumda & Harada, 2008, pp. 18). As they teach in the library and work collaboratively with teachers, librarians are able to “monitor student learning and [make] adjustments in ‘real time’ without compromising students’ opportunity to learn” (Zumda & Harada, 2008, pp. 18). Each time a librarian works with students, he/she is acting as a

teacher to build 21st century skills in students as well as working to create lifelong readers and learners.

The librarians' ability to be an effective and knowledgeable teacher for his or her students is the second element under standard one ("ALA/AASL Standards for Initial Preparation of School Librarians," 2010). School librarians are also teachers and, as such, they are knowledgeable about learning styles, instructional strategies, and assessment tools to use when presenting to students and staff. This is demonstrated by the librarian who states that "varying the instructional materials and assignments allows me to teach ... [the same] units [to different grade levels] while stressing different learning objectives at each level thus preventing repetition" (Kachka, 2009, pp. 20). Librarians do this each time that they adapt materials to meet the needs of their students and staff as well as providing choices of materials that can be used successfully by students and teachers who are at different levels. According to Kachka (2009), who in her article for *School Library Media Activities Monthly* found that using a differentiated instruction technique helped her elementary students understand and develop the 21st century skills that they need. The knowledge of learning styles, instructional strategies, curriculum, and school communities allows for a diverse library collection that is unique to the school community and the needs of the students and staff who use the library for knowledge and pleasure.

In addition to being effective and knowledgeable teachers as described in element two of the standard, librarians also must be instructional partners with their fellow teachers. Element three describes the way that librarians should be collaborative partners in the school community for both student and professional development. Kristine Woods

(2014) in her article, “A Footprint for Collaboration” in *Teacher Librarian* on the importance of collaboration, found that “collaboration between teacher librarian and classroom teacher produces positive results (pp. 13).” These collaborations lead to higher student engagement and more quality work (Woods, 2014). When collaborative relationships are created, then an environment is built “in which people feel safe to take risks, to try something new to improve professional practices and develop new instructional strategies” (Woods, 2014, pp. 16).

Another aspect of being a strong teacher librarian is described in element four which focuses on librarians being advocates for 21st century learning and teaching in the school community. In the article, “The school librarian as teacher: What kind of teacher are you?” for *Knowledge Quest*, Buffy Hamilton (2011) discusses how “the possibilities of the library as a learning space disrupt traditional precepts of the library as a data warehouse and instead establish the library as a site of participatory culture.” Creating collaborative relationships with teachers, being knowledgeable and active teachers, and advocating for information literacy leads to a participatory culture of learning from students, teachers, and librarians in both the library and classrooms of the school (Hamilton, 2011). The use of multiple literacies to teach content, critical thinking, and emerging technologies are part of the strategies that librarians use to integrate 21st century skills and standards in to the library. When librarians and teachers collaborate during lesson planning and teaching, librarians are able to advocate and demonstrate the use of information literacy skills. This type of advocacy and team teaching helps to build valuable skills needed for students to succeed and transforms the learning environment (Woods, 2014).

Standard 2: Literacy and Reading. The second standard emphasizes literacy and reading. This standard focuses on what is considered the more traditional aspects of librarianship - “reading for learning, personal growth, and enjoyment” (“ALA/AASL Standards for Initial Preparation of School Librarians,” 2010, pp. 6). Here candidates and current librarians stay current on trends and growth in literature, the multiple formats of literature, and how they are used to support reading instruction and pleasure. The skills that are developed and measured in standard two are used to build patrons into lifelong readers. The standard also supports standard one by reiterating the knowledge of reading strategies and instruction that librarians have which help support classroom teachers build readers.

The first element under standard two concerns literature and reinforces that librarians and library candidates should be familiar with a wide range of materials from children’s, young adult, and professional writings. “As the most information-rich, print-rich, media-rich environment in a school, school library media centers are treasure troves for learners of all ages” (Moreillon, 2009, pp. 24). This is why the standards and elements emphasize how important it is for the librarian to be familiar with the multiple formats and styles that material can be presented in (“ALA/AASL Standards for Initial Preparation of School Librarians,” 2010).

Reading promotion and the ability of the librarian to promote reading for personal enjoyment to create lifelong readers is discussed in the second element. One way that librarians work to promote reading is “by providing students with access to high-interest reading materials and by allowing students an opportunity for self-selected reading” (Shin, 2001, pp. 15). The self-selection of books and the availability of a diverse

collection of materials give students a more positive view of reading and help to create lifelong readers who read for both pleasure and knowledge (Shin, 2001). With this element, the librarian should also be a model of reading for enjoyment and personal knowledge.

Element three focuses on the knowledge and ability of the librarian to have a diverse collection ("ALA/AASL Standards for Initial Preparation of School Librarians," 2010). The library's collection should be diverse in materials and formats and should be built to meet the needs of the patrons it serves. In the secondary school library, the librarians' knowledge of young adult literature and capacity for building a diverse collection of contemporary selections is "a useful tool for engaged reading among adolescents" (Ivey & Johnston, 2013, pp. 257). This element can be one that many librarians struggle with as they know that "school libraries are obligated to provide equitable access to a rich environment of electronic, audiovisual and print resources" (Stripling, 1996, pp. 653). Many school libraries deal with a lack of funding due to school budgets being cut and a lack of understanding of the importance of libraries and librarians in schools. As the focus of libraries changes from being a repository of materials to a place of active learning, it is more important than ever that a diverse collection that has equitable access for all patrons is achieved. With better advocacy and collaboration, librarians must work to show the important impact on student outcomes that diverse, equitable, accessible collections create.

The final element in the standard relates to standard one by connecting knowledge of teaching reading strategies to help students connect to text as well as build reading ability and interest ("ALA/AASL Standards for Initial Preparation of School Librarians,"

2010). Barbara K. Stripling in the article “Quality in School Library Media Program: focus on Learning” (1996), found that “students do not learn effectively from collections of facts; new information must be put into a meaningful context for it to become knowledge” (pp. 638). This concept is not new to librarians as they work to present information and materials that are meaningful and relevant to their students. Working to build the necessary skills in students to make meaning and connections with texts and concepts allows librarians to present information in multiple formats using different teaching strategies to engage students in their learning and better prepare for future classes and jobs.

Standard 3: Information and Knowledge. The third standard addresses equitable access to and ethical use of materials, as well as the librarian’s knowledge of sources and services that support student growth. This standard also addresses the ability of the librarian to use evidence and research to build his or her own knowledge as well as ways to improve the library and its services.

This standard’s first element measures the ability of the librarian to support the students’ needs when it comes to gathering information and performing research. This idea is one shared by Buffy J. Hamilton (2009) in her article “Transforming Information Literacy for NowGen Students” when she stated “in addition to finding and evaluating information, we enjoy talking with our students and teachers about creating information and representing knowledge” (pp. 51). The librarian should be able to demonstrate multiple ways to find, evaluate, and use materials for different purposes. The librarian should also teach and model ethical behavior when it comes to finding and using materials because “in today’s mash-up world of information, a plethora of resources are

available via the Internet, including podcasts, blogs, social bookmarks, social networks, videos and video streaming, wikis, and RSS feeds through your favorite aggregator” (Hamilton, 2009, pp. 52). This is why it is important that “information literacy instruction must include helping students learn to pick and evaluate the best resources, for their personal learning networks from print, subscriptions, and free sources” (Hamilton, 2009, pp. 52).

The second element describes how librarians work to provide and support library services that are diverse, accessible, and flexible for their patrons because “open access at the point of need has been a cornerstone of school librarianship from the very first...” (Moreillon, 2009, pp. 24). Librarians work to create environments that are open and welcoming as well as available to all of their patrons. Part of that service is the ability of the librarian to develop solutions for addressing any needs or barriers that a patron might face when accessing materials or the learning environments of the library. Open access and diversity is important not just in the collection and resources, but also in what is taught and promoted, since “school library media specialists function as sponsors of literacy by promoting traditional forms of information literacy—as well as new literacies—to encourage many voices of discourse and representations of information” (Hamilton, 2009, pp. 52).

The librarian’s ability to work with and engage students’ learning with electronic resources is defined in element three of this standard. With the rise of mobile devices and online resources for students that motivate reading and research, a librarian should “welcome the responsibility for providing access to sources that support...studies” (Moreillon, 2009, pp. 26). Librarians should demonstrate and model ethical and

appropriate use of digital tools for research, learning, and communicating in school and daily life because “school librarians serve a crucial role as the bridge for bringing information to the diverse individuals they support, acquiring an extensive amount of possible information in a faster timeframe” (Ballew, 2014, pp. 65). The librarian should also work to stay up-to-date on current and emerging technologies to use with patrons because it is imperative that librarians “develop technological skills to provide just-in-time services to students and teachers” (Moreillon, 2009, pp. 25). As information specialists, librarians work to “help our students navigate both traditional and nontraditional information” (Hamilton, 2009, pp. 49). Staying up-to-date on resources and technology and being able to model how to ethically use them is an important part of the role that librarians have as information specialists and teachers.

The support of the library program through the use of evidence and research is defined in the fourth element. Librarians use data to lead to improvements in library services since “the school librarian, working as a curriculum-partner leader, moves the instructional agenda forward from the informational to the transformational and ultimately to the formational, with the end result being the transformation of learning” (Geitgey & Tepe, 2007, pp. 11). Howard and Eckhardt focused on the role of action research and leadership of librarians in their article “Why action research? The leadership role of the library media specialist” for *Library Media Connection* in 2005. This type of research is important for librarians as “the results of action research do not need to be adapted to your school; they are about your school” (Howard & Eckhardt, 2005, pp. 32). Action research lets librarians develop and evaluate programs and services so that they are providing the best for their patrons. Because of “today’s world of data-driven

decision making, the library media specialist must develop the skills to work with his or her staff in using data for program improvement” (Howard & Eckhardt, 2005, pp. 32). The use of data to improve the library program allows the librarian to advocate for the program, better collaborate and teach with his or her staff, and work with students to help them develop into lifelong learners and readers. Librarians that have this “knowledge will be able to focus their instructional work and collect data from students on how they, the librarians, helped to improve that area of students’ academic achievement” (Geitgey & Tepe, 2007, pp. 12).

Standard 4: Advocacy and Leadership. The first three standards that candidates and librarians work with focus on the teaching roles that librarians participate in; however, the fourth standard moves away from the teaching aspect and into the leadership and advocacy roles that librarians have. Within standard four, librarians act as advocates for their library programs and students. They are also leaders of and for their programs, students, and staff. They provide development for both students and staff to contribute to student achievement and to build libraries and library programs that are diverse, equitable, and available to all of their patrons.

Networking within the library community is the focus of the first element under this standard. Librarians do this when they lose their “occupational invisibility” (Steadman Stephens, 2011, pp. 19) and “sacrifice personally, moving outside our school libraries and our comfort zones as we forge new instructional alliances with individuals and organizations” (Steadman Stephens, 2011, pp. 20). They work to create connections with other librarians for collaboration, resource sharing, and support. When librarians

network with other librarians, they are able to work with others to create and develop strong library programs and programming that are beneficial to their students and schools.

The second element explains the commitment to professional development that the librarian must have. This also includes being involved in professional organizations that offer trainings, leadership opportunities and chances for networking. “Participation can help them keep abreast of new technologies, share and exchange ideas and techniques and continue to develop leadership and presentation skills” (Lamb & Johnson, 2008, pp. 77), all of which help the librarians to better demonstrate their roles as instructional leaders on campus. Professional trainings and leadership opportunities that are offered by schools and districts add to the librarian’s ability to advocate and network for his or her library program and patrons.

Leadership is the emphasis of the third element. It is within this element that librarians show that their leadership role is a daily activity “via interaction with administrators, teachers, students, parent volunteers, and community partners” (Dees et al, 2007, pp. 11). As leaders, librarians use data and research to develop and promote their library programs and the programs’ impact on student learning. Librarians often act as servant leaders in schools as they have realized that “leadership does not always mean being in the front of the line; sometimes leadership is walking beside as an encourager or behind as a supporter” (Dees et al, 2007, pp. 13).

Advocacy by the librarian for the library program makes up the final element in standard four. “Despite initiatives attracting much needed attention to school libraries, positions and funding across the country continue to be reduced or eliminated and little is understood about how teacher-librarians advocate for school library positions and

programs” (Ewbanks, 2010, pp. 87). This is an especially important thought because being an advocate for students and student achievement should be a large part of the work that librarians do when working with others. While working in their roles as advocates, librarians work on networking and sharing about their programs with stakeholders, communities, and patrons. Librarians also use data and research to create advocacy plans and information to share with stakeholders to build programs that are centered on their patrons and student outcomes.

Standard 5: Program Management and Administration. The final standard concentrates on the role that librarians play in program management and administration of the library. This includes planning, development, implementation, and evaluation of the programs, services, and resources.

The role of the librarian as the manager and administrator of the collections and resources the library has is the focus of the first element. This is also the element that clarifies the role played in evaluating and choosing resources for the library. With this element, the librarian is also working to create a diverse collection that meets the classification standards and needs of his or her students. By building and maintaining a diverse, robust collection of print and digital materials, librarians are better able to teach, share a love of literature, and be a source of information for students and teachers. This also allows librarians to collaborate with teachers to build student achievement.

The second element concentrates on the role librarians’ play in relation to the professions’ ethical principles. It is here that librarians develop and display their administrative roles with regards to privacy, intellectual freedom, and digital citizenship. With student privacy a concern in schools, it is important to remember that “school

librarians are among the strongest proponents of privacy, the subject is rarely discussed” (Adams, 2011, pp. 2).

The librarians’ role of administrator with regard to the funding, facilities, and personnel that are part of the library program is the third element. It is here that the librarian demonstrates his or her ability to handle the people who work with the library program as well as the budget and facilities. This can include implementing policies and procedures, creating access, and evaluating everything that is connected to the program.

The final element of the standard concerns the administrative role that librarians play when dealing with strategic planning and assessment. It is here that librarians demonstrate an ability to work with stakeholders to plan and develop library programs that connect the resources and goals of the library to address the needs of the community. This is also where librarians demonstrate their ability to use data to assess the needs of the library and community as well as plan appropriately for the future growth of the library program. It is with data and stakeholder communication that librarians “figure out how our services should change in order to meet the needs of teachers and students who do use the internet, to remain absolutely vital to schools that are strapped for funds and to be seen as important by decision makers who do allocate funds in a zero-sum game” (Johnson, 2003, pp. 27). As librarians work to create diverse, open collections and programs, it is important that principals see the changes and positive results that occur. When building a program and asking for support, a principal or stakeholder “should observe the vibrant school librarian in a number of roles in order to serve the needs of 21st century students” (Castro, 2010, pp. 20). Using researched based initiatives and

programs that benefit the students and strong advocacy, librarians are able to demonstrate their abilities to be strong teachers and leaders in their buildings.

Administrators' Experiences and Perspectives

When principals have a clear understanding of the role of the librarian, then “school librarians, whether experienced or new to the job, realize how important the principal is to the success of their library program. Unfortunately, school principals often have a limited understanding or appreciation of the school librarian’s role” (Shannon, 2012, pp. 17) in schools. While this is a general statement, it is true that many teacher and principal preparation programs do not cover library services and administration. Often principals do not have extensive training, even in their administrator preparation programs about the services that librarians and the library program can play in their school. When asked how they learned about school library services in a study by Donna M. Shannon (2012, pp. 18), two-thirds of administrators stated that they learned about library services through professional literature, though school library related articles do not appear often in administrative journals. Principals, like school librarians, have “a very demanding and very isolated job” (Wong, 2014, pp. 26) and have “many different hats that must be worn simultaneously” (Wong, 2014, pp. 26). This varied set of tasks, responsibilities, and roles, can make it difficult for principals and librarians to understand how important they are to one another and the success of the school.

Some of the lack of understanding regarding the role of the librarian can be traced back to many principals’ outdated notions of what libraries are and what librarians do. As Ryan Steele, in his article “the Principal-Librarian Relationship” in *Teacher Librarian* from 2015 (pp. 27), stated, “I viewed my librarian as the person in charge of the space

where books were stored, not as a key player in the student-learning experience.” It is this mindset that is common among many principals. For some administrators, this mindset comes from a past history of visiting the library as a student or bringing students to the library as a teacher and “with their perceptions rooted in stereotypical images, many principals still see media centers as libraries and libraries as warehouses of materials to be managed and checked out to students” (Hartzell, 2002, pp. 93). In many schools, this stereotype is what the library or media center still embodies. In addition, media representations of librarians such as “Marian the librarian in the Music Man and the alternative destiny of Mary in It’s a Wonderful Life are perfect examples” (Hartzell, 2002, pp. 99) that reinforce administrators’ perceptions of a stereotypical librarian. While many librarians are working to advance the library into a student-centered learning environment, they are unable to overcome the stereotypical images that many stakeholders have of the library. Strong relationships between administrators and staff are important components of successful schools, and misperceptions about roles can serve as barriers to such relationships. What this can mean to the librarian is that “too few principals really seem to understand the value of the media center and specialist. And it signals that principals and school library media specialists do not often enjoy the kind of solid working relationship that provides mutual benefit to all parties concerned and maximizes the contributions of each to the organization as a whole” (Hartzell, 2002, pp. 94). To establish more effective relationships “principals who hold any desire of supporting a school library program that contributes to students’ achievement must first jettison the outdated view of the school library as a place of solemn conformity” (Castro, 2010, pp. 20). A mindset change that occurs because of exposure, research, and positive

library experiences is important to help principals understand the positive roles and impact of librarians and school libraries on students and teachers.

Partnerships between Principals and Librarians

The principal of every school should be an advocate for, and the biggest support of the library program. Just as principals are advocates and supporters of athletics, arts, and other programs in schools, they should “as the instructional leader[s] of the school” (Church, 2008, pp.5) be a strong advocate and supporter of the school library program. Due to a lack of understanding or interest, principals may not put collaboration with the librarian as an important part of their school’s culture. While principals may expect that teachers and librarians will collaborate, they may not recognize how important their own support can be to the program. Principals “set the tone and establish the learning environment within their schools. For full implementation of the library media program to occur, principals must establish a culture of collaboration and set the expectation with teachers that the library will make an active contribution to instruction” (Church, 2008, pp. 6). This is why it is important that librarians cultivate positive relationships with their principals to help show how important strong collaborative and advocating relationships are to library programs. When principals have a better understanding of how a strong collaborative relationship with the library can benefit both the library and school, they are more likely to be strong advocates for the library program in the school itself and in the school community at large.

“In order to shift school library media programs in new directions, forward-thinking school library media specialists need the encouragement and support of their administrators” (Lamb & Johnson, 2008, pp. 78). This support is crucial to a library

program and librarian as they constantly change and update their programs and goals to better support school programs and student achievement. “With administrative understanding and support, the SLMS [school library media specialist] is empowered to take the calculated risks associated with new program endeavors” (Lamb & Johnson, 2008, pp. 78). These risks can be as simple as generifying the library or as difficult as changing from a fixed to a flexible schedule. Being empowered by having the support of the school’s administration can allow the librarian to begin building or strengthening a collaborative school learning community that is based on student success. Just as having the support of the administration is important, “it is critically important that building-level [school library media specialists] have the ability to communicate with their principals” (Church, 2010, pp. 16). Open communication is an important aspect of building a strong partnership that allows for risks to be taken in the library program and builds a culture of collaboration and communication in the school. Having open communication and support can lead to “solid relationships [that] are based on understanding each other’s roles and functions and trusting in each other’s competence, expertise, dedication, and honesty” (Hartzell, 2002, pp. 94).

Librarian Occupational Invisibility

A “fundamental factor that shapes principal perceptions of media specialists is the invisibility factor” (Hartzell, 2002, pp. 95). According to Hartzell (2002), “librarians are perceived as staff members who assist those who foster student achievement, and not as line performers directly responsible for student- and certainly not for teacher and administrator- progress and success” (pp. 95). This distinction is important as it distracts administrators and teachers from noticing the magnitude and importance of what

librarians can, should, and do contribute to the school and student achievement. To be honest, the way librarians work often helps to foster this perception. The nature of their work, as well as the specialization of the job, leads to this invisibility. In many schools today, there is only one librarian, so he or she is also in a state of “professional isolation” (Hartzell, 2002 pp. 95). This lack of a partner or team adds to the invisibility that the librarian develops. While librarians may contribute to their own invisibility, it is also created by the lack of articles on librarians and librarianship in research and trade journals aimed at administrators as well as the lack of information provided in administration classes.

When looked at separately, each contributing factor plays an important role in creating “occupational invisibility” (Steadman Stephens, 2011, pp. 19). A significant aspect of the librarian’s work is to enable students and teachers to be successful by sharing knowledge and skills that will build them into life-long independent learners. This means that the information and skills that a librarian teaches are often “absorbed into a teacher’s lessons or a student’s project” (Hartzell, 2002, pp. 95). This information then becomes a part of the teacher’s and student’s knowledge base and a part of who the patron is, thereby taking the librarian out of the picture. This “absorbability” (Hartzell, 2002, pp. 96) of the librarian’s work and services adds to the distorted view that administrators can have of what librarians do, how they can be successful teachers, and how they contribute to the academic success of the school. Such clouding of perceptions can sometimes lead to principals “withholding recognition and makes them more ready to interfere with library operation when pursuing other goals” (Hartzell, 2002, pp. 96).

In a way, invisibility is built into the job for many school librarians due to their isolation and their buildings' schedules. When librarians are solo in their buildings, they are often unable to leave the library to help teach classes, to embed themselves into content areas, practice outreach, or even run a library cart with books down to the lunch room for quick checkouts. This lack of visibility outside the confines of the library makes it easy for administrators to miss the positive impact that a librarian can have on learning and reinforces the idea held by many administrators and staff members that librarians are viewed "more as support resources than as colleagues" (Hartzell, 2002, pp. 96). The school's schedule or the fixed schedule that the library has can also lead to isolation and invisibility. When librarians are required to be in the library to provide services during common off-times or planning, they are often unable to build relationships with staff and students and implement outreach opportunities that can create and build student and teacher success. This lack of visibility due to the inability to leave the library can lead people to forget that the librarian is a member of the staff who can be called upon to help plan, teach, and offer support. It then becomes easy for teachers and administrators to ignore the importance of the role and the person who fills it. As a result, the librarian is often replaced by uncertified individuals, changing in the status of the role to more warehouse than teacher and collaborator. When principals help to facilitate a more open and flexible library schedule, risks can be taken in the program that allow the program to meet the needs of the patrons while limiting the invisibility that a librarian experience on a more fixed schedule that limits collaboration (Church, 2009, pp. 40).

A lack of information in administration classes and professional presentations and publications is a third factor contributing to the occupational invisibility that librarians experience. One reason that administrators lack understanding of and appreciation for librarians' roles and contributions is that information about library programs is rarely included as part of administration course work. Unless "EdAd professors accept library impact research, it will have no influence with the people who prepare and certify school leaders" (Hartzell, 2012, pp. 2). Until educational administration professors see the research and recognize its importance, new administrators will continue to miss the importance of librarians and the library program and contribute to librarians' invisibility.

Established administrators also lack exposure to research relating to librarians' roles and library programs. While librarians do write for journals and conduct research, it is primarily aimed at and shared with other librarians (Hartzell, 2002, pp. 96). As a result, administrators miss information that might make librarians' roles clearer and their contributions more apparent. Similarly, when librarians present at conferences to audiences made up of other librarians, those outside the library world are left without current library data and information on which to base staffing, budget, and support decisions. "Principals in their field, like media specialists in theirs, stay attuned to problems and possibilities through their own journals and meetings—and library media and media specialist have been conspicuously absent from these information sources" (Hartzell, 2002, pp. 97). They do not know or pay attention to what they do not see. Since administrators are exposed to little or no library research either through their administration or through professional publications and presentations, it is easy for them to be unaware of the occupational invisibility that librarians can experience.

In the face of occupational invisibility, budget cuts, and a lack of understanding about their roles, librarians must advocate for themselves to show others what they do and the positive impacts their programs have on student learning. Librarians must “stand up” and become visible to principals. It is important that they provide research, not just from journals, but action research that they conduct with their own patrons as well as periodic reports on the library programs themselves. Joel Castro, in his article “Are We Speaking the Same Language?” in the Spring 2010 edition of *Texas Library Journal*, stated that it is important for librarians to remember that “very unfortunate decisions have to be made with respect to school and school district budgets” (pp. 20). This is a valid point for librarians to consider as “every program must prove its value; every program must be held accountable by an appropriate measure” (Castro, 2010, pp. 20). Because principals often think about the economy of the school and the data that is needed to make decisions, librarians must build a similar mindset about the importance of data. In addition, they must learn to speak the language of data regarding the roles the librarian and library program plays in meeting their state library standards, the ALA/AASL Standards for the Preparation of School Librarians, and other standards that have been created to develop and build the role of the librarian into a teacher and collaborator as well as a manager of resources. It is that numerical data, as well as research and observations, that principals look for when they are looking at student achievement and success in their buildings.

Pennsylvania Library Study

In 2011-2012, Lance, Kachel, HSLC-a statewide library co-operative, the Pennsylvania School Librarians Association, and the Education Law Center of

Pennsylvania used a National Leadership Grant from the Institute of Museum and Library Services to complete a statewide study on the impact of school librarians and libraries on student achievement. The study was completed in two phases, the first focused on library infrastructure and its correlation with the state testing system's reading and writing scores. The second phase of the study included surveys of administrators, teachers, and librarians on library activities that were engaged in by the participants, what they valued in libraries, and how they related to student achievement. For the second phase of the study, the AASL 21st century learner standards were used as a benchmark for the skills that the students should attain. A trend observed in the study was that the majority of administrators who felt that the key library practices that were focused on were essential to a good library program also gave an "excellent" rating to the instructional role that the program plays when teaching the AASL standards. "This trend is consistent with at least the past two decades of research about the impact of school libraries and librarians" (Lance & Kachel, 2013, pp. 10).

Administrators who were more likely to give librarians "excellent" ratings on the four AASL standards also considered teacher and librarian collaboration essential. These administrators were more likely to consider these collaborations as part of teacher evaluations, making it more likely that such collaborations would occur (Lance & Kachel, 2013, pp. 10). This data showed that those administrators who viewed the library program as essential also viewed collaborations between the librarian as teachers as an important way to build student achievement. The survey also found that when school administrators believed it was essential to appoint librarians to school committees, they were also more likely to give an excellent rating to the library program's teaching of

the writing and reading state standards when related to other subjects and college and career readiness. When comparing library instruction in inquiry-based learning and reading and writing test scores, schools with administrators who believed their students received excellent instruction in inquiry-based learning during library instruction also showed that students consistently scored advanced on the reading and writing tests (Lance & Kachel, 2013, pp. 12). One major finding in the study was that “the most successful programs are those in schools where administrators value libraries and librarians most highly-- putting them where they belong: at the heart of teaching and learning, where they can promote and sustain inquiry, critical thinking, collaboration, and independent learning” (Lance & Kachel, 2013 pp. 13).

Texas Library Study

In 2000, the state of Texas completed the Texas School Libraries: Standards, Resources, Services, and Students’ Performance study otherwise known as the Texas Study. The study focused on three objectives:

- (1) Examine school library resources, services, and use, on the basis of the School Library Programs: Standards and Guidelines for Texas and determine the need for updating these standards and guidelines so that they better serve communities across the state.
- (2) Determine the impact that school libraries have on student performance as measured by the percent of students who met minimum expectations on the reading portion of the statewide standardized test, the Texas Assessment of Academic Skills (TAAS).
- (3) Highlight library practices in the best performing schools (Smith, 2001, pp. 1).

The data for the study was collected from a random sample of 600 Texas school libraries. The survey data was supplemented with data from the 1999-2000 Texas Education Agency's Public Education Information Management System (PEIMS) on school characteristics and student TAAS Performance and with community economic data extracted from the Federal Reserve Board's Federal Financial Institution Examination Council (FFIEC) web site (Smith, 2001, pp. 1).

The authors of the study found that schools with librarians had higher TAAS performance than those schools that did not have a librarian. The Texas Study also showed that library variables held a small but significant portion of the variances in test performance in all levels (Smith, 2001, pp. 1). The Texas Study pointed out that in 2000 "library staffing levels, collection sizes, librarian interaction with teachers and students, and library technology levels have a positive association with TAAS performance at the elementary, middle/junior high, and high school levels" (Smith, 2001, pp. 3). When different variables were examined, the analysis revealed that libraries played a role in helping students succeed in school.

When the data was analyzed in conjunction with the School Library Programs: Standards and Guidelines for Texas, interesting information was revealed. In 2000, it was found that there were "significant gaps between recommended library funding levels and actual funding levels in elementary, middle/junior high, and high school libraries" (Smith, 2001, pp. 3). The conclusion formed based on these findings was that those schools with larger operating budgets were able to have more current collections and more personnel to better support their students and staff. The researchers also found that there were "significant gaps between recommended staffing levels and actual staffing

levels. Libraries in schools with more than 350 students are generally understaffed” (Smith, 2001, pp. 3). This trend has continued since 2000 as districts cut school library budgets and librarians for economic and other reasons. Examples of this trend included the Houston Independent School District cutting 43% of its school library positions during a five-year period between 2000 and 2015 and California having “hemorrhaged school librarians to the point where it now has the worst ratio- 1-to-7,000 librarians-to-students- of any state in the nation” (Kachel, 2015, pp.1). The Texas study also found that schools with both a librarian and an aide offered more services and longer hours to provide patrons with greater access to support and materials.

When researchers analyzed data on how librarians spend a majority of their time, it was found that schools were understaffed; more time was spent on clerical services than on administrative duties, collaboration, training, teaching, and professional development activities. Included with the administrative duties was management of the collection to keep it current and up-to-date. A finding from the study was that “currency and size of the library collection are factors in student achievement” (Smith, 2001, pp. 5). When school libraries had the staff and funding they needed, they were better able to support student achievement through teaching, collaborating, and providing the resources to help students achieve, not just on standardized tests, but as knowledgeable members of society.

The 2000 study presented the interesting fact that “at all educational levels over 10 percent more students in schools with librarians than in schools without librarians met minimum TAAS [Texas Assessment of Academic Skills] expectations in reading” (Smith, 2001, pp. 14). The authors also found that “the libraries in schools with the

highest TAAS performance have more resources than the libraries in the low performing schools and spend more time on collaborative teaching-related (curriculum integration) activities” (Smith, 2001, pp. 15). This information led to the conclusion that staffing and funding did matter when it came to student achievement and a vibrant current library program. Ultimately, the Texas study “demonstrated that libraries can play a very special role in providing enrichment to the students who come from economically disadvantaged backgrounds and who need additional help to develop the skill they will need to succeed” (Smith, 2001, pp. 3).

The Needs of Texas Public School Libraries Report 2008

In 2008, the 80th legislature of the state of Texas instructed the Texas State Library and Archives commission (TSLAC) and the Texas Education Agency (TEA) to study Texas public school libraries to determine what the needs of the libraries were, who could best meet them, and to issue a report on their findings. The commission created a study based on the *School Library Programs: Standards and Guidelines for Texas (Joint Report: The Needs of Texas Public School Libraries, 2008, pp. 2)*. The survey was completed online and the respondents were given a list of 17 needs and were asked to pick the eight that the respondents felt were the most critical to the success of the libraries. The survey respondents were also asked to choose which agency would be the best to meet the need for that issue. The respondents were given the chance to add critical needs that were not included on the list. The top three needs that a majority of the respondents marked as critical included funding needs, resource needs, and librarian and library program recognition in relation to student success (*Joint Report: The Needs of Texas Public School Libraries, 2008, pp. 10*). For these critical needs, the survey

respondents felt that the local districts and TEA share the role of meeting these needs. When the critical needs that were written in by the participants were examined, they mirrored the need for funds, resources, and library program recognition. Respondents also wrote in a need for “mandatory, enforced standards for school library programs” (*Joint Report: The Needs of Texas Public School Libraries*, 2008, pp. 11).

The commission outlined recommendations in seven areas for strong school library programs. The first was that there must be appropriate committed funding from the local districts and the state to create successful standards based library programs. When school libraries are adequately funded, then the second recommendation could be met which was to have the ability to purchase the materials, resources, and staff allocations that are need for strong library programs. This would also allow for more schools with the help of the state to purchase online research resources. Collaboration with teachers must be seen as important to a student achievement. A call to make the state library standards mandatory would help to show the importance of the librarian and library program as well as make sure that money and resources were committed to the program. As with mandatory standards, the collection of statistics on library programs and resources was also found to be an important recommendation from the commission. The final recommendation that the commission shared was on importance of having certified school librarians with support staff as part of the library program. The 2008 Texas report shared many recommendations for the state on how to enhance public school library programs and focused on the needs of the library community based on the standards leading to discussion in districts about the importance of their library programs.

Current Research: New York State

Radlick and Stefl-Mabry in their study *Statistical Causal Modeling and the Effect of School Librarians on Academic achievement: Moving beyond Descriptive Statistics and Simple Correlations* (2015), part of the *School Librarian Effect on Student Academic Achievement in New York State Research Project* that is funded by the Institute of Museum and Library Services (IMLS) award RE-04-15-0081-15, found that many studies on school librarians connection to student achievement design weaknesses with very limited empirical approaches leading to few large-scale studies appearing in peer-reviewed publications (Radlick & Stefl-Mabry, 2015, p. 2). In their study, Radlick and Stefl-Mabry wanted to address the weaknesses found in other studies as well as answer the question of how student achievement is affected by having a certified librarian in the school. Under the three-year IMLS grant, the study's authors furthered their research by focusing on "the relationships between student achievement and both school library characteristics and library services within the context of these causal models" (Radlick & Stefl-Mabry, 2015, pp. 3).

In their study *Statistical Causal Modeling and the Effect of School Librarians on Academic achievement: Moving beyond Descriptive Statistics and Simple Correlations* (2015), Radlick and Stefl-Mabry looked at the English-Language Arts Performance Index grades 3-8, Math Performance Index grades 3-8, English Regents, and Integrated Algebra Performance Indexes in New York state for the years of 2012-2013 of schools in New York City and then for schools outside of the city. They also included in their data sets the changes in the performance indexes from the 2011-12 school years to the 2012-13 school years. They also tried to control for prior academic achievement, student

demographics, and the schools' characteristics. What was found was that there was a statistically significant effect on English-Language Arts student scores in schools with at least one full-time certified librarian in New York City. For schools outside of New York City, there was no statistically significant difference in scores for schools with and without a full-time certified librarian. There was not a statistically significant difference in math performance scores in schools with or without a certified full-time librarian. When looking at all of the effects on student achievement, the effect of the school librarian was found to be relatively small. The study's authors found that continued research looking at other causal factors to identify the effects of school librarians on student achievement. While most past studies have been conducted using descriptive correlations, Radlick and Stefl-Mabry are moving school library research forward with their use of statistical causal modeling.

Summary

From the beginning of school libraries, librarians' roles have evolved from the keeper of materials to administrator to teacher to collaborator. In the present day, librarians hold a variety of roles as they work with students and teachers to build a vibrant library program that is current, diverse, and focuses on creating life-long learners. Standards for measuring the effectiveness and achievement of the librarians, library programs, and student achievement connected to the library have evolved over time as well. When librarians collect data based on these standards, the information gathered can then be used to advocate for their programs with principals who are often unclear on what librarians can do and how library programs can benefit schools. As schools and libraries move toward 21st century learning environments and expectations, it is important for

librarians and principals to have a strong knowledge of the roles that librarians play in schools and how those roles can help build student achievement and make libraries into vibrant learning communities.

Most of the literature on school librarians centers on the role of the librarian and the endemic tasks that librarians do. What is missing is how administrators perceive and view the standards and roles that are focused on librarians and libraries. There is also a lack of research on the role of the librarian as a part of the school instructional leadership team. This lack of understanding of the standards and roles that librarians play in schools has led to a lack of the shared perceptions of what it takes to create a library program that is central part of creating a literate student-centered school environment.

The search methods used for the literature review included the use of the Sam Houston State University Newton Grisham Library databases and Google Scholar to search for articles on the roles that librarians play in schools. The ALA/AASL Standards for Initial Preparation of School Librarians 2010 standards were also researched to better understand how each standard was connected to the different roles that librarians' play in schools and student achievement. I searched for articles on how administrators perceive librarians and on administrators' understanding of the roles librarians and libraries have on student achievement and on schools in general. Recent studies done by Lance and Kachel on the importance of school librarians were also reviewed (2013). The invisible nature of many of the roles that librarians play was also explored.

CHAPTER III

Method

I used a quantitative-dominant sequential mixed methods design to develop the study on the perceptions that school librarians and principals have regarding the roles that school librarians have in schools. The study included one urban-suburban school district with a total of 85 schools/libraries. The design included a survey of quantitative questions to collect data from the librarians and principals.

Purpose and Research Questions

Through this study, I developed an understanding of how the American Library Association/American Association of School Librarians (AASL) Standards for Initial Preparation of School Librarians (2010) were being implemented with respect to the role of school librarians in an urban/suburban school district in Southeast Texas. The purpose of this mixed methods study was to define the roles of school librarians as perceived by both the librarians themselves and the administrators in their schools in regard to the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). In this study, I focused on how both librarians and principals perceived the role of the librarian and how the librarians implemented the ALA/AASL Standards for Initial Preparation of School Librarians (2010) to develop a vibrant library program that enhanced student achievement.

The research questions that guided the study are:

1. How do school librarians describe their role in schools?
2. What do principals perceive as the role of the school librarian in the school?

3. In what ways do school librarians' and principals' perceptions overlap and diverge in terms of the 2010 ALA/AASL Standards for the Initial Preparation of School Librarians?

Design of the Study

The design of this study was a quantitative-dominant sequential mixed method study. It was designed to compare the perceptions of school librarians in their own roles in schools and the perceptions that principals have of the roles of school librarians. According to Shea and Onwuegbuzie (2008), "the quantitative phase tends to come first, with the qualitative phase being used to explain, expand, clarify, or develop the quantitative findings" (pp. 53). For this research study, the quantitative phase consisted of surveys provided to both librarians and principals that would gather data on the perceptions of school librarians and principals on the roles that school librarians have in schools. The research objectives for the quantitative phase were both exploratory and descriptive (Johnson & Christensen, 2012). Using the conceptual framework of the 2010 ALA/AASL Standards for the Initial Preparation of School Librarians, I was able to explore and describe the perceptions of both the principals and librarians. The themes that were developed using the standards and objectives informed the development of the recommendations of the study.

Permission to complete the research study was gained first from the participating district and then from the university Internal Review Board. Once permission to conduct the study had been gained from the dissertation committee, the school district, and the university, I worked with the district appointed research partner to gather the informed consent forms, send out the surveys, and collect the responses. When the responses had

been collected, I analyzed the data and developed themes on the perceptions that the participants hold on the role of the school librarian.

Sampling

The participants for this study were chosen using a purposeful criterion process (Shea & Onweigbuzie, 2008). The sampling for this study included the entire population of certified librarians and principals in a district in southeast Texas. Criteria sampling was used to make sure that the participants in the survey met the guidelines for the study to include only the certified librarians and principals in the district. At the time of this study, several librarian positions were open. The principals at those schools were not excluded from the study as the responses from the participants were not matched in any way. The participants were sent a consent form and those that returned it marking that they were willing to participate in the study were sent the link to the online survey.

Site Choice

The setting of this mixed methods study was an urban-suburban district in the southeast region of Texas. The district had over 111,173 students and 13,312.5 staff members ("Snapshot 2014 District Detail," n.d.). Of the total staff for the district 3.7% were school administrative and 7.9 % were professional support staff ("Snapshot 2014 District Detail," n.d.). The librarians in this district are considered professional support staff as defined by the Texas Education Agency ("2011-12 AEIS Glossary," n.d.).

Each traditional campus had a certified librarian on campus. The district had four specialty campuses that did not have a librarian or library. The district did not have a professional library or a library director but did have a district level library coordinator

who also supervised several other departments for the district. Only traditional campuses were included in this study.

The ability to obtain permission to conduct research in the district was also a factor in the site choice for this study. To request district permission, I had to contact the Office of School Improvement and Accountability for the district to obtain the district's Instructional Review Board's documents. The review board, which met once a week, reviewed my research application and approved it. The district also assigned a district representative to act as research sponsor for the district. This person contacted the study participants with the consent forms. This research sponsor collected all completed consent forms from the participants. The research sponsor then provided me with the signed consent forms so that I could share the survey link with the participants. My sponsor did not have access to the data that was collected from the participants, but did keep track of those who had given consent and those who had opted out of the study.

Survey

The surveys used in this research project were based on the PA [Pennsylvania] School Library Project curated by Kachel (2011). The PA School Library Project included surveys given to school administrators, school librarians, and teachers. The data from the surveys were analyzed and reported by Lance and Bull Schwarz. I selected to use these surveys because the surveys aligned with the standards I was investigating. I received permission from Kachel and Lance to use the surveys for school administrators and librarians. Permission was also given for me to adapt the surveys by editing the wording of questions and adding others. Both surveys included demographic data and questions that covered all five of the standards that make up the ALA/AASL Standards

for Initial Preparation of School Librarians (2010). The surveys for this study were field tested with three teachers, two librarians, and two administrators to establish content validity.

District librarians and principals were asked to complete an online survey. The surveys were designed to collect data regarding insights and information from each group on what they each see as the role of the librarian in the school community based on the 2010 ALA/AASL Standards for Initial Preparation of School Librarians. The surveys were created using SurveyMonkey surveys. To help ensure that the data from the surveys were kept private, I created a SurveyMonkey account specifically for collecting the data from the surveys. This helped to keep the information anonymous, adding a layer of protection for both me and the participants. The response summary options included in SurveyMonkey data collection were used to help me develop themes and connections between responses.

At the beginning of the data collection phase of the study, the participants were first sent the consent form by the research sponsor. Once the consent forms were returned, the participants were sent the link to the online survey. The participants were given two weeks to complete the survey with a reminder sent out by the research sponsor after one week. As the surveys were completed, I began to develop the themes that were used to create the interview questions.

Data Collection and Analysis

A variety of types of questions, including multiple choice and ranking questions, were used in both the surveys and interviews to better collect a variety of data to use in

the analysis portion of the study. The data was then analyzed for themes and connections to the 2010 ALA/AASL Standards for Initial Preparation of School Librarians.

The survey data was collected using SurveyMonkey surveys and included both Likert scale and short answer questions. The analysis portion of SurveyMonkey helped me with the basic statistical analysis and to begin developing patterns in the answers. These patterns were then analyzed into themes and coded according to whether the answer relates to a role or a task for the librarian.

I looked for patterns that emerged based on the responses that were shared. These patterns were also coded to show whether the answer related to a role or a task for librarians. This information was then analyzed and compared to the roles that are described in the 2010 ALA/AASL Standards for Initial Preparation of School Librarians, and conclusions were drawn on the role of librarians in schools. These conclusions were used to recommend further research and suggestions for both librarians and principals in the district to further support and develop the library program at the district and school levels.

Trustworthiness

The trustworthiness of the research was based on the assumption that the participants in the study were being honest in their answers. The participants in the study were given the survey based on their positions as librarians or principals. The participants in each group were given many of the same questions with some that were more specific to the respondents' role in the school.

Researcher Subjectivity

As a librarian in the district at the time of the study, I served on several district-wide library committees and was a mentor for new librarians. Before this study began, I worked with the district librarians to help create a mission statement and portrait of a librarian for the district. My own experiences with creating a librarian appraisal form for the district as well as mentoring new librarians might have influenced my perceptions of the answers given and the patterns that were developed. I have also completed a program evaluation of the librarian mentoring program to help determine its usefulness and the changing needs of its participants. To ensure that my views did not influence that data, all analyzed data was reviewed by colleagues from outside the district and the library field to help monitor my subjectivity.

Summary

Chapter Three focused on the design of the study. I used a mixed methods design for my surveys to develop a study of the perceptions of school librarians regarding the roles they play in schools and the perceptions that administrators have regarding the roles that school librarians play in their schools. A mixed methods design was most appropriate for this study that focused on one urban-suburban school district as both qualitative and quantitative data were collected. The data was collected and analyzed using an online program to develop connections and themes that I used to draw conclusions on how librarians and their role in the school community were perceived by administrators and the librarians themselves. These conclusions were used to suggest ways that the library program at both the district and school level can be better developed and offer topics for further research.

CHAPTER IV

Results

The purpose of this mixed methods study was to define the roles of school librarians as perceived by both the librarians themselves and the administrators in their schools in regard to the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). In this study, I focused on how both librarians and principals perceived the role of the librarian and how the librarians implemented the ALA/AASL Standards for Initial Preparation of School Librarians (2010) to develop a vibrant library program that enhanced student achievement.

The research questions that guided the study were:

1. How do school librarians describe their role in schools?
2. What do principals perceive as the role of the school librarian in the school?
3. In what ways do school librarians' and principals' perceptions overlap and diverge in terms of the 2010 ALA/AASL Standards for the Initial Preparation of School Librarians?

Results of Data Collection

The data for this study was collected using a survey that was administered using SurveyMonkey. The participants were sent the link to the survey after completing and returning a signed consent form. The survey was sent to 57 librarians and 23 principals to complete. The consent forms were sent out and collected during the month of August, and the survey was open from mid-August to mid-September. The survey consisted of twenty-one questions. There five demographic questions, with the rest a combination of ranking, multiple choice, and open-ended questions. The data was analyzed using a basic

statistical analysis and a triangulation of constant comparison analysis, classical content analysis and keywords-in-context of the qualitative data. Through this study, I developed an understanding of how the American Library Association/American Association of School Librarians (AASL) Standards for Initial Preparation of School Librarians (2010) were being implemented with respect to the role of school librarians in an urban/suburban school district in Southeast Texas.

Demographic Data

Both surveys included several demographic data questions. I asked each group what their school level was, the years of experience teaching, their years in the district, years as a librarian or principal, and what certification type they had. I also asked what type of library schedule the library program had. I asked these questions to gain a better understanding of who the survey participants were.

Librarians. The school district where the survey was conducted had eighty-four librarians, not including the researcher herself. Of the 84 librarians that were sent the consent forms, 57 returned them and were provided with the survey. The first question asked the librarians what level school level they were at. Fifty percent of the librarians who completed the survey were at the elementary level. The remaining fifty percent of the respondents were at the secondary level. Middle school librarians made up 29.17% of the respondents and 20.85% were at the high school level. The Table 5 shows the school levels of the respondents.

Table 5

Librarians: School Level

Level	Responses	Number of Respondents
Elementary School	50.00%	24
Middle School	29.17%	14
High School	20.83%	10

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

The second demographic question asked the librarians for their years of teaching experience. Sixty-six percent of the respondents had 16 or more years of experience teaching. This could include their years as a librarian as well. Table 6 shows the breakdown of the years of experience.

Table 6

Librarians: Years of Experience

Years of Experience	Responses	Number of Respondents
1-3	0.0%	0
4-7	12%	6
8-10	8.0%	4
11-15	14%	7
16 and up	66%	33

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

Question number four asked the librarians to share their years in the district that was being studied. Twenty-seven of the respondents have spent sixteen or more years in the district. Of the respondents, only five have between one to three years in the district. Table 7 is the breakdown of how the librarians responded.

Table 7

Librarians: Years in the District

Number of Years	Responses	Number of Respondents
1-3	10.20%	5
4-7	6.12%	3
8-10	6.12%	3
11-15	22.45%	11
16 and up	55.10%	27

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

Table 8 displays the data collected from the question that asked for the participants’ years of experience as a librarian. Thirty-one of the librarians responded that they had spent eight or more years as a librarian. Only four of the librarians responded that they had only one to three years of experience as a librarian.

Table 8

Librarians: Years as a Librarian

Years as a Librarian	Responses	Number of Respondents
1-3	8%	4
4-6	30%	15
8-10	24%	12
11-15	22%	11
16 and up	16%	8

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

Question six on the survey asked the librarians what their library certification was. Table 9 showed that the librarians all have a master’s degree as well as the school library certificate. A majority, 88%, of the librarians earned a Master of Library Science degree as well as their School Library Certificate.

Table 9

Librarians: Certification

Types of Certification	Responses	Number of Respondents
Master of Library Science with a School Library Certificate	88%	44
Master’s Degree (other field) with School Library Certificate	12%	6
Bachelor’s Degree with School Library Certificate	0%	0
Doctorate with School Library Certificate	0%	0

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

The final question in the demographic section, question 7, asked the librarians to share the type of library schedule that their library program uses. The schedule types were not defined in the survey. A majority, 60%, of the librarians responded that their library program is run on a combined fixed and flexible schedule. This data is shared in Table 10.

Table 10

Librarians: Library Schedule

Schedule Type	Responses	Number of Respondents
Fixed Schedule	14%	7
Flexible Schedule	24%	12
Combined Fixed and Flexible Schedule	60%	30
Other	2%	1

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

The one librarian that marked *other* specified that the schedule he/she used was a “fixed schedule but students are free to come anytime with a pass.”

Principals. The principals of the district were invited to participate in the research project. Of the 85 principals invited, twenty-two completed the survey. The principals were asked the same demographics questions that the librarians were. The only change was that they were asked about their principal certification instead of library certification. Table 11 shows the data from question two of the principals’ survey on what level of school each principal was from.

Table 11

Principals: School Level

School Level	Responses	Number of Respondents
Elementary School	36.36%	8
Middle School	36.36%	8
High School	27.27%	6
Combined Levels	0%	0

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

Question three asked the principals for their years of experience teaching. Over half of the principals who responded have more than fifteen years of experience teaching and ten people had less than fifteen years of experience teaching. There was a wide range of experience in the responses.

Table 12 displays the data from this question. Over half of the principals who responded have more than fifteen years of experience teaching and ten people had less than fifteen years of experience teaching. There was a wide range of experience in the responses.

Table 12

Principals: Years of Experience Teaching

Years of Experience Teaching	Responses	Number of Respondents
1-3	4.55%	1
4-7	13.64%	3
8-10	18.18%	4
11-15	9.09%	2
15 and up	54.55%	12

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

Table 13 reflects the number of years that principals who participated in the study had been in the district. This number reflects their total educator experience. The principals in this study had most of their experience in the school district. All but two of the principals had more than 16 years working in the district. Very few (less than 5%) had been in the district less than eleven years.

Table 13

Principals: Years in the District

Years in the District	Responses	Number of Respondents
1-3	0%	0
4-7	4.76%	1
8-10	0%	0
11-15	4.76%	1
16 and up	90.48%	19

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

In question five, the principals were asked for their total number of years of experience as a principal. Table 14 displays the data that was collected from the principals. Of the principals who responded, 68% had less than eleven years of experience in the role of principal. Looking at this data another way, 50% of the principals had at least eight years of experience.

Table 14

Principals: Years as a Principal

Years as a Principal	Responses	Number of Respondents
1-3	22.73%	5
4-7	27.27%	6
8-10	18.18%	4
11-15	13.64%	3
16 and up	18.18%	4

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

As with the librarians, the principals were asked what their degree and principal certification were. For this question, the principals were given an option of *other*; this allowed the principals to state an alternative way that they had earned the principal certificate. None of the participants marked *other*. Table 15 displays the data collected from this question. A majority of the respondents have a Master of Educational Leadership with a Principal certificate. Almost 70% of the respondents had a Master degree in Educational /leadership or Administration with a Principal certificate.

Table 15

Principals: Certification

Certification	Responses	Number of Respondents
Master of Educational Leadership with Principal Certificate	54.55%	12
Master's Degree (other field) with Principal Certificate	22.73%	5
Masters of Administration with a Principal Certificate	13.64%	3
Bachelor's degree with Principal Certificate	0.00%	0
Doctorate with Principal Certificate	9.09%	2
Other	0.00%	0

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

The final demographic question asked the principals what type of schedule their library program had. As with the question on the librarian survey, the schedule types were not defined for the principals. Table 16 presents the data that was collected from this survey question. The principals were also given the option to mark *unsure* if they did not know what type of schedule their library program uses.

Table 16

Principals: Schedule Type

Schedule Type	Responses	Number of Responses
Fixed Schedule	27.27%	6
Flexible Schedule	18.18%	4
Combined Fixed and Flexible Schedule	50%	11
Unsure	4.55%	1
Other	0.00%	0

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

The rest of the questions in the survey focused on the roles and tasks that librarians play in school. There was also a focus on the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). The questions were ratings, rankings, and open-ended questions.

Research Question One: How do school librarians describe their role in schools?

The answers to research question one were obtained from data the remaining fifteen survey questions. These questions could be divided into three sets. The first set of questions asked the librarians to rate a list of twenty-four activities that were a combination of roles that the librarians play and tasks that they do as to their importance and the time that are normally spent on them in an average week. The second group of questions focused on the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). Each standard’s element statements were listed and the librarians were asked to rate their library’s programs or themselves based on those standard statements. The final group of questions was a combination of rating and short answers

that asked for the librarian's perspective about their roles and how their principals view them.

Question eight asked the participants to rank a list of twenty-four activities that were a combination of roles that librarians play and tasks that they do. They were asked to rate the activities as *essential*, *highly desirable*, *desirable*, *not desirable*, and *don't know/ need more information*. The activities that were ranked highest under essential were planning library instruction lessons at 80%, purchasing books at 70%, and teaching research lesson to students at 62%. Under the highly desirable rating the highest ranked activities were: "create and supervise reading incentives" at 48%, "co-teach lessons" at 42%, and "present workshops to teachers" at 42%. When looking at the remaining activities, the participants marked "create displays" at 50%. Forty-two percent marked "shelve books" as desirable for their role in the library and 40% marked "manage inter-library loans" as desirable. Fifty-eight percent of the participants marked that "class or group monitor" was not desirable as part of their role in the library. They also marked at 24% that "processing and/or repairing books" and at 20% that "shelving books" was an undesirable part of their in the role in the library. In the don't know/need more information category, 20% marked "practice embedded librarianship" and 10% marked "reader's advisory." The Table 17 shows the ranking of each activity.

Table 17

Importance of librarian's activities

Activity	Essential	Highly Desirable	Desirable	Not Desirable	Don't Know or Need More Information
Planning library instruction lessons	80%	14%	6%	0%	0%
Check out books	46%	8%	36%	10%	0%
Plan digital literacy lessons	50%	36%	12%	0%	2%
Check in books	38%	12%	34%	16%	0%
Shelve books	26%	12%	42%	20%	0%
Teach research lessons to students	62%	26%	12%	0%	0%
Work one-on-one with students	42%	38%	20%	0%	0%
Reader's Advisory	40%	30%	18%	2%	10%
Purchasing Books	70%	24%	6%	0%	0%
Processing and/or repairing books	24%	16%	36%	24%	0%
Present workshops to teachers	32%	42%	18%	8%	0%
Plan with teachers	44%	34%	20%	2%	0%
Provide small group instruction	22%	34%	38%	2%	4%
Pull bibliographies	24%	32%	28%	14%	2%

(continued)

Activity	Essential	Highly Desirable	Desirable	Not Desirable	Don't Know or Need More Information
Create displays	12%	36%	50%	2%	0%
Create and supervise reading incentives	28%	48%	22%	2%	0%
Manage inter-library loans	24%	24%	40%	12%	0%
Practice embedded librarianship	28%	26%	26%	0%	20%
Class or group monitor	6%	16%	16%	58%	4%
Student/staff mentoring	24%	34%	38%	4%	0%
Participate in school committees	32%	38%	30%	0%	0%
Participate in district committees	30%	38%	30%	2%	0%
Attend district meetings	54%	24%	20%	2%	0%
Co-teach lessons	16%	42%	20%	16%	6%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

Looking at the results of this question, I noticed that many of the librarians marked both roles and tasks as being essential and desirable in the role of librarian in their school building. This question was important because it allowed me to understand what tasks and roles that the librarians feel are essential to their job and role as the librarian.

Question nine focused on the approximate hours each week that the participants spent on the activities from the first question. The options that the participants were given were

less than an hour a week, 1-3 hours a week, 4-8 hours a week, 9-12 hours a week, 13 or more hours a week, and not applicable. In the less than one hour a week category, the highest ranking was given to “create displays” at 60%. The respondents marked “present workshops to teachers” ranked at 54%, “class or group monitor” at 50%, “manage inter-library loan” and “purchase books” at 48%. In the category of where they spend 1-3 hours a week, the respondents marked both “create and supervise reading incentives” and “participate in school committees” at 50%. From there, they marked both “planning library instruction lessons” and “plan digital literacy lessons” at 48% of their time. The next highest percentage was 46% at “processing and/or repairing books.” In the 4-8 hours of the week category, 34% marked “planning library instruction lesson” and 26% of the respondents marked “teach research lessons to students.” Twenty-two percent of the respondents marked “shelve books,” “order books,” and “reader’s advisory” as where they spend their time. The respondents marked “checkout books” at 26% in the 9-12 hour category. They also marked “check in books” at 20% and “work one-on-one with students” at 18%. The final category was 13 or more hours a week that respondents could mark for the activities. In this category, 34% marked “check out books”, 24% marked “check in books”, and 20% marked “shelve books”. In the not applicable category, 30% marked “co-teach lessons”, 24% marked “practice embedded librarianship”, and 22% of respondents marked “reader’s advisory”. The librarians’ answers can be seen in Table 18.

Table 18

Activities by Time

Activity	Less than an hour a week	1-3 hours a week	4-8 hours a week	9-12 hours a week	13 or more hours a week	Not applicable
Planning library instruction lessons	10%	48%	34%	4%	4%	0%
Check out books	6%	22%	12%	26%	34%	0%
Plan digital literacy lessons	30%	48%	18%	4%	0%	0%
Check in books	10%	30%	16%	20%	24%	0%
Shelve books	20%	36%	22%	2%	20%	0%
Teach research lessons to students	34%	32%	26%	2%	2%	4%
Work one-on-one with students	34%	18%	14%	18%	10%	6%
Reader's advisory	20%	22%	22%	6%	8%	22%
Purchasing books	48%	32%	12%	4%	0%	4%
Processing and/or repairing books	42%	46%	10%	2%	0%	0%
Present workshops to teachers	54%	30%	6%	0%	0%	10%
Plan with teachers	44%	40%	14%	0%	0%	2%
Provide small group instruction	36%	22%	16%	4%	6%	16%
Pull bibliographies	42%	42%	6%	2%	0%	8%

(continued)

Activity	Less than an hour a week	1-3 hours a week	4-8 hours a week	9-12 hours a week	13 or more hours a week	Not applicable
Create displays	60%	32%	2%	4%	0%	2%
Create and supervise reading incentives	30%	50%	14%	2%	2%	2%
Manage inter-library loan	48%	42%	8%	0%	2%	0%
Practice embedded librarianship	30%	28%	10%	4%	4%	24%
Class or group monitor	50%	22%	4%	6%	10%	8%
Student/ staff mentor	34%	40%	8%	4%	6%	8%
Participate in school committees	32%	50%	12%	2%	0%	4%
Participate in district committees	40%	36%	14%	4%	0%	6%
Attend district meetings	44%	36%	14%	0%	0%	6%
Co-teach lessons	42%	22%	2%	4%	0%	30%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

Interestingly enough, “check in books” appeared in several different time categories. In the district where the survey was conducted, only the high schools are required to have an aide and those may only be dedicated to the library for half a day. In the elementary and middle schools, it is up to the discretion of the principal to use an aide allotment for the library. Due to that, a majority of the libraries do not have an aide. Those that do, only have the help for a limited amount of time, which only may cover the lunch of the

librarian, if that as there are libraries that are closed so that the librarian can have lunch since they are not given coverage. This question was important because it helped me to understand where the librarians spent their time while running the library program. The three activities that have the highest amount of time devoted to them are all tasks that the librarians do, not roles that they play.

The second group of questions in the survey focused on the five standards and elements of the 2010 ALA/AASL Standards for the Initial Preparation of School Librarians. None of the questions specifically mentioned the standards by name but did mention that each question was made up of standard statements. The participants were asked to rate either their library programs or themselves based on the standard statements.

Question ten focused on teaching standard statements for the standard:

Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information.

Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

(ALA/AASL Standards for the Initial Preparation of School Librarians, 2010, pp.

1)

The participants were asked to rate their programs based on the teaching statements. The ratings were *Excellent*, *Good*, *Fair*, *Poor*, and *Don't know/not applicable*. Table 19 shows the answers for the question: how would you, as the librarian, rate your library program based on the following teaching standards statements?

Table 19

Librarian Survey: Teaching Standard

Standard statements	Excellent	Good	Fair	Poor	Don't know or not applicable
Instruction is based on student interests and needs and supports student achievement.	50%	44%	6%	0%	0%
Instruction is given using a variety of learning strategies and resources.	34%	58%	8%	0%	0%
Provides student and staff learning activities demonstrating how to be effective users of library and information resources.	34%	56%	10%	0%	0%
Uses technology to enhance learning and support student achievement.	30%	54%	16%	0%	0%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

As seen in Table 19, under the *excellent* rating, 50% of the participants marked “instruction is based on student interests and needs and supports student achievement.” Part of the vision and philosophy that underpins the library department in this district was one of creating lifelong learners. With this, the librarians focused on helping to build student achievement with their lessons. Under the *good* rating, there was a close percentage for the remaining three statements. The ratings ranged from 58%-54%. This illustrated that the librarians believed that their library programs that were strong in the teaching standards. The percentages under the fair rating ranged from 16% to 6% for each statement and there were no responses in the last two ratings categories.

The second standard, Literacy and Reading, was the focus of question 11. The standard states:

Candidates promote reading for learning, personal growth, and enjoyment.

Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interest of all readers. (ALA/AASL Standards for the Initial Preparation of School Librarians, 2010, pp. 6)

Table 20 illustrates the data collected from question 11. The participants were asked to rate their programs based on the teaching statements. The ratings were *Excellent*, *Good*, *Fair*, *Poor*, and *Don't know/not applicable*.

Table 20

Librarian Survey: Literacy and Reading Standard

Standard Statements	Excellent	Good	Fair	Poor	Don't know or Not applicable
I am familiar with a wide range of children's, young adult, and professional literature. I promote and encourage reading for learning, information, and pleasure.	74%	26%	0%	0%	0%
I collaborate with teachers to teach and reinforce instructional strategies that help students understand what they are reading.	24%	52%	22%	2%	0%
I am developing a collection that is diverse in formats and materials to support my patrons reading for enjoyment and learning.	68%	32%	0%	0%	0%

(continued)

Standard Statements	Excellent	Good	Fair	Poor	Don't know or Not applicable
I promote and model reading for personal enjoyment and to promote lifelong reading in my patrons.	78%	18%	4%	0%	0%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

Three of the four element statements were rated very high in the *excellent* category. 74% of the participants marked “I am familiar with a wide range of children’s, young adult, and professional literature. I promote and encourage reading for learning, information, and pleasure.” The statement “I am developing a collection that is diverse in formats and materials to support my patrons’ reading for enjoyment and learning” was marked at 68%, and “I promote and model reading for personal enjoyment and to promote lifelong reading in my patron” was marked at 78%. The standard statement “I collaborate with teachers to teach and reinforce instructional strategies that help students understand what they are reading” was rated highest in the *good* category at 52%. This statement received 24% under the *excellent* category, 22% under the *fair* category, and 2% under the *poor* category.

Question 12 of the survey asked the librarians “how would you, as the librarian, rate your library program based on the following information and knowledge standards statements.” The eight statements that the librarians were asked to rate were the elements for the following standard:

Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge

of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice (ALA/AASL Standards for the Initial Preparation of School Librarians, 2010, pp. 10)

This standard focused on the information needs of the students as well as their ethical behavior and access to that information. The ratings scale that the participants used to rate their library programs was *excellent, good, fair, poor, and don't know/not applicable*.

Table 21 shows the data collected from question 12.

Table 21

Librarian Survey: Information and Knowledge Standard

Element Statements	Excellent	Good	Fair	Poor	Don't know or Not applicable
I provide support for students' diverse information needs. I demonstrate multiple strategies to teach research strategies and evaluation of material.	28%	54%	18%	0%	0%
I collaborate with patrons effectively to share, evaluate, and communicate information.	36%	60%	4%	0%	0%
I am or have created a flexible, open access library.	56%	32%	4%	4%	4%
I work to develop equitable access to resources, services, and facilities.	62%	38%	0%	0%	0%
I demonstrate and share with my patrons ethical behaviors in relation to research and information use.	46%	44%	10%	0%	0%
I plan, design, and teach activities that engage students and authentically use print and digital tools.	42%	50%	6%	0%	2%

(continued)

Element Statements	Excellent	Good	Fair	Poor	Don't know or Not applicable
I use and model current and emerging digital tools.	32.65%	55.10%	12.24%	0%	0%
I use evidence-based, action research to collect data about my program. I use that data to improve my library program.	10%	48%	32%	6%	4%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

Three of the statements had the *don't know/not applicable* rating marked by the participants. The statement “I am or have created a flexible, open access library” was ranked in each category: 56% as *excellent*, 32% *good*, 4% *fair*, and 4% *don't know/not applicable*. The second statement that also had a participant respond in the *don't know/not applicable* category was “I plan, design, and teach activities that engage students and authentically use print and digital tools.” The ranking spread for this statement was a little closer. The participants ranked *excellent* at 42%, *good* at 50%, *fair* at 6%, and *don't know/not applicable* at 2%. While none of the participants marked *poor*, one did mark *don't know/not applicable*. The final statement which participants marked *don't know/not applicable* was “I use evidence-based, action research to collect data about my program. I use that data to improve my library program.” The rankings for this statement were *excellent* at 10%, *good* at 48%, *fair* at 32%, *poor* at 6%, and *don't know/not applicable* at 4%. These rankings made sense as many of the librarians in this district used monthly statistics to help develop and improve their library programs. The 10% percent of participants who ranked this at either the top or the bottom of the scale

for their library programs might have needed a better understanding of what action research was and how it could be collected and used in the library.

Advocacy and leadership abilities were the focus of the fourth standard in the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). The standard itself states:

Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community.

Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement. (ALA/AASL Standards for the Initial Preparation of School

Librarians, 2010, pp. 14)

There were seven element statements for the standard that the participants were asked to rank in question 13. The ranking scale for each element statement was *excellent*, *good*, *fair*, *poor*, and *don't know/not applicable*. Table 22 displays the data collected from the librarians.

Table 22

Librarian Survey: Advocacy and Leadership Standard

Element Statements	Excellent	Good	Fair	Poor	Don't know or Not applicable
I collaborate and connect with other librarians in my district to share resources, ideas, and lessons.	62%	38%	0%	0%	0%
I participate in social and professional development networks.	40%	48%	12%	0%	0%
I participate in professional growth opportunities by attending training, conferences, and webinars.	52%	42%	6%	0%	0%
I read professional publication to stay current on the profession.	30%	50%	18%	2%	0%
I articulate the role and relationship of the library program's impact on student growth and achievement.	30.61%	53.06%	12.24%	0%	4.08%
I use evidence-based practice and information to help communicate with stakeholders the importance of the library program and how it can enhance school improvement efforts.	16%	40%	36%	6%	2%
I develop plans to advocate for the library program with stakeholders.	14%	50%	34%	2%	0%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

There were two statements that participants marked as *don't know/not applicable*. The first statement, “I articulate the role and relationship of the library program's impact on student growth and achievement” was ranked 30.61% at *excellent*, 53.06% at *good*, 12.24% at *fair*, nothing at *poor*, and 4.08% at *don't know/not applicable*. This spread showed that librarians felt that they were *good* at advocating for the library program.

However, the fact that about 16% of the participants marked *fair* or *don't know/not applicable*, indicated that support was needed for those who were unsure about how to advocate for the program and its support of student achievement. The second statement, "I use evidence-based practice and information to help communicate with stakeholders the importance of the library program and how it can enhance school improvement efforts" had a wide rankings spread with participants marking every ranking category; 16% marked *excellent*, 40% marked *good*, 36% marked *fair*, 6% marked *poor*, and 2% marked *don't know/not applicable*.

Table 23 displays the data for question 14 which asked the librarians to rate their library programs based on 11 element statements for the final ALA/AASL Standard for the Initial Preparation of School Librarians (2010). The standard states:

Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principals of library science, education, management, and administration. (ALA/AASL Standards for the Initial Preparation of School Librarians, 2010, pp. 17)

It used the same rating scale as the other standards questions of *excellent*, *good*, *fair*, *poor*, and *don't know/not applicable*.

Table 23

Librarian Survey: Program Management and Administration

Element Statements	Excellent	Good	Fair	Poor	Don't know or Not applicable
I evaluate print and digital resources using evaluation criteria and selection tools.	50%	44%	6%	0%	0%
I work to develop a collection that meets the diverse needs of my patrons.	80%	20%	0%	0%	0%
I organize the library collection according to current cataloguing and classification standards and in ways that will benefit my patrons the most.	82%	18%	0%	0%	0%
I practice the ethical librarianship and advocate for my patrons' intellectual freedom and privacy.	76%	18%	4%	0%	2%
I teach my patrons how to search for and use information in ethical ways.	54%	42%	4%	0%	0%
I model, promote, and teach digital citizenship to my patrons.	50%	40%	10%	0%	0%
I apply best practices when planning, budgeting, and evaluating resources for the library program.	76%	22%	0%	0%	2%
I develop policies and procedures that enhance and support the teaching, learning, and use of the library and its programs.	58%	40%	2%	0%	0%
I work to ensure equitable access to the resources and services of the library.	74%	26%	0%	0%	0%
I communicate with stakeholders the library mission and how the program aligns with the school's mission and goals.	22%	56%	16%	4%	2%

(continued)

Element Statements	Excellent	Good	Fair	Poor	Don't know or Not applicable
I collaborate with teachers and administrators to develop the library program and mission to align with school goals.	36%	56%	6%	2%	0%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

Nine of the eleven statements had high ratings in the *excellent* category. Two were over 80% and 3 were over 70%. The two statements that were not ranked as *excellent* had their highest ranking in the *good* category and both were above 50%. Three of the statements had rankings in the *don't know/not applicable* category. Those included “I practice the ethical librarianship and advocate for my patrons’ intellectual freedom and privacy”, “ I apply best practices when planning, budgeting, and evaluating resources for the library program”, and “I communicate with stakeholders the library mission and how the program aligns with the school’s mission and goals.” Interestingly enough, the first two statements were also in the 70% rankings in the *excellent* category. For all three of the statements, it was only one person that ranked them *don't know/not applicable*. The statement that had the highest rating in any category was “I organize the library collection according to current cataloging and classification standards and in ways that will benefit my patrons the most.” This statement was rated at 82% in the *excellent* category. As reader’s advisory (working with students to find the right book for them) was a large part the librarians’ daily jobs, it was important to make the collection work for both librarians and patrons. The statement with the second highest rating was “I work to develop a collection that meets the diverse needs of my patrons” at 80%. This relates back to the

idea of working with students to meet their needs and to provide them with access to materials. It is interesting to note that only 50% marked *excellent* and 44% marked *good* for the statement “I evaluate print and digital resources using evaluation criteria and selection tools.”

The last two questions in this grouping of questions about the standards asked the librarians to rank the five standards in order of importance and to then explain their reasoning for the ranking. Question 16 asked for the librarians to rank the standards in order from most important to least important and the data is represented in Table 24.

Table 24

Librarian Survey: Rank the Standards

Standards	1 (Most)	2	3	4	5 (Least)
Teaching for Learning	6.25%	52.08%	25%	10.42%	6.25%
Literacy and Reading	67.35%	6.12%	8.16%	6.12%	12.24%
Information and Knowledge	8%	26%	42%	18%	6%
Advocacy and Leadership	8%	8%	6%	28%	50%
Program Management and Administration	10%	8%	20%	38%	24%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

When reviewing the short answer responses, the overall theme that developed in relation to the participants rating Literacy and Reading as the most important standard was that the job of the librarian was to create readers and learners. Several participants wrote about the importance of “promoting a love of reading and learning.” It was

repeatedly stated that the librarian’s purpose was to “create lifelong readers and promote that love for books.” A theme that developed relating to the second most important standard, Teaching for Learning, was the development of lifelong learners. Others shared variations of “nothing is more important than helping them understand informational integrity and where to gain knowledge.” Several of the respondents made statements that their focus was on their students and everything works around them. One stated simply “It’s all important and changes daily.” Many respondents indicated that it was difficult to rank the standards because all were important.

The final questions on the librarians’ survey asked the librarians to share their perceptions of their roles, their perceptions of their programs’ roles in enhancing student achievement, their principals’ perceptions of the librarian’s roles in the library and in the school as a whole. These questions could be grouped into two sets, one that focused on librarians’ perspectives of themselves and one that focused on how the librarians believe principals see them. Question 15, the first in the set included a list of 12 roles and asked the librarians to mark the ones that they see themselves holding in their library programs. Table 25 shows the rankings for the roles.

Table 25

Librarian Survey: Roles

Role	Percentage Ranking
Reading Motivator	100%
Teacher	98%
Collaborator	94%

(continued)

Role	Percentage Ranking
Instructional Support Provider	86%
Administrator	80%
Instructional Resources Manager	80%
Book Processor/Repairer	78%
Tech Expert	76%
In-service Provider	66%
Clerk	58%
Co-teacher	48%
Curriculum Designer	36%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

When asked to answer in short answer form for question 22 to define their role as a school librarian, many of those who answered commented that they were teachers and librarians. Responses from the forty-six participants who answered indicated that they were the “‘go to’ person for resources”, that they “support teachers and staff members,” and that they encourage “reading and literacy within all subject areas.” The theme of being a teacher, librarian, and motivator, repeated over and over again, showed how the librarians see themselves. A second theme that developed was connected more to technology. Statements indicated that librarians are often the “leader in the school on how to integrate technology to support instruction and learning.” The wording varied, but the idea overall was that the librarians “try to show easy ways to promote the use of various technology and reach more students of the 21st century.” Ultimately, the librarians stated in many different ways that they see themselves as a “conduit for

information” and that they “support students, staff, and administration” as an “encourager of lifelong learning.” Overall, the librarians felt that their role “is administrator, advocate, teacher, leader, and instructional partner.”

When asked if they see whether their library programs enhance student achievement, 98% of the participants said yes and 2% said no. When asked to explain their reasoning, the respondent who marked ‘no’ gave the reason “Not yet! The collection is old and I am working to bring it into the 21st century!” This statement made sense as many of the libraries in the district are older and have not been weeded, updated, or renovated to allow for creating a learning commons style setup. Besides having older libraries and collections, the district where the research was conducted had not always provided money to purchase books. Technology updates for all areas had just begun, and while libraries would eventually be updated that would not happen with any immediacy. This left the librarians doing what they could to update their libraries with what they had or could purchase. Several of the librarians marked yes, but in their responses added several reasons why their libraries were struggling to show how they enhanced student achievement. For some, the reason boiled down to “if you boil student achievement down to THE TEST, then I cannot draw a straight line from my work to those scores.” With the focus on testing so strong in this state, many librarians found that visits to the library were curtailed so that students could work more on testing subjects. Another librarian stated that “our emphasis on *good* first instruction and small group participation is leaving little time for creativity and exploration which current data shows is important to learning.” Many of the librarians, especially at the elementary level, were being asked to teach concepts for the first time in subjects such as history or science in addition to

teaching library skills, research skills, and digital citizenship. A majority of the librarians made fully positive statements, sharing ideas such as “yes, since I create an inviting environment and strive to do the best for the students.” Several of the librarians also added comments to share what they were struggling with. For example, one librarian wrote: “no, since I have absolutely no support within the library. I feel like the library suffers on a daily basis since I am the only individual in the library. I am the librarian, book processor, circulation assistant, [book] shelver, administrator, discipline management person, etc. It is virtually impossible to do a great job with all of the hats you are expected to wear.” Overall, though, the librarians mentioned that they “fill our library with books that support student interests and support curriculum goals,” and that “reading is fundamentally important to success in education.” Several themes developed from comments that were repeatedly made about how library programs enhanced student achievement because it was a welcoming environment that helped create a love of reading and made available a variety of materials, topics, and choices. Respondents stated that they collaborate with teachers whenever possible, and that the library was an extension of the classroom. All of these ideas related back to the standards for teaching and learning as well as literacy and reading. Those two standards were ranked as the most important by the librarians, and it was reflected in how they viewed their own roles and how they developed and focused their library programs to enhance student growth.

The final group of questions asked the librarians to think about how they perceive their principal sees them in the school, how the principal perceives their role in the school, and what tasks the principal values most in their role as the school librarian. Question 18 asked “my principal sees me as being” along with a list of roles that were

based on the ALA/AASL Standards for the Initial Preparation of School Librarians 2010.

For each role, the rankings were always, most of the time, sometimes, never, and don't know or N/A. Table 26 displays the percentages for each of the 10 roles that were listed.

Table 26

Librarian Survey: My Principal Sees me as Being:

Roles	Always	Most of the time	Sometimes	Never	Don't know or N/A
An effective and knowledgeable teacher	56%	24%	10%	0%	10%
An instructional partner	38%	28%	18%	4%	12%
Knowledgeable about literature	71.43%	10.20%	10.20%	0%	8.16%
Involved with reading promotion	67.35%	20.41%	2.04%	2.04%	8.16%
Demonstrating ethical information-seeking behaviors	70%	8%	8%	0%	14%
Knowledgeable about the effective use of technology	62%	26%	2%	0%	10%
An advocate for the library program	76%	10%	6%	0%	8%
A leader in the school	52%	20%	14%	2%	12%
Active in collection development	72%	12%	8%	0%	8%
Knowledgeable about library budgeting	68%	20%	2%	0%	10%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

Question 20 asked the librarians to describe how they think their principal perceives their role as the school librarian in their own words. Each answer was unique

to the participant, but overall the answers could be categorized according to the following roles: 'administrator', 'teacher', 'leader', 'advocate', 'manager', and 'clerk'. There were also several answers that were rather ambiguous, with the focus of the answers more connected to the library program rather than the role that the librarian plays in that program. On being a teacher, the participants made statements such as "she recognizes my teaching abilities and values my curriculum background" and "he sees me first as an expert on literature, second as a teacher/collaborator." Those that mentioned 'administrator' made statements such as "I am assigned a role in virtually every school committee and expected to attend almost every administrator meeting. I think she perceives my schedule as being very flexible" and "It is my job to take care of all things related to the library as well as any other roles that benefit our students." As a leader, the librarians stated that they believed that their principals saw them as "a leader who is fiercely protective of the library, our program, and my time with students" and "as an expert in my field. I'm not perfect but based on my evaluations, she trusts me to fulfill my job as assigned-and some that aren't!" A majority of the respondents made comments about being a leader and contributor to programs and technology trainings for staff in the building and "a leader on campus." The idea that they were seen as "a leader but not in an official capacity" was an idea that was repeated in different ways through several of the answers. Being seen as an 'advocate,' especially in relation to encouraging the love of reading in students, was an idea repeated by several of the respondents. They commented that "he knows I am a strong advocate of libraries and reading," and "my principal wants me to encourage a love of reading and gives me the autonomy to achieve that." Overall, for those that were seen as advocates, the feeling was that "my principal

understands the importance of reading and literacy and promotes library efforts to help students succeed.”

While many of the comments had some aspect of being considered a ‘leader,’ an ‘advocate,’ a ‘teacher,’ or an ‘administrator,’ just as many had comments that mentioned being considered a ‘manager’ or a ‘clerk.’ The perceptions of the librarians showed that they felt that their principals saw them through this lens. “I think she views my primary role as the keeper and manager of the books” and “as a support to teachers.” There was also a belief that the principals saw the librarians as “the perfect person for projects that really have nothing to do with the library, but he knows that I will get it done to his satisfaction.” It appeared that in some schools the librarian’s role and the library program itself was understood only on “a surface level not a really deep level” and that the principals “sees the library as a (limited) hub of the school.” Even with specific connections to roles that the librarians perceived the principal connected with them, many gave an ambiguous answer as well as a specific role. These answers gave the idea that they “do not think my principal knows what I do at all.” This was because “he/she has never been in to see what happens-period!” or “I don’t think she really knows everything that goes into being a librarian. She sees students coming and going, the volume is sometimes louder than she would like. I feel that she and our Reading IS see the library as a quiet place where students check out books and leave. She knows that we have several different activities and clubs going on, but I don’t think she sees it tying the library together.” As the researcher and a librarian in the district, I think that the most honest answer shared was “I honestly have no idea.” This and the comments about the principals not being aware of what happened in the library, the planning that went into

making lessons happen, and the labor involved in developing collections highlighted a major issue that led to the realization that the librarians “need to be a better advocate for [their] programs and what all goes on in the library.”

The final question in the survey, Number 21, asked what tasks their principals valued most that you perform in the role as the school librarian. A majority of the respondents gave roles that the principals valued most rather than the actual tasks that they do. Those that did share tasks gave the answers of monitor students, purchase resources, check in and out books, find materials, and organize the library. Those that mentioned roles listed motivator, advocate, relationship builder, leader, teacher, manager, and promoter. Some did not list either a task or a role, but instead gave an action that they do such as, “providing books to kids’ and “the ability to get kids excited about reading.” The confusion between tasks and roles was obvious with this question but had appeared in several others as the respondents seemed to be confusing what they do with who they are.

The fifty-seven librarians who participated in the survey shared their perceptions of their roles in the school and the library program. They also shared their knowledge of their library programs and the tasks and roles that are routine parts of the librarian’s job and of running the library program. They rated their library programs based on the ALA/AASL 2010 Standards for the Initial Preparation of School Librarians. All of this information helped to define how the librarians in the district viewed their roles and the library program in the district.

Research Question Two: What do principals perceive as the role of the school librarian in the school?

The answers to research question one were obtained from data the remaining fifteen survey questions. These questions could be divided into three sets. The first set of questions asked the librarians to rate a list of twenty-four activities that were a combination of roles that the librarians play and tasks that they do as to their importance and the time that are normally spent on them in an average week. The second group of questions focused on the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). Each standard's element statements were listed and the librarians were asked to rate their library's programs or themselves based on those standard statements. The final group of questions was a combination of rating and short answers that asked for the librarian's perspective about their roles and how their principals view them.

Question 8 asked the principals to rate a list of twenty-four activities in the order of their importance to the school's library program. The ratings used included *essential*, *highly desirable*, *desirable*, *not desirable*, and *don't know/need more information*. None of the activities rated higher than 77%, and only four had ratings in the *don't know/need more information* category. Table 27 displays the results of the question.

Table 27

Principal Survey: Rating of Activities

Activity	Essential	Highly Desirable	Desirable	Not Desirable	Don't know or Need more information
Planning library instruction lessons	50%	45.45%	0%	4.55%	0%
Check out books	77.27%	9.09%	9.09%	4.55%	0%
Plan digital literacy lessons	36.36%	59.09%	0%	0%	4.55%
Check in books	59.09%	13.64%	4.55%	22.73%	0%
Shelve books	54.55%	18.18%	4.55%	22.73%	0%
Teach research lessons to students	50%	36.36%	13.64%	0%	0%
Work one-on-one with students	36.36%	31.82%	27.27%	4.55%	0%
Reader's advisory	22.73%	27.27%	22.73%	0%	27.27%
Purchasing books	68.18%	18.18%	13.64%	0%	0%
Processing and/or repairing books	40.91%	27.27%	18.18%	13.64%	0%
Processing and/or repairing books	40.91%	27.27%	18.18%	13.64%	0%
Present workshops to teachers	31.82%	36.36%	27.27%	4.55%	0%
Plan with teachers	18.18%	27.27%	36.36%	18.18%	0%
Provide small group instruction	13.64%	50%	13.64%	22.73%	0%

(continued)

Activity	Essential	Highly Desirable	Desirable	Not Desirable	Don't know or Need more information
Pull bibliographies	4.55%	40.91%	36.36%	18.18%	0%
Create displays	27.27%	31.82%	27.27%	9.09%	4.55%
Create and supervise reading incentives	40.91%	36.36%	22.73%	0%	0%
Manage inter-library loan	31.82%	22.73%	18.18%	18.18%	9.09%
Practice embedded librarianship	13.64%	31.82%	9.09%	9.09%	36.36%
Class or group monitor	18.18%	9.09%	45.45%	27.27%	0%
Student/staff mentoring	9.09%	40.91%	45.45%	4.55%	0%
Participate in school committees	31.82%	50%	18.18%	0%	0%
Participate in district committees	27.27%	54.55%	18.18%	0%	0%
Attend district meetings	50%	36.36%	13.64%	0%	0%
Co-Teach lessons	4.55%	22.73%	45.45%	27.27%	0%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

This activity was rated at 9.09% for both *highly desirable* and *desirable*, and at 4.55% *not desirable*. The second highest rated activity was “purchasing books” with 68.18% rating it *essential*, 18.18% rating it *highly desirable*, 13.64% rating it *desirable*, and 0% rating it *not desirable* or *don't know/need more information*. The third highest rated activity was “check in books.” The *essential* rate received 59.09%, and *highly*

desirable was rated 13.64%. The percentage at *highly desirable* was higher than for “check out books,” which was interesting because the principals seemed to have felt that it was more important for librarians themselves to check in books than to check out books. It was interesting to note that 4.55% of the principals rated it as *desirable* and 22.73% rated it as *not desirable*. This high rating for *not desirable* led to questions about why some rated it as *desirable* and some did not.

The activities that received the highest percentage under the *highly desirable* category were “plan digital literacy lessons” at 59.09% and “participate in district committees” at 54.55%. For the activity of “plan digital literacy lessons,” 36.36% rated it *essential*, and 4.55% rated it *don’t know/ need more information*. The second highest activity in the *highly desirable* category was “participate in district committees.” This activity also received a 27.27% rating as *essential* and 18.18% as *desirable*. Under the category of *desirable*, three of the activities received the same rating of 45.45%: “class or group monitor,” “student/staff mentor,” and “co-teach lessons.” Of these three, “class or group monitor” is the one that stood out. It is interesting that the same activity was the highest rated in the *not desirable* category at 27.27%. There were two activities that had high rankings in the *don’t know or need more information* category that should be noted. They were “reader’s advisory” at 27.27% and “practice embedded librarianship” at 36.36%. These ratings showed that the principals were not sure of the definitions of these activities. They did each receive ratings in the other categories, but a majority of the principals were not quite sure of them.

Question 9 asked the principals to look at the same list of twenty-four activities from question 8 and mark the approximate amount of time that they believe the librarians

send on each. The choices for time frames that they were able to choose from were *less than an hour a week, 1-3 hours a week, 4-8 hours a week, 9-12 hours a week, 13 or more hours a week, and not applicable/unsure*. Table 28 displays the data for this question.

Table 28

Principal Survey: Time for Activities

Activity	Less than an hour a week	1-3 hours a week	4-8 hours a week	9-12 hours a week	13 or more hours a week	Not applicable/Unsure
Planning library instruction lessons	9.09%	77.27%	13.64%	0%	0%	0%
Check out books	4.55%	40.91%	18.18%	13.64%	18.18%	4.55%
Plan digital literacy lessons	27.27%	31.82%	18.18%	9.09%	4.55%	9.09%
Check in books	4.55%	45.45%	18.18%	9.09%	18.18%	4.55%
Shelve books	18.18%	31.82%	27.27%	4.55%	13.64%	4.55%
Teach research lessons to students	36.36%	22.73%	13.64%	22.73%	4.55%	0%
Work one-on-one with students	45.45%	31.82%	4.55%	9.09%	9.09%	0%
Reader's advisory	13.64%	31.82%	4.55%	4.55%	4.55%	40.91%
Purchasing books	22.73%	59.09%	9.09%	9.09%	0%	0%
Processing and/or repairing books	31.82%	50%	13.64%	0%	0%	4.55%
Present workshops to teachers	59.09%	18.18%	9.09%	0%	9.09%	4.55%
Plan with teachers	54.55%	22.73%	0%	0%	9.09%	13.64%

(continued)

Activity	Less than an hour a week	1-3 hours a week	4-8 hours a week	9-12 hours a week	13 or more hours a week	Not applicable/ Unsure
Provide small group instruction	45.45%	31.82%	9.09%	13.64%	0%	0%
Pull bibliographies	45.45%	22.73%	9.09%	0%	0%	22.73%
Create displays	50%	31.82%	9.09%	4.55%	0%	4.55%
Create and supervise reading incentives	36.36%	36.36%	13.64%	9.09%	4.55%	0%
Manage inter-library loans	59.09%	13.64%	13.64%	0%	0%	13.64%
Practice embedded librarianship	18.18%	18.18%	9.09%	0%	4.55%	50%
Class or group monitor	36.36%	4.55%	31.82%	13.64%	9.09%	4.55%
Student/staffs mentoring	45.45%	27.27%	13.64%	9.09%	0%	4.55%
Participate in school committees	50%	31.82%	0%	13.64%	0%	4.55%
Participate in district committees	63.64%	22.73%	9.09%	4.55%	0%	0%
Attend district meetings	59.09%	18.18%	13.64%	9.09%	0%	0%
Co-teach lessons	59.09%	4.55%	9.09%	4.55%	0%	22.73%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

Eight of the activities were rated about 50% in the *less than an hour a week* category. These activities included: “present workshops to teachers” at 59.09%, “plan with teachers” at 54.55%, “create displays” at 50.00%, “manage interlibrary loan” at 59.09%, “participate in school committees” at 50.00%, “participate in district

committees” at 63.64%, “attend district meetings” at 59.09%, and “co-teach lessons” at 59.09%. The two activities that stood out here were “plan with teachers” and “co-teach lessons.” Although these were both activities that principals marked as *desirable* in response to the last question, principals viewed them as being done *less than an hour a week*. The highest percentage of 77.27% was given to “planning library instruction lessons,” but it was only marked as being done *1-3 hours a week*. Both “check out books” and “check in books” were rated highly in the previous question, but the principals marked them both highest under the category of *1-3 hours a week*. The activity that received the highest percentage in the *9-12 hours a week* category was “teach research lessons to students” at 22.73%. While principals felt that librarians spent relatively little time planning lessons, they seemed to realize that the librarians did spend a great deal of time during the week teaching. Very few of the activities were given high percentages in the *13 or more hours a week* category. The two activities that stood out in this category were “check out books” at 18.18% and “check in books” at 18.18%. This was interesting as they also received the highest percentages in the *1-3 hours a week* category. There were several activities that were marked in the *not applicable/unsure* category. “Readers’ advisory” was marked at 40.91%, possibly because the principals did not understand what the activity was. “Plan with teachers” at 13.64% seemed to show that some of the principals were not sure if planning with teachers was being done or for how long. The activity of “practice embedded librarianship” received 50.00% again this could be because the principals were not sure about the activity. “Co-teach lessons” received 22.73%.

The second set of questions focused on the ALA/AASL Standards for Initial Preparation of School Librarians (2010). These questions were the same ones that the librarians were asked, but they were asked based on the principal's perspective, belief, or understanding of their library program and librarian. The first question, number 10, asked how the principal would rate his or her library program based on the teaching standards. They were asked to rate the statements as *excellent*, *good*, *fair*, *poor*, or *don't know/not applicable*. Table 29 displays the data from question 10.

Table 29

Principal Survey: Teaching Standard

Activities	Excellent	Good	Fair	Poor	Don't know or Not applicable
Library instruction is based on student interests and needs and supports student achievement.	68.18%	22.73%	9.09%	0%	0%
Library instruction is given using a variety of learning strategies and resources.	50%	36.36%	13.64%	0%	0%
The librarian provides student and staff learning activities demonstrating how to be effective users of library and information resources.	68.18%	22.73%	9.09%	0%	0%
The librarian uses technology to enhance learning and support student achievement.	68.18%	13.64%	13.64%	4.55%	0%

Note. Adapted from data collected from "The Hidden Roles of School Librarians: Principal Survey," SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

All four of the statements were given *excellent* ratings above 50%. Three of the statements, "library instruction is based on student interests and needs and supports student

achievement,” “the librarian provides student and staff learning activities demonstrating how to be effective users of library and information resources”, and “the librarian uses technology to enhance learning and support student achievement,” were all rated 68.18% *excellent*. The final statement “library instruction is given using a variety of learning strategies and resources” was rated at 50% *excellent*. Of the other ratings, only one, “the librarian uses technology to enhance learning and support student achievement had a rating of *poor* at 4.55%. While this was only the rating of one principal, it shows that he or she was not seeing technology being used to enhance student achievement.

The second question of this group, number 11, asked the principals to rate their library programs based on four literacy and reading statements. The ratings were *excellent, good, fair, poor, and don't know/not applicable*. Table 30 displays the data results for the literacy and reading statements.

Table 30

Principal Survey: Literacy and Reading Standard

Standard Statements	Excellent	Good	Fair	Poor	Don't know or Not applicable
The librarian is familiar with a wide range of children's, young adult, and professional literature. He/she promotes and encourages reading for learning, information, and pleasure.	95.45%	4.55%	0%	0%	0%
The librarian collaborates with teachers to teach and reinforce instructional strategies that help students understand what they are reading.	54.55%	36.36%	4.55%	4.55%	0%

(continued)

Standard Statements	Excellent	Good	Fair	Poor	Don't know or Not applicable
The librarian develops a collection that is diverse in formats and materials to support his/her patrons reading for enjoyment and learning.	77.27%	18.18%	4.55%	0%	0%
The librarian promotes and models reading for personal enjoyment and to promote lifelong reading in his/her patrons.	77.27%	22.73%	0%	0%	0%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

As with the first question all of the statements received strong percentages in the *excellent* category. The first statement: “the librarian is familiar with a wide range of children’s, young adult, and professional literature. He/she promotes and encourages reading for learning, information, and pleasure,” received 95.45% in the *excellent* category and 4.55% in the *good* category. This standard statement is might have received such a high response because it shows the strength of the librarians knowledge, something that principals could easily observe and recognize. The second statement, “The librarian collaborates with teachers to teach and reinforce instructional strategies that help students understand what they are reading,” received rating sin four of the categories. It received 54.55% in the *excellent* category, 36.36% in the *good* category, 4.55% in the *fair* category, and 4.55% in the *poor* category. This indicated that, while collaborations with teachers were not always observed, library lessons reflected communication with teachers and addressed students’ needs. The statement “The librarian develops a collection that is diverse in formats and materials to support his/her

patrons reading for enjoyment and learning” was rated at 77.27% in the *excellent* category, 18.18% in the *good* category, and 4.55% in the *fair* category. These ratings showed that some principals might have been unaware of librarians’ efforts to build diverse collections, and, indicated that some advocacy on collection development might be needed. The final standard statement on literacy and reading, “The librarian promotes and models reading for personal enjoyment and to promote lifelong reading in his/her patrons,” was rated 77.27% in the *excellent* category and 22.73% in the *good* category. While these ratings showed that a majority of the principals who answered the survey were seeing that their librarians and library programs were promoting lifelong reading, not all were seeing it consistently. This along with the other lower ratings given to the statements in this standard, led to my realization that more advocacy and education were needed for both the librarians and principals on ways the library program could enhance student learning and success with literacy and reading.

Question 12 focused on information and knowledge standards statements. The principals were asked to rate their library program using the scale of *excellent*, *good*, *fair*, *poor*, and *don’t know/not applicable*. There were eight statements for the principals to rate and the data is displayed in Table 31.

Table 31

Principal Survey: Information and Knowledge Standard

Standard Statement	Excellent	Good	Fair	Poor	Don't know or Not applicable
My librarian provides support for diverse student information needs. He/she demonstrate multiple strategies to teach research strategies and evaluation of material.	54.55%	27.27%	18.18%	0%	0%
My librarian collaborates with patrons effectively to share, evaluate, and communicate information.	77.27%	4.55%	18.18%	0%	0%
My librarian has created a flexible, open access library.	90.91%	4.55%	0%	4.55%	0%
My librarian works to develop equitable access to resources, services, and facilities.	81.82%	4.55%	0%	4.55%	0%
My librarian demonstrates and shares with his/her patrons' ethical behaviors in relation to research and information use.	68.18%	22.73%	4.55%	0%	4.55%
My librarian plans, designs, and teaches activities that engage students and authentically use print and digital tools.	63.64%	13.64%	13.64%	4.55%	4.55%
My librarian uses and models current and emerging digital tools.	59.09%	22.73%	13.64%	0%	4.55%
My librarian uses evidence-based, action research to collect data about my program. He/she uses that data to improve the library program.	50%	22.73%	13.64%	4.55%	9.09%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

All eight of the standard statements were given a rating above 50% in the *excellent* category. The highest rated statement was “My librarian has created a flexible, open access library” at 90.91%. It also received a 4.55% rating under *good* and 4.55% rating under *poor*. The high rating under the *excellent* category could mean that the principals had learned about the libraries online databases and eBook collections that allow students to access the library collections and research databases anytime and anywhere that they have internet access. Only two of the statements received a rating in every category. The first statement “My librarian plans, designs, and teaches activities that engage students and authentically use print and digital tools,” was rated 63.64% *excellent*, 13.64% at both *good* and *fair*, and 4.55% at *poor* and *don’t know/not applicable*. The second statement was “My librarian uses evidence-based, action research to collect data about my program. He/she uses that data to improve the library program.” It was rated at 50.00% *excellent*, 22.73% *good*, 13.64% *fair*, 4.55% *poor*, and 9.09% *don’t know/not applicable*. This standard focused on information and knowledge, and this range of ratings showed that the principals and the librarians in the district needed to spend more time sharing how data was used in the library program.

Question 13 asked the principals to rate his or her librarian’s leadership and advocacy abilities based on seven standard statements. The rating scale was again *excellent, good, fair, poor, and don’t know/not applicable*. Table 32 displays the data from question 13.

Table 32

Principal Survey: Advocacy and Leadership Standard

Standard Statement	Excellent	Good	Fair	Poor	Don't know or Not applicable
My librarian collaborates and connects with other librarians in the district to share resources, ideas, and lessons.	81.82%	13.64%	0%	0%	4.55%
My librarian participates in social and professional development networks.	68.18%	22.73%	0%	0%	9.09%
My librarian participates in professional growth opportunities by attending training, conferences, and webinars.	81.82%	13.64%	4.55%	0%	0%
My librarian reads professional publications to stay current on the profession.	57.14%	9.52%	0%	0%	33.33%
My librarian articulates the role and relationship of the library program's impact on student growth and achievement.	63.64%	22.73%	9.09%	0%	4.55%
My librarian uses evidence-based practice and information to help communicate with stakeholders the importance of the library program and how it can enhance school improvement efforts.	54.55%	22.73%	4.55%	4.55%	13.64%
My librarian develops plans to advocate for the library program with stakeholders.	63.64%	22.73%	4.55%	4.55%	4.55%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

. There were two statements that had a rating of 81.82% in the *excellent* category.

The first was “My librarian collaborates and connects with other librarians in the district to share resources, ideas, and lessons.” This statement was also rated at 13.64% *good*

and 4.55% at don't know or not applicable. The second statement "My librarian participates in professional growth opportunities by attending training, conferences, and webinars," rated 13.64% in the *good* category and 4.55% in the *fair* category. The librarians in this district attended monthly meetings and share sessions that allowed for training, collaboration, and networking with the other librarians in the district. There were two statements with ratings that bore looking at. The first was "My librarian reads professional publications to stay current on the profession." The statement was rated 57.14% *excellent*, 9.52% *good*, and 33.33% *don't know or not applicable*. The high percentage of principals that marked *don't know or not applicable* showed that there was a need for the librarians in the district to do a better job of sharing the professional research on librarianship with their principals and other stakeholders. The second statement, "My librarian uses evidence-based practice and information to help communicate with stakeholders the importance of the library program and how it can enhance school improvement efforts" received a rating of 54.55% *excellent*, 22.73% *good*, 4.55% *fair*, 4.55% *poor*, and 13.64% *don't know or not applicable*. The spread of the ratings and the high percentage in the *don't know or not applicable* category led me to believe that, while there might have been qualitative anecdotes that were shared with stakeholders as librarians were wont to share stories of success, there might have been a lack of quantitative data that principals were more familiar with being shared. This is important as the use of evidence based quantitative data is as important as qualitative data when advocating for the library program.

Question 14 asked the principal to rate the program management and administration of their library program. There were eleven statements that were rated in

the following categories *excellent*, *good*, *fair*, *poor*, and *don't know or not applicable*.

The data from this survey question is displayed in Table 33.

Table 33

Principal Survey: Program Management and Administration Standard

Standard Statements	Excellent	Good	Fair	Poor	Don't know or Not applicable
My librarian evaluates print and digital resources using evaluation criteria and selection tools.	45.45%	27.27%	0%	0%	27.27%
My librarian works to develop a collection that meets the diverse needs of his/her patrons.	77.27%	22.73%	0%	0%	0%
My librarian organizes the library collection according to current cataloging and classification standards and in ways that will benefit his/her patrons the most.	77.27%	18.18%	0%	0%	4.55%
My librarian practices ethical librarianship and advocates for his/her patrons' intellectual freedom and privacy.	81.82%	18.18%	0%	0%	0%
My librarian teaches his/her patrons how to search for and use information in ethical ways.	77.27%	18.18%	0%	0%	4.55%
My librarian models, promotes, and teaches digital citizenship to his/her patrons.	54.55%	36.36%	0%	0%	9.09%
My librarian applies best practices when planning, budgeting, and evaluating resources for the library program.	68.18%	27.27%	4.55%	0%	0%

(continued)

Standard Statements	Excellent	Good	Fair	Poor	Don't know or Not applicable
My librarian develops policies and procedures that enhances and supports the teaching, learning, and use of the library and its program.	77.27%	13.64%	4.55%	0%	4.55%
My librarian works to ensure equitable access to the resources and services of the library.	81.82%	18.18%	0%	0%	0%
My librarian communicate with stakeholders the library mission and how the program aligns with the school's mission and goals.	50%	36.36%	9.09%	0%	4.55%
My librarian collaborates with teachers and administrators to develop the library program and mission to align with school goals.	54.55%	36.36%	0%	4.55%	4.55%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

Several of the statements had ratings of 4.55% in the *don't know or not applicable* category, two, though, had higher percentages. The first “My librarian evaluates print and digital resources using evaluation criteria and selection tools,” was rated at 27.27% in the *don't know or not applicable* category. It was also rated 45.45% *excellent*, the lowest *excellent* rating of all the statements, and 27.27% in the *good* category. The high rating in the *don't know or not applicable* and low rating in the *excellent* category were surprising as the use of evaluation tools and criteria was an important part of the selection policy that librarians in the district followed. The second statement “My librarian models, promotes, and teaches digital citizenship to his/her patrons” was rated at 9.09% in the *don't know or not applicable* category and 54.55% *excellent*, and 36.36% in the

good category. The librarians in this district did not turn in lesson plans, so there would be no way other than observing them to be sure what lessons had been taught.

Questions 16 and 17 asked the principals to rank the five standards from most important to least important and then to explain why they ranked them the way they did.

Table 34 displays the ranking of the standards.

Table 34

Principal Survey: Ranking of Standards

Standards	1 (Most Important)	2	3	4	5 (Least Important)
Teaching for Learning	13.64%	27.27%	27.27%	22.73%	9.09%
Literacy and Reading	40.91%	22.72%	9.09%	9.09%	18.18%
Information and Knowledge	18.18%	18.18%	45.45%	13.64%	4.55%
Advocacy and Leadership	9.009%	13.64%	18.18%	40.91%	18.18%
Program Management and Administration	18.18%	18.18%	0%	13.64%	50%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

The principals ranked Literacy and Reading at the most important followed by Teaching for Learning. Literacy and reading are so intertwined with the librarian profession that not having it ranked first would have been shocking. As school librarians were also teachers, having Teaching for Learning ranked second was also to be expected. The third place ranking was given to Information and Knowledge. As the profession moved toward becoming more digital and connected more to technology than physical books, the importance of this standard was understandable. The rankings of the final two

standards were more of a surprise for me. The fourth place ranking was given to Advocacy and Leadership with the fifth place ranking going to Program Management and Administration. When asked to explain why they ranked the standards the way that they did, only eighteen of the participants responded, but a majority of the respondents stated something to the effect that “literacy and reading should be the most important aspect of any librarian’s job.” One also stated that “the media center is best viewed as a classroom by staff and students. Knowledge should flow out of its doors daily!” These views were repeated in different forms throughout the responses.

The final grouping of questions that the principals were asked focused on how the principal saw his or her librarian, the librarian’s role in the school, and how the library program affected student achievement. The question 15 asked what roles the principals saw their librarians holding in the school and library program. Table 35 displays the data of how the principals rated the list of twelve roles that they were given.

Table 35

Principal Survey: Role the Librarian Plays in the Library Program

Librarian Role	Responses
Teacher	81.82%
Administrator	54.55%
Book processor/repairer	45.45%
Collaborator	72.73%
Tech. expert	68.18%
Clerk	31.82%
Instructional support provider	72.73%

(continued)

Librarian Role	Responses
Co-teacher	18.18%
Curriculum designer	4.55%
In-service provider	54.55%
Instructional resources manager	81.82%
Reading motivator	90.91%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA.
www.surveymonkey.com

The highest rated role was reading motivator at 90.91%. This correlated to the answers that the principals gave when asked to rank the standards, with Reading and Literature being the one rated most important. The next highest rating was 81.82% and was given to both the teacher role and the role of instructional resources manager. As the teaching standard was rated as second most important by the principals, the role of teacher getting a high percentage was not surprising. The role of instructional resources manager being marked so high was a bit of a surprise as the principals ranked program management and administration as the least important standard. The lowest rated roles were curriculum designer at 4.55% and co-teacher at 18.18%. The low ranking for the role of co-teacher was, however, surprising. It was as if the principals did not make the connection with co-teaching between librarians and teachers and the benefits to students. Another surprising rating was for the role of clerk; 31.82% of the principals marked it as a role that they saw for the librarian, higher than the librarian being a co-teacher.

Question 18 asked a similar question; instead of asking about the role that the librarian played in the school, it asked the principal to rate ten different roles that the librarian played and to what extent he or she played them. They were asked to rate each

role on a scale of *always*, *most of the time*, *sometimes*, *never*, and *don't know or NA*.

Table 36 displays the data from question 18.

Table 36

Principal Survey: I see my librarian as being

Role of the librarians	Always	Most of the time	Sometimes	Never	Don't know or N/A
An effective and knowledgeable teacher	68.18%	27.27%	4.55%	0%	0%
An instructional partner	68.18%	18.18%	13.64%	0%	0%
Knowledgeable about literature	86.36%	13.64%	0%	0%	0%
Involved with reading promotion	77.27%	22.73%	0%	0%	0%
Demonstrating ethical information-seeking behaviors	90.91%	4.55%	0%	0%	4.55%
Knowledgeable about the effective use of technology	63.64%	22.73%	4.55%	4.55%	4.55%
An advocate for the library program	86.36%	13.64%	0%	0%	0%
A leader in the school	50%	36.36%	13.64%	0%	0%
Active in collection development	68.18%	27.27%	0%	0%	4.55%
Knowledgeable about library budgeting	77.27%	22.73%	0%	0%	0%

Note. Adapted from data collected from “The Hidden Roles of School Librarians: Principal Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

The statement “knowledge about literature” received 86.36% in the *always* category and 13.64% in the *most of the time* category. The second statement, “an advocate for the library program,” received the same percentages. Being “an effective and knowledgeable

teacher” received 68.18% in *always*, 27.27% in *most of the time*, and 4.55% in *sometimes*. These lower scores were a surprise as the standard that focused on teaching was rated high by the principals. Only one of the statements received a marking in the *never* category; “knowledgeable about the effective use of technology” marked 4.55% in *sometimes*, *never*, and *don’t know/NA*; as well as 63.64% in *excellent* and 22.73% in *most of the time*.

For question 19, the principals were asked if they saw their library programs as enhancing student achievement. The principals were asked to answer yes or no and then explain their answers. Of the twenty-two participants, only 16 answered the yes or no portion of the question, and six answered the explanation portion. All sixteen participants answered yes to the question of whether they see their library programs enhancing student achievement. All six comments mentioned something about the librarian adding to the learning of students and the impact of literacy on every subject taught. The strongest statement was “Absolutely! Whether directly related to the class or preparing kids for ACT/SAT or enrolling them as voters to a host of other areas, the library program is essential for broadening kids’ horizons and making them more effective students.” For these principals, the positive connection between library programs and student achievement was obvious as it dealt with reading and technology.

The last three questions in the survey were qualitative questions asking the principals to share their views on the role the librarians played in the library program and school community, as well as on what were the librarians’ most important tasks. The first, question 20, asked “What tasks are most important to you that your school librarian does and why.” This question was meant to find out the tasks that the principals valued.

There were several questions early in the survey that had tasks and roles to be rated, but this question asked for the specifics from the principals' views. Of the twenty-two participants, only sixteen answered this question. As with the librarians, the principals combined roles with tasks when answering this question, but most answers related to promoting reading such as "promotes reading, literacy and love for books" and "motivating our students to read and helping teachers find resources." Several others focused more on clerical, administrative, or teaching tasks. One principal stated that the most important tasks of the librarian were "engaging lessons, reshelving books to keep the library organized and making books easy to find for students and promoting reading across the campus." Several of the principals mentioned technology use in their comments. The ideas of librarians promoting and teaching technology use appeared several times in answers given throughout the survey. Ultimately the principals seemed to find that a most important task for the librarians was "providing access" to students and teachers.

The principals were also asked what they perceived to be their librarians' roles in the school library and to explain their thoughts. With this question, the principals did focus on roles using terms like "team player," "technology champion," and "instructional leaders." The principals stated comments such as "She is the heart of the school and a true team player," "She is one of our instructional leaders," and "Our librarian is an information specialist" focusing on the librarians' role as teachers. They also commented on their librarians' role of advocate by stating that "She is the Resource Center's biggest cheerleader, always communicating what it has to offer" and "Our librarian is not always IN the library, she is out and about being sure that we all know

that library resources are not bounded by four walls.” Two of the comments were positive but showed that work was needed on the part of the librarians to fully develop their roles in the eyes of the principals and, most likely the staff of the school as well. One principal stated that his or her librarian was “good with room for enhancement,” and another stated that “mostly, he/she orders books that he believes students will want to read and I believe he/she does a great job at it. At the beginning of the year he/she will teach some lessons to each grade level, but not throughout the year.” In relation to the role of administrator, one principal put it this way: “She is in charge of the school library. She makes decisions regarding every aspect of our library and its utilization in our school’s overall program.” In a way, this comment summed up the role of the librarian in the library program.

The principals in question 22 were asked to share what they perceived as the role of the librarian in the school community as a whole. As with the other two questions, only sixteen of the participants answered the question, and there was a combination of roles and tasks in the answers. Many of the answers were similar to the question about the role of the librarian in the library but with some wider focuses. Again many of the comments mentioned promoting reading and “sharing her love of books with students.” The principals stated that the role of the librarian was that of a resource, that “She is a key resource to parents as well,” and that a key role was “to keep the community informed of available resources and to promote use.” Ultimately, they felt that the librarians’ role in the school community was to be “a key support system in our school.”

The twenty-two principals who participated in the survey shared their perceptions of their librarians’ roles in the school and the library program. They also shared their

knowledge of their library programs and the tasks and roles that were routine parts of the librarian's "job" and the running of the library programs. They rated their library programs based on the ALA/AASL 2010 Standards for the Initial Preparation of School Librarians. All of this information helped to define how the principals in the district viewed the librarians and library program in the district. Overall, they had a positive view, showing that the program was a good one, but that work needed to be done to make it better and to make better connections between the library program and student achievement.

Research Question Three: In what ways do school librarians' and principals' perceptions overlap and diverge in terms of the 2010 ALA/AASL Standards for the Initial Preparation of school Librarians?

This question looked back at both surveys and to find where they were similar and different in the perceptions about the roles of the librarian in the library program and in how they enhance student achievement. Of the eighty-four librarians that were invited to participate in the survey, only fifty completed the survey. Of the eighty-five principals that were invited to participate, only twenty-two completed the survey. The principal and librarian from each campus were asked to participate, but the surveys were not connected in any way that would allow a direct comparison between the perceptions of the librarian and principal for each school. One more principal than librarian was asked to participate because the principal for the school where I, the researcher, am the librarian was given the option to participate in the survey. As the surveys were anonymous, I have no way of knowing if she completed the survey or not. Both sets of surveys had twenty-two questions, and those questions were broken into four sets. The first was the

demographics, the second focused on the library program, and the third focused on the ALA/AASL 2010 Standards for the Preparation of School Librarians and the elements for each standard. The final set of questions asked the principals and librarians about their own perceptions about the roles of the librarian in the school and the library program. To answer this question, I have chosen not to look at the demographic questions as the two groups cannot be compared or contrasted by certification levels or years in the district.

The first set of questions after the demographic section were focused on the library program. The questions asked about the type of library schedule the program had, the rating of activities made up of roles and tasks of the librarian and the approximate amount of time each week was spent on doing the task or performing the role. When looking at question 7 about the type of library schedule that the library program had, both groups gave the combined fixed and flexible schedule the highest markings, chosen by 60% of librarians and 50% of principals. Table 37 shows the data from both surveys.

Table 37

Library Schedule

Schedule	Librarians	Principals
Fixed schedule	14%	27.27%
Flexible schedule	24%	18.18%
Combine Fixed and Flexible schedule	60%	50%
Unsure	0%	4.55%

Note. Adapted from data collected from both “The Hidden Roles of School Librarians: Principal Survey,” and “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

The second question, Number 8, asked the participants in both surveys to rate the importance of 24 activities to the school library program. The interesting aspect of this diverging of what was considered essential was that the principals only marked one role, that of book purchaser, while the rest that had high percentages were tasks that librarians' do. The librarians, on the other hand, gave many of the roles high percentages in the *essentials* category. Table 38 shows the roles and tasks that the principals and librarians marked that were similar and different.

Table 38

Essential Roles and Tasks

Role or Activity	Librarians	Principals
Planning library instruction	80%	50%
Purchasing books	70%	68.18%
Teach research lessons to students	62%	50%
Check out books	46%	77.27%
Reading advisory	40%	22.73%

Note. Adapted from data collected from both “The Hidden Roles of School Librarians: Principal Survey,” and “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

Under the *essential* category, there were several roles and tasks that the librarians and principals diverged on regarding their importance to the library program. Eighty percent of the librarians marked “planning library instruction lessons” as the most *essential* role, that of teacher, for the library program. After that, 70% marked “purchasing books,” a role and then “teach research lessons to students,” a role, at 62%. The principals, on the other hand, had the highest number, 77.27%, marking the task of “check out books” as the most essential. Of the librarians, only 46% marked this task as

essential. Sixty-eight percent of the principals marked “purchasing books” as the second most essential role that a librarian does, similar to the 70% of the librarians who marked it as essential. Only 50% of the principals marked “planning library instruction lessons” as essential. An interesting role that the librarians play is that of a reading motivator, but under the task of reading advisory-which means talking to others about books and helping them to find books that meet their purpose for reading. Forty percent of the librarians said it was an *essential* activity, and 10% did not know what that activity was. With the principals, 22.73% thought it was *essential*, and 27.27% did not know what the activity was. The high level of participants who were unsure of what the activity was showed a need for educating both groups on this activity.

The next question in the survey asked the participants to look a list of activities and mark the approximated amount of time that was spent on each one in a week. Again there were some roles and tasks on which the two groups agreed, and some where they diverged. For the role of teacher with the activity of “planning library instruction lessons,” a majority of the librarians, 48%, marked that they did this between *1-3 hours per week*. On the principal survey, a majority of principals, 77.27%, also thought that the librarians did this between *1-3 hours a week*. While there was an understanding between both groups of participants, the fact that both groups put it as such a low amount of time showed that planning instruction was not a priority in the library program either because the schedule did not allow it, or it was not considered important for the librarian to have planning time. “Check out books” was the most essential task on the principals’ survey, and on the question about time spent, 40.91% believed that the task was done for *1-3 hours per week*. On the librarian survey, only 22% of the librarians marked that this was

a task that is only done *1-3 hours per week*. A majority of the librarians, 34%, marked that they did this task for *13 or more hours a week*, only 18.18% of the principals marked this time frame. There could be several reasons for this wide difference in answers. The two that came to mind are that the librarians in this district were solo librarians and very few at the elementary and middle school levels had aides to help with the clerical task of checking books in and out. The second possible reason was that often the librarians were not observed for more than a few minutes at a time, so often there was no true understanding of what happens in the library and how long some tasks took. The activity “teach research lessons to students” was marked as essential by the librarians. However, when looking at the time that the activity takes each week, 34% of the librarians marked that they did it for *less than an hour a week* and 32% marked that they did this for *1-3 hours each week*. The principals on their survey marked similarly high percentages with 36.36% marking that it was done for *less than an hour a week* and 22.73% marking that it was done from *1-3 hours a week*. As with planning lessons, if this was not considered important by those in charge and if it was not scheduled in, the lack of time that was devoted to this activity made sense. The final activity that was considered essential by both groups was “purchasing books.” When looking at the survey questions on the amount of time spent on activities, 48% of the librarians marked that they spent *less than an hour a week* on this activity, and 59.09% of principals marked that they thought that between *1-3 hours a week* were spent on the activity. Through personal experience as a librarian, I know that this activity is not done every week, so both of these timeframes made sense. Because this was an essential activity for the library program, it tended to be done when there was money to be spent. The final activity that stood out from the

previous question, “reader’s advisory” was important to examine as so many had marked that they were unsure of what the activity was. The librarians were pretty evenly spread on the time that they do the activity each week, with 20% saying *less than an hour*, 22% marking *1-3 hours*, 22% marking *4-8 hours*, and 22% marking they did not know. The principals were also spread, but not as evenly, 13.64% marked *less than an hour*, 31.82% marked *1-3 hours*, and 40.91% marked that they did not know. This lack of understanding about the activity, which in most libraries was probably done more than 13 hours a week since when librarians talked about books and made suggestions to their patrons it was reading advisory, could be attributed to not understanding the librarians’ roles and tasks as well as being unfamiliar with the vocabulary of the job. This and the other divergent answers showed why continued conversations about the library program and the role of the librarian were important.

The second group of questions that the participants were asked focused on the ALA/AASL 2010 Standards for the Initial Preparation of School Librarians. Each question was about one standard with its elements. The participants were asked to rate their library programs, librarians, or themselves on a scale of *excellent*, *good*, *fair*, *poor*, and *don’t know or not applicable*. Question 10 asked the participants of the survey to rate the of the library program based on the teaching standard. Table 39 shows the data differences in the ratings.

Table 39

Teaching Standard: Differences in Ratings

Standard Statement	Librarians	Principals
Instruction is based on student interests and needs and supports student achievement.	50% (excellent)	68.18% (excellent)
Instruction is given using a variety of learning strategies and resources.	58% (good)	50% (excellent)
Provides student and staff learning activities demonstrating how to be effective users of library and information resources.	56% (good)	68.18% (excellent)
Uses technology to enhance learning and support student achievement.	54% (good)	68.18% (excellent)

Note. Adapted from data collected from both “The Hidden Roles of School Librarians: Principal Survey,” and “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

For the librarians, the only element that was rated *excellent* above the 50% ranking was “Instruction is based on student interests and needs and supports student achievement.”

However 68.18% of principals marked this statement as *excellent*. The other three statements were ranked above 50% in the *good* category by the librarians, while the principals marked the rest of the statements above 50% in the *excellent* category.

Question 11 asked that the participants rate the library program based on statements that focused on the elements of literacy and reading. Unlike with the first question in this group, the librarians and principals had a closer match. Table 40 displays the data from the comparison.

Table 40

Literacy and Reading Standard: Librarian and Principal Comparison

Standard Statement	Librarians	Principals
I/the librarian am familiar with a wide range of children's, young adult, and professional literature. I promote and encourage reading for learning, information, and pleasure.	74% (excellent)	95.45% (excellent)
I/ the librarian collaborate(s) with teachers to teach and reinforce instructional strategies that help students understand what they are reading.	52% (good)	54.55% (excellent)
I am developing/the librarian develops a collection that is diverse in formats and materials to support my (his/her) patrons reading for enjoyment and learning.	68% (excellent)	77.27% (excellent)
I/the librarian promote(s) and model(s) reading for personal enjoyment and to promote lifelong reading in my (his/her) patrons.	78% (excellent)	77.27% (excellent)

Note. Adapted from data collected from both “The Hidden Roles of School Librarians: Principal Survey,” and “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

The librarians marked three of the four statements above 50% in the *excellent* category.

The only one that they did not mark as *excellent* was marked at 52% in the *good*

category. The statement “I collaborate with teachers to teach and reinforce instructional strategies that help students understand what they are reading” was given the lowest

excellent rating at 54.55% by the principals. While that separation in answers was

interesting, the one that I found most interesting was the ratings difference for the

statement “The librarian is/ I am familiar with a wide range of children's, young adult, and professional literature. He/she/I promote(s) and encourage(s) reading for learning,

information, and pleasure.” The librarians gave this the highest rating, but only at 74%,

and another 26% marked it as *good*. The principals, on the other hand, had 95.44% in the *excellent* category and 4.55% in the *good* category.

The third question in the set, number 12, focused on the information and knowledge standard. As with the previous two questions, the principals marked every standard statement high in the *excellent* category. The librarians, on the other hand, only marked three of the eight statements highest in the *excellent* category. The others were marked high in the *good* category. Table 41 displays the combined data.

Table 41

Information and Knowledge Standard: Librarian and Principal Comparison

Standard Statement	Librarians	Principals
I support /My librarian provides support for diverse student information needs. I demonstrate multiple strategies to teach research strategies and evaluation of material.	54% (good)	54.55% (excellent)
I/ My librarian collaborate(s) with patrons effectively to share, evaluation, and communicate information.	60% (good)	77.27% (excellent)
I am/ My librarian has/have created a flexible, open access library.	56% (excellent)	90.91% (excellent)
I/ my librarian work(s) to develop equitable access to resources, services, and facilities.	62% (excellent)	81.82% (excellent)
I/my librarian demonstrate(s) and share with my patrons ethical behaviors in relation to research and information use.	46% (excellent)	68.18% (excellent)
I/ my librarian plan, design, and teach activities that engage students and authentically use print and digital tools.	55.10% (good)	63.64% (excellent)
I use and model current and emerging digital tools.	55.10% (good)	59.09% (excellent)
I use evidence-based, action research to collect data about my program. I use that data to improve my library program.	48% (good)	50% (excellent)

Note. Adapted from data collected from both “The Hidden Roles of School Librarians: Principal Survey,” and “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

On the librarians' surveys, none of the scores in either the *excellent* or *good* category rose above 62%. The principals, though, marked the statements in the *excellent* category from 50% to 90.91%. Interestingly enough, the statement that the principals marked at 90.91%, "My librarian has created a flexible, open access library," was rated at only 56% by the librarians; it received the second highest ranking in the *excellent* category by the librarians. The highest rated statement for the librarians was "I work to develop equitable access to resources, services, and facilities" at 62%. The principals gave it the second highest rating of the category at 81.82%.

The fourth standards question was about the librarians' leadership and advocacy abilities. As with the other questions in this section, the principals gave every statement the highest markings in the *excellent* category. The data collected from question 13 on both surveys was displayed in Table 42.

Table 42

Advocacy and Leadership Standard: Librarians and Principals Comparison

Standard Statements	Librarians	Principals
I/My librarian collaborates and connects with other librarians in the district to share resources, ideas, and lessons.	62% (excellent)	81.82% (excellent)
I/My librarian participates in social and professional development networks.	48% (good)	68.18% (excellent)
I/My librarian participates in professional growth opportunities by attending training, conferences, and webinars.	52% (excellent)	81.82% (excellent)
I/ My librarian read(s) professional publications to stay current on the profession.	50% (good)	57.14% (excellent)
I/ My librarian articulate(s) the role and relationship of the library program's impact on student growth and achievement.	53.06% (good)	63.64% (excellent)

(continued)

Standard Statements	Librarians	Principals
I/My librarian use(s) evidence-based practice and information to help communicate with stakeholders the importance of the library program and how it can enhance school improvement efforts.	40% (good)	54.55% (excellent)
I/My librarian develop(s) plans to advocate for the library program with stakeholders.	50% (good)	63.64% (excellent)

Note. Adapted from data collected from both “The Hidden Roles of School Librarians: Principal Survey,” and “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

The lowest, but still high, percentage of 54.55% was given to the statement “My librarian uses evidence-based practices and information to help communicate with stakeholders the importance of the library program and how it can enhance school improvement efforts.”

The principals gave the same statement a 22.73% in the *good* category and 13.64% in the *don't know or not applicable* category. The librarians only marked two statements in the *excellent* category and the rest received high percentages in the *good* category. For the evidence based practices statement, the librarians only marked 16% in the *excellent* category, 40% in the *good* category, and 2% in the do not know category. The statement that received the highest rating from the librarians was “I collaborate and connect with the other librarians in my district to share resources, ideas, and lessons” at 62% in the *excellent* category. The principals marked the statement at 81.82% in the *excellent* category.

The final standard question, 14, focused on the project management and administration of the library program. The participants were asked to rate eleven element statements. The principals rated each of the statements at the *excellent* category, but none reached above 81%. Of the eleven statements, the librarians only gave nine of them the

highest rating in the *excellent* category. As with the principals, none of the statements received more than an 82%. The data collected from the two surveys was represented in Table 43.

Table 43

Program Management and Administration Standard: Librarians and Principals Comparison

Standard Statement	Librarians	Principals
I/My librarian evaluate(s) print and digital resources using evaluation criteria and selection tools.	50% (excellent)	45.45% (excellent)
I/My librarian work(s) to develop a collection that meets the diverse needs of my/ his or her patrons.	80% (excellent)	77.27% (excellent)
I/My librarian organize(s) the library collection according to current cataloging and classification standards and in ways that will benefit my patrons the most.	82% (excellent)	77.27% (excellent)
I/My librarian practice(s) ethical librarianship and advocate(s) for my patrons' intellectual freedom and privacy.	76% (excellent)	81.82% (excellent)
I/ My librarian teach(es) my/ his or her patrons how to search for and use information in ethical ways.	54% (excellent)	77.27% (excellent)
I/My librarian model(s), promote(s), and teach(es) digital citizenship to my/ his or her patrons.	50% (excellent)	54.55% (excellent)
I/My librarian apply(ies) best practices when planning, budgeting, and evaluating resources for the library program.	76% (excellent)	68.18% (excellent)
I/My librarian develop(s) policies and procedures that enhance and support the teaching, learning, and use of the library and its program.	58% (excellent)	77.27% (excellent)
I/ My librarian work(s) to ensure equitable access to the resources and services of the library.	74% (excellent)	81.82% (excellent)
I/My librarian communicate(s) with stakeholders the library mission and how the program aligns with the school's mission and goals.	56% (good)	50% (excellent)

(continued)

Standard Statement	Librarians	Principals
I/My librarian collaborate(s) with teachers and administrators to develop the library program and mission to align with school goals.	56% (good)	54.55% (excellent)

Note. Adapted from data collected from both “The Hidden Roles of School Librarians: Principal Survey,” and “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

The principals rated each of the statements at the *excellent* category, but none reached above 81%. Of the eleven statements, the librarians only gave nine of them the highest rating in the *excellent* category. As with the principals, none of the statements received more than an 82%. The highest rated statement for the librarians was “I organize the library collection according to current cataloging and classification standards in ways that will benefit my patrons the most.” This statement received a rating of 77.27%. The second highest statement for the librarians “I work to develop a collection that meets the diverse needs of my patrons,” earned 80%; the principals gave it 77.27%. There were two statements on the principals’ survey that received the highest ratings of 81.82%. The first statement “My librarian practices ethical librarianship and advocates for his/her patrons’ intellectual freedom and privacy,” received 76% from the librarians. The two groups’ high ratings of this statement in the *excellent* category showed ethical librarianship was important and something that was practiced. The second statement “My librarian works to ensure equitable access to the resources and services of the library,” was rated at 76% by the librarians.

The last two questions, 16 and 17, that focused on the standards asked the participants to rank the standards in order of importance and then explain their rankings.

Table 44 displays the compared data. Both the librarians and the principals marked the same standards as the three most important.

Table 44

Standards Ranking: Librarians and Principals Comparison

Standards	Librarians	Principals
Teaching for Learning	52.08% (2 nd)	27.27% (2 nd)
Literacy and Reading	67.35% (most/1 st)	40.91% (most/1 st)
Information and Knowledge	42% (3 rd)	45.45% (3 rd)
Advocacy and Leadership	50% (5 th)	40.91% (4 th)
Program Management and Administration	38% (4 th)	50% (5 th)

Note. Adapted from data collected from both “The Hidden Roles of School Librarians: Principal Survey,” and “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

Literacy and Reading was ranked first, Teaching for Learning was ranked second, and Information and Knowledge was ranked third. For the final two standards, the librarians and principals did not agree on the rankings. The librarians put the order as Program Management and Administration in the fourth place with Advocacy and Leadership in the fifth place. The principals switched the order of the last two standards. When looking at both sets of answers to determine why the standards were ranked as they were, I noticed that a majority of the respondents, in question 17, wrote statements such as “Literacy and Reading should be front and foremost in a library program.” Another thought that was repeated by the librarians was that “the children and their learning come first.” This idea truly helped to explain why the librarians put the first three standards in the order that they did. I think that the two comments that truly explained the reasoning

of the participants came one from each group. From the principals, the best quote to explain the reasoning was “All are important, however the librarian need to have the knowledge and love of literacy and reading, along with managing an organized program to ensure the needs of the teachers and students are begin [sic] met.” On the librarian side, while the overall theme that was repeated was about helping students develop a love of reading, this statement resonated with me “with a staff of one, students are my main focus. The rest just waits until I have time.” As the librarians in the district were all solo librarians, the idea of focusing on their students is what takes priority in the library programs. The ALA/AASL 2010 Standards for the Initial Preparation of School Librarians are what is used by school library certification programs to help librarians learn the roles that they hold in their library programs. The ranking of the first three showed that those in charge of the school library programs valued reading, teaching, and information knowledge when it comes to the roles that librarians played in the library and in the school.

The final grouping of questions asked the participants more specifically for their perceptions on the roles the librarians played and the tasks that they did. Because these questions were based on personal perceptions, the two sets of questions were not exactly the same. Question 15 listed twelve roles and asked the librarians to mark the roles that they saw themselves holding in the library program and the school. The principals’ question was the same but asked what roles the principals saw the librarians holding. Table 45 displays the compared data.

Table 45

Librarians' Roles: Librarians and Principals Comparison

Roles	Librarians	Principals
Teacher	98%	81.82%
Administrator	80%	54.55%
Book Processor/Repairer	78%	45.45%
Collaborator	94%	72.73%
Tech. Expert	76%	68.18%
Clerk	58%	31.82%
Instructional Support Provider	86%	72.73%
Co-Teacher	48%	18.18%
Curriculum Designer	36%	4.55%
In-Service Provider	66%	54.55%
Instructional Resource Manager	80%	81.82%
Reading Motivator	100%	90.91%

Note. Adapted from data collected from both “The Hidden Roles of School Librarians: Principal Survey,” and “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

The librarians ranked three of the roles very high. Of the twelve roles, 100% marked reading motivator, 98% marked teacher, and 94% marked collaborator. The same three roles received high percentages on the principals’ survey. The role of collaborator was ranked at 72.73% but was not one of the top three roles. The top three roles that the principals marked were reading motivator at 90.91%, instructional resources manager at 81.82%, and teacher at 81.82%.

Question 18 asked the roles question in a slightly different way. On the librarians' survey, participants were asked to mark how often principals saw him/her in particular roles. The principals' survey asked them to rate how often they saw their librarians in those same roles. Table 46 displays the rankings from each group.

Table 46

How the Librarian is seen: Librarians and Principals Comparison

Roles	Librarians	Principals
An effective and knowledgeable teacher	56% (always), 10% (don't know)	68.18% (always), 27.27% (most of the time)
An instructional partner	38% (always), 12% (don't know)	68.18% (always), 18.18% (most of the time)
Knowledgeable about literature	71.43% (always), 8.16% (don't know)	86.36% (always) 13.64% (most of the time)
Involved with reading promotion	67.35% (always) 8.16% (don't know)	77.27% (always) 22.73% (most of the time)
Demonstrating ethical information-seeking behavior	70% (always) 14% (don't know)	90.91% (always) 4.55% (don't know)
Knowledgeable about the effective use of technology	62% (always) 10% (don't know)	63.64% (always) 4.55% (don't know)
An advocate for the library program	76% (always) 8% (don't know)	86.36% (always) 13.64% (most of the time)
A leader in the school	52% (always) 12% (don't know)	50% (always) 36.36% (most of the time)

(continued)

Roles	Librarians	Principals
Active in collection development	72% (always)	68.18% (always)
	8% (don't know)	4.55% (don't know)
Knowledgeable about library budgeting	68% (always)	77.27% (always)
	10% (don't know)	22.73% (most of the time)

Note. Adapted from data collected from both “The Hidden Roles of School Librarians: Principal Survey,” and “The Hidden Roles of School Librarians: Librarian Survey,” SurveyMonkey, Inc. Palo Alto California, USA. www.surveymonkey.com

When looking at the answers, it was interesting to notice that even though the librarians marked all ten roles high in the *always* category, they also marked every single one of the roles in the *don't know or N/A* category. The principals, on the other hand, had very few markings in the *don't know or N/A* category. Instead, they marked answers mainly in the *always* and *most of the time* categories. The principals saw their librarians as always “demonstrating ethical information-seeking behaviors” (90.91%), “knowledgeable about literature” (86.36%), and “an advocate for the library program” (86.36%).

The next several questions were qualitative in nature and asked the participants to give their perceptions of the roles of the librarian in the library and the school community as well as about the tasks that the principals thought were most important. The qualitative questions were asked to give the participants the chance to expand their ideas and to share any other roles or tasks that had not been listed in other questions. Question 20 asked the librarians what they thought their principals perceived their roles to be. The principals were asked what they perceived the librarians' roles in the library were. Both were asked to explain their answers. The librarians answered the question “How do you think that your principal perceives your role as the school librarian?” Most gave detailed

answers that could be filtered into several different roles including administrator, teacher, leader, advocate, manager, and clerk. Several of the answers were ambiguous, giving tasks or explaining why the participant believed the principal did not truly “see” the library at all. The principals were asked “How do you perceive your librarian’s role in the school library?” The principals, when given the chance to define the role of the librarian in the school library in their own words, defined the librarian as a “team player,” “technology champion,” “cheerleader,” “advocate,” and “information specialist.” There were several answers that were ambiguous about the role of the librarian, instead commenting on the librarian himself or herself. When changing the question, number 21, to ask about tasks that were valued most by the principal, the librarians had a more difficult time sharing just tasks. Many shared that they felt they were valued for providing books to students, checking out books, or providing technology help. Others listed off the roles that they held such as being an advocate, leader, or teacher. The principals shared more tasks, but even when listing off roles, they were written as action verbs. The principals listed tasks such as “promotes reading”, “providing books”, and “ordering books.”

Question 22 was similar to the previous two questions but was worded differently for the two groups of participants. The librarians were asked to define their roles as school librarians. When asked to share in their own words how they view their roles, the librarians stated that they saw themselves as librarians, teachers, motivators, coaches, managers, administrators, technologists, and collaborators. They saw themselves as professionals who played important roles and completed tasks that allow them to do their roles the best that they could. One librarian stated “I define my role as school librarian as

the 'go to' person for resources..." Another stated that "my role is to support teachers and staff members so that they are more effective in their instruction/job." An overall thought was "I am a resource of information, a teacher of information gathering skills, and an encourager of life-long learning."

The principals in Question 22 were asked what role they saw their librarians playing in the school community at large. It was in the answers to this question that the principals shared more of the professional roles that the librarians played calling them advocates, teachers, and leaders. Many of the answers, as with the previous question, relate to promoting books and reading as that was the overall role of the librarian. One principal stated that "she is a key support system in our school." Another stated that the librarian is "a true leader and wanting the best for our students."

Question 19 asked both groups of participants "Do you see your library program as enhancing student achievement?". The participants were asked to answer yes or no and then to explain their answers. On both of the surveys, "yes" was the overwhelming response. With the librarians marking yes at 98% and the principal marking yes at 72%. The librarians did have a single "no" vote on their survey. When asked to explain the answer, the librarian respondent said that it was because "the collection is old, and that I am working to bring it into the 21st century." That idea did appear in different variations throughout the librarians answers. The overwhelming majority of the answers from the librarians stated that they did their best to create programs and have materials that were of interest to their patrons and would help to develop lifelong readers and learners. Several of the answers, while positive in nature, did include some negative ideas, such as, "if you boil student achievement down to THE TEST, then I cannot draw a straight line

from my work to those scores.” The principals did not have a single respondent say “no” in answer to this question. There were very few who chose to explain their answers, but those that did focused on the idea that “development of literacy impacts all subjects” and “many of the content skills are reinforced through the library program.”

Through the use of surveys that included quantitative and qualitative questions, librarians and principals in a single district in Southeast Texas shared their views of their library programs and the roles and tasks of the librarians. The questions were based on the ALA/AASL 2010 Standards for the Initial Preparation of School Librarians. Each survey was twenty-two questions long and could be broken up into three sets of focused questions.

CHAPTER V

Discussion and Recommendations

As someone who has served as a school librarian for ten years, I was curious about how librarians and administrators viewed the essential tasks associated with the role of the school librarian. After participating in discussions with fellow librarians, I began to wonder how librarians and principals view the role of the librarians and how each group believed that the librarian enhances student achievement. I also was curious about how both groups view the roles that librarians have and the tasks that they do. I wanted to know if the two groups view the tasks similarly or were there differences? How were these tasks as identified by the American association of school Librarian Standards implemented? Was there consistencies or inconsistencies in the way these tasks were viewed?

The purpose of this mixed methods study was to define the roles of school librarians as perceived by both the librarians themselves and the administrators in their schools in regard to the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). In this study, I focused on how both librarians and principals perceived the role of the librarian and how the librarians implemented the ALA/AASL Standards for Initial Preparation of School Librarians (2010) to develop a vibrant library program that enhanced student achievement.

The research questions that guided the study were:

1. How do school librarians describe their role in schools?
2. What do principals perceive as the role of the school librarian in the school?

3. In what ways do school librarians' and principals' perceptions overlap and diverge in terms of the 2010 ALA/AASL Standards for the Initial Preparation of School Librarians?

The data for this study was collected using a survey that was administered using SurveyMonkey. The participants were sent the link to the survey after completing and returning a signed consent form (See Appendix D). The survey was sent to 57 librarians and 23 principals to complete. The consent forms were sent out and collected during the month of August, and the survey was open from mid-August to mid-September. The survey consisted of twenty-one questions. There were five demographic questions, with the remaining questions a combination of ranking, multiple choice, and open-ended questions that were broken up into three sets. The first set focused on the library program. The second set focused on the 2010 ALA/AASL Standards for the Initial Preparation of School Librarians. The final set of questions focused on the participants' perceptions of the librarian's role in the program and in the school.

The information gained from the data that was collected was both surprising and expected. It confirmed some of the misconceptions about the work of the school librarian as described by both the school librarians themselves and their administrators. However, some of the data from the survey also confirmed a deep understanding of the importance of the librarians' tasks as evaluated by librarians and administrators.

Discussion

Research Question 1. How do librarians describe their role in school libraries? After reading the responses on the librarians' surveys, I was surprised by some of the responses. I expected the librarians to assess themselves and their programs

through a narrower lens than someone who is not in the library every day. For the most part, I could see that narrower lens in the responses that were given. Several of the responses were not the answers that I expected the librarians to give.

The first set of questions on the survey asked the librarians to rank a list of twenty-four activities that represent some of the roles and tasks that librarians perform. The second question asked the librarians to estimate the amount of time each week that the librarians spent on the same list of activities. For example, when asked about the activities that they consider essential and how much time was spent on each activity, librarians listed 'purchasing books' as *essential*, but marked that they spent less than an hour on it each week. They marked 'shelve books' as both *desirable* and *not desirable*, but put it in both the *9-12 hour* slot and the *13 or more hours* slot. The amount of time spent on the activity was not surprising, really, as the librarians in the district are solo librarians and less than half had an aide or parent volunteers in the library. What was surprising was that this activity was rated both *desirable* and *not desirable*. This task falls under the standard of Program Management and Administration for librarians. Under this standard, the librarian is responsible for the management of the library resources and how the library program is implemented. When the books and other materials are shelved correctly the librarian and patrons are able to access and use them to further their learning. This also allows the librarian to evaluate the collection and make decisions on what is needed or should be removed from the collection. The fact that it was also marked as an activity that was not desirable demonstrates that while it is a valuable and needed task, the amount of time that is spent on it each week is not desired

and makes it difficult to work with patrons and fulfill the elements in the Teaching for Learning standard.

The second group of questions focused on the ALA/AASL Standards for the Initial Preparation of School Librarians. Each one of the standard specific questions had high marks in the *excellent* and *good* categories but several of the standards statements also had responses that were marked as *don't know or not applicable*. There tended to be only one or two respondents who answered this although I do not know if they were the same people each time. What made those responses significant were the questions that they raised. Were these new librarians who did not know or have not been a librarian long enough to be able to answer, or were these experienced librarians who did not understand the question? Each one of the elements listed under the standards was a concept or skill that librarians were taught during their degree program. For example, under the Program Management and Administration standard, librarians work on collection development and using tools to build, weed, and update collections. Part of that is having an understanding of what materials a library has in its collection and on its shelves. Several of the standards questions had a statements that mention sharing information about the library program with stakeholders. These statements each had a respondent mark the don't know or not applicable category. This connects directly to the role of advocate that librarians should be playing. If the librarian is unsure about being advocates for their library program and patrons, then it is important for the library leaders in the district to add advocacy training to future staff developments that are offered to the librarians. Having a lack of experience in a library program would be understandable for new librarians and even for experienced librarians who were adapting to the changing

school library landscape, but a lack of understanding of what the element or standard meant was a concern that needed to be addressed in formulating professional development for the librarians in the district.

I expected that the librarians were going to be tougher on themselves and their library programs when they took the survey, so there was little surprise in how many only voted their programs or themselves in the *good* and *fair* categories rather than the *excellent* category. This can be attributed to the fact that the librarians have a vision of what their library program should be to have the most positive impact on student achievement and they always know that there is room for growth as well as what can be accomplished when they are provided the resources to do so. In analyzing responses to these first two sets of questions, I realized that there seemed to be some confusion about the library-specific vocabulary used in the surveys. When talking to the librarians at meetings or during one-on-one conversations, they all spoke about working with students to find appropriate books, but they did not seem to connect that with the activity of reader's advisory listed in the survey. This led me to realize that, even though librarians performed the activities, they often did not think of them in the professional terms of librarianship, but instead in the lay terms that each used on a daily basis and when advocating for the school library program. This is curious as the 'library jargon' should be something that all librarians are familiar with since it is so often used in the professional literature that we read and the trainings we take. When replicating this study in the future, I would define any vocabulary that is specific to the library. This would allow me to ensure that the librarians were able to answer all the questions with the full knowledge of what they were being asked. By lessening the ambiguity of some of the

information, I could then gain a better understanding of what further trainings and/or support is needed to help the librarians do their jobs better. As well as defining the vocabulary in any future studies, I would also make sure to review the ALA/AASL standards, so that the librarians are familiar with how the standards are written. This would allow them to better answer the questions and to better evaluate their needs.

The final group of questions on the survey allowed for the librarians to share their opinions about the librarian's role in student achievement, their roles as administrative staff, and their role as school librarians in written statements. The librarians gave both positive and negative statements about what they believed to be their roles in the library and school as well as what they believed their principals perceptions to be. There were few surprises in the statements as many of the librarians felt that their principals did not see them as anything more than support staff or clerks, with one librarian stating "she views my role as a support to teachers." Another stated that "I believe that my principal sees me as a resource manager." At the same time, there were times their principals saw them as teachers, administrators, managers, and advocates for the library and library program. One librarian stated that "I believe that she sees me as an expert in my field." Another stated that "she sees me as an important contributor to programs that support students and teachers to improve the quality of education our students receive." Overall, the librarians felt that their principals only had a surface understanding of their roles in the library and of the library program. As one stated, "I do not think my principal knows what I do at all. He/she has never been in to see what happens-period!" Librarians also indicated that they were doing the best they could with little support or understanding of what they did and how they supported their schools. One librarian stated that "the

biggest problem the library has in being effective is understanding and support among teachers. If teachers are unwilling to learn how to use technology-linked resources, then students are routinely denied the opportunity to learn about the same resources.” Another librarian responded to the question asking of he/she sees the library as enhancing student achievement, “no, since I have absolutely no support within the library. I feel like the library suffers on a daily basis since I am the only individual in the library. I am the librarian, book processor, circulation assistant, [book] shelve, administrator, discipline management person, etc. It is virtually impossible to do a great job with all of the hats you are expected to wear.” While there were several negative statements, overall the librarians felt that they are enhancing student achievement as seen by this librarian’s response, “I work with teachers to offer the best resources delivered in varied and effective ways to enhance student achievement.” The librarians in the district had an overall favorable view of their library programs and their roles in the schools. They see themselves as professionals and describe themselves that way as well. When looking at the ALA/AASL Standards for the Initial Preparation of School Librarian, the librarians felt that they were doing a good job meeting the standards, but that there was room for improvement. They are also unsure about how their principals feel about their role as the librarian as well as the librarian’s impact on student achievement. This shows that while the librarians feel that they are supporting their patrons, they need to work on their communication and advocacy of their library programs and themselves.

Research Question 2: What do principals perceive as the role of the school librarian in the school? The principals completed a similar survey to the librarians, but they were asked for their opinions regarding the role the librarian played in the school

and in the library as well as about the tasks that the librarian performed that were valued the most by the principal. I went into this research with the assumption that the principals in the district being studied had some idea of what their librarians did and the role that the library played in student achievement. I was not sure how familiar they were with the terminology often used in relation to school library programs. As with the librarians, I intentionally did not add any explanations of the library terms so that I could see to what extent the principals were aware of their library programs and the roles that their librarians played.

The first set of questions asked about the library schedule about tasks and roles of the librarian, and about time spent on/in these roles and tasks. When asked what kind of schedule their library program followed, a majority of principals stated that their libraries ran on a combination fixed and flexible schedule. This was a bit of surprise, as I have learned through conversations with elementary librarians in the district, that a majority of the elementary libraries in the district have very strict fixed schedules for class and students visits. This, and the answers that were given when asked about many of the tasks, such as reader's advisory, that were asked about in questions 8 and 9, showed that the principals needed more guidance on the tasks, activities, and roles in which librarians engage. When looking at Table 27 the principals marked each activity and role in the essential and/or highly desirable categories, but five of the listed activities also had principals who marked in the *don't know or need more information* category. Those activities include: plan digital literacy lessons, reader's advisory, create displays, manage inter-library loans, and practice embedded librarianship. With the exception of practice embedded librarianship, the rest are activities that the librarians should frequently, in

some cases daily, be engaging in. These are the type of tasks that principals should see and as with digital literacy lessons, realize their connection to enhancing student achievement. Similar results could be seen in Table 28. The difference with this data though was that for almost every activity or role listed, the principals marked *not applicable/unsure* on the amount of time that librarians spend on the listed task or role. This was unexpected but refreshing as it shows that the principals who participated in the survey were willing to admit a need for more information on the tasks and roles they were asked to rate.

In the second set of questions, focusing on the ALA/AASL Standards for the Initial Preparation of School Librarians 2010, the principals were generally positive, in rating most of the elements in the *excellent* or *good* categories. However, there were several elements that were marked high in the *don't know/not applicable* category as well. The majority of these elements came from the standard that focused on the librarians' *Leadership and Advocacy*. This lack of knowledge about the leadership and advocacy roles of the librarians established that librarians needed to do a better job of advocating and educating others on the "roles." Regarding the final standard, *Program management and Administration*, a few principals marked *don't know or not applicable* category, but not at the same high numbers as for the previous standard. These last two standards were not ones that were often observed during a quick pass by of the library, and so were often unknown to the principal. When principals know and understand the different aspects of the library program and take the time to gain an understanding of the tasks and roles that the librarian has, they are better able to evaluate the program and its impact on student success and achievement. When principals do not understand tasks

that the librarian does, such as reader's advisory, which is working with patrons to find books that fit their needs and/or interests, they are unable to fully evaluate the library program and the librarian him or herself. By not having a strong understanding of the components of the program, principals may recognize when the library program is reaching its potential and is supporting student learning or when there should be changes in the program to enhance the program and help with the mission of building life-long readers and learners. They may miss when support is needed for the librarian are when people, decisions, or perceptions are keeping the library program as a quiet place filled with books instead of a vibrant place filled with learning.

The final set of questions asked the principals for their thoughts on the role of the librarian in the school and in the library program. The principals, like the librarians, were given the chance to write out in short answers to allow them to give more detail. There were also questions that asked the principals to rate how often the librarian played different roles in the school and the library program. Both of these had different answers; one ranking *reading motivator* highest, and the other *demonstrating ethical information-seeking behaviors*. This showed that the principals saw the librarians in their foremost role of literacy advocate, and that they followed ethical behaviors. One principal wrote that the librarian was "an advocate for the school and lifelong learning! The librarian is integral to the success of the entire academic and often extracurricular program." Another stated that the librarian "provide[s] a safe and inviting environment for students and staff." When asked if they believe the library enhanced student achievement, the principals gave a resounding *yes*. One of the principals explained why by stating "Absolutely! Whether directly related to the class or preparing kids for ACT/SAT or

enrolling them as voters to a host of other areas, the library program is essential for broadening kids' horizons and making them more effective students." The district where the research was conducted has a history of being very supportive of the library program and its connection to student learning, so the overwhelming belief of the principals who answered the question was not surprising. However, the campus level administration did not always show their support or recognize that the library was important. Ultimately, though, when asked, the principals felt that their librarians were a key support system for the schools and programs.

Research Question 3: In what ways do school librarians' and principals' perceptions overlap and diverge in terms of the 2010 ALA/AASL Standards for the Initial Preparation of School Librarians? The final research question involved comparing the two sets of surveys and finding where the librarians and principals thoughts aligned and where they diverged. A majority of both groups marked that their library programs had a combination fixed and flexible schedule. This showed that the librarians and principals were communicating, in this case about the schedule, which facilitated advocacy and program management. Responses were less similar to questions about tasks and roles that librarians had and the time is spent on each. The librarians felt that planning instruction was one of their most essential tasks whereas the principals felt that checking out books was the most important task. When I reviewed the answers given to the list of twenty-four tasks and roles, it was interesting to note that the principals marked under the *essential* category only three roles while the rest were tasks. The principals marked the role of teacher when marking the activities of *planning library instruction lessons* and *teach research lessons to students*. They also marked the activity

attend district meetings which falls under the role of administrator. These are important roles that librarians play and it is good that at least with these activities, the principals recognize the librarians as both teachers and administrators. Though these roles were marked as essential, several tasks were marked higher in the essential category. These included *check out books, purchasing books, shelve books, and check in books*. The librarians gave the activities that represent the role of the teacher the highest ratings with the activities of *plan library instruction lessons, planning digital literacy lessons, and teach research lessons to students*. The one task that the librarians gave a very high essential rating to was *purchasing books*. This led me to believe that the principals saw the librarians in terms of what they did instead of who they were. This idea was further confirmed by analyzing the qualitative responses of both groups. While the remarks from the principals were mainly positive, they did not always use professional terms to describe the librarians, instead calling them *cheerleaders* and *team players*. When asked about the librarians' roles in the school community at large, the principals used the more professional descriptors of *teacher* and *administrator*, but tended to focus more on the actions and tasks related to those roles rather than on the roles themselves. The librarians, throughout the survey, mainly referred to themselves and what they did in professional terms such as *administrator, leader, teacher, and manager*. This was consistent whether they were giving their own opinions or the perceptions of what their principals believed. This disconnect between the how the two groups are view the role of the librarian is obvious in the terminology that each used. This occurs when there is a lack of understanding on the side of the principals for what the librarian does and on the librarian side, when the librarian is unable to articulate and advocate their roles. The

repercussions of this are seen in the treatment of the librarian as support instead of as a professional. When they are not looked at as a professional librarian, teacher, leader, or even as an administrator, then it is easy to discount what the librarian does and how much he/she effects student learning and the school culture. This can also lead the librarian to feeling that he/she is not respected and that the library is not seen as important in relation to student achievement and the school culture.

Analyzing the standards individually showed that the principals marked a majority of the elements in the *excellent* category while the librarians marked more *good* than *excellent*. This might have been a reflection of the fact that the librarians had high expectations for their programs and felt that they were not meeting them. The principals tended to only see a portion of the program and might not have entirely realized what was missing or how their programs could be improved. This was not true across the board, as there were many principals who made the time to learn about their libraries' programs and to work with the librarians to develop strong, student-focused programming. They may also have seen that the librarians handled things and did not look too closely at the program to see where the program excelled and where it needed help.

When both groups were asked to rank the standards in order of importance, both groups ranked *Literacy and Reading* in the top spot, followed by *Teaching for Learning* and *Information and Knowledge* respectively. This commonality for the two groups showed that they all understood and grasped that the main focus and roles of the librarian revolved around literacy, teaching, and knowledge. With the last two standards, the principals placed *advocacy and leadership* in the fourth slot and *program management and administration* in the fifth slot. The librarians switched those. This shows that they

felt that *program management and administration* had more importance than *advocacy and leadership* in the running of a strong library program.

The last set of questions were not exactly the same for librarians and principals as they requested the personal perceptions of the participants on the roles of the librarians and the tasks that they did. Both sets of participants were given a list of twelve roles and were asked which they saw themselves or the librarian filling in the library program and school. The librarians and principals marked *reading motivator* and *teacher* in the top two spots. This made it obvious that both groups saw those as librarians' most important roles in the school, which matched the standards that both groups felt were the most important. When the librarians were asked how they thought their principals perceived them regarding the list of roles, they marked both *always* and *don't know* for each role. The principals mainly marked *always* or *most of the time*. This showed that the librarians really did not know exactly how their principals saw their roles while the principals clearly saw them as advocates and as knowledgeable about literature. This indicated a need for better communication and education between both groups. When asked to explain what each group perceived the role of the librarian to be in their own words, the librarians used the professional terms of *teacher*, *manager*, and *advocate* whereas the principals used more descriptive terms such as *cheerleader*, *technology champion* and *team player*. A few did use the terms of *advocate* and *information specialist*, but the majority of principals used terms that described librarians or their roles in casual terms in regard to the library program. The principals did use professional descriptions when asked about the librarians' role in the school community at large. This disconnect shows that while the librarians always see themselves as professionals, the principals on the

other hand only view the librarians as professionals in the general school setting. Unlike with a teacher in the classroom, a majority of the principals have never been librarians and therefore have a lack of understanding as to the entire scope of the library program and all of the roles that librarians hold within that program. This becomes a problem when the principal then uses the library and librarian to act as cheerleaders, clerks, and teacher support without looking at how that effects the role of the library program and its connection to student achievement. That lack of understanding also means that principals may discount and/or underutilize the expertise that the librarian has as a teacher, leader, and administrator in the building. Overall, both sets of participants often confused the roles and the tasks of the librarians in their responses to a majority of the questions. This led me to realize that more education was needed for both groups to help increase understanding of the role of the librarian and what tasks were performed as part of executing the role. Both groups agreed that their library programs enhanced student achievement. This was a positive for the librarians as it showed that their advocacy for the library program and their work with teachers and students had been noticed.

Recommendations

Throughout this study I focused on the perceptions of the librarians and principals to define the role of the librarian in the school. I used the 2010 ALA/AASL Standards for the Initial Preparation of School Librarians as my base. I chose these because the standards and elements were the basis for all school library training programs. In looking at the results of the surveys completed by the librarians and principals, it became obvious that the librarians tended to rate themselves harder on each element and standard, did not feel that their principals understood their roles in the school or library, felt that they were

not supported, saw themselves as professionals, and felt that their library programs enhanced student achievement. The principals, on the other hand, gave high marks to the library program and librarian in most of the elements and standards, marked when they did not know, and generally had praise for the librarians and library programs.

Depending on what was being asked, the principals used either professional terms or descriptive adjectives to describe the role of the librarian and his or her roles. Based on these results, I developed recommendations for the librarians, principals, and the district being studied to better support and develop librarians and library programs.

Librarians. For the librarians in this district, continued professional development is needed. The professional development that the librarians participate in needs to be reworked to focus on leadership and advocacy skills. Based on how the librarians rated their programs under the leadership and advocacy program as well as it being rated as the least important standard shows the need for development in these areas. The librarians need to learn to better advocate for their programs and learn how to share the positive impact that the library programs and librarians have on student achievement and on the school as a whole. The information and knowledge and advocacy and leadership standards both had statements that asked about the librarians using evidence-based practices and action research for data collection and communication. With both of these standards the highest scores were in the good and fair categories. The librarians need to learn about action research and data collection and how it can be used to develop a standards based library program and to advocate for the library. This is important knowledge for the librarians to have and use as quantitative data is what stakeholders and

decision makers want when evaluating programs. The appropriate use of qualitative data is also important for the librarians to know and use to advocate for their programs.

As this district library program is made up of solo librarians, it is important for them to have the opportunity to meet for collaboration. Professional development opportunities need to be offered that allow the librarians to share and learn lesson planning, technology, and programming for the library. When asked about what activities the librarians feel were essential, 80% marked planning library instruction lessons and 50% marked plan digital literacy lessons. These are activities that the librarians need opportunities to collaborate on and share with each other. While time is provided during the monthly meeting days, other share session times should be offered to the librarians to get together and work with each other. The library leaders in the district should also work with the district technology department to learn how to use the new technology that the district introduces as well as how to better implement it into the technology program. This is needed as the librarians only rated this as good when asked about technology when rating the program based on the teaching standard as well as under the information and knowledge standard.

Time should be spent in monthly meetings and professional development sessions should be developed to study each of the state and national school library standards. This is vitally important as both the state and the national school library associations are rewriting their standards and will be releasing the new standards in 2017 and 2018. These new standards, along with a push to make school libraries more future ready, mean that librarians must spend time working with the standards to be sure they are being implemented in the school library program. The librarians need the time to learn the

different elements of each of the standards. The time is also needed to evaluate the current library program at the school and district levels to learn what needs to be done to bring the program into compliance with the new standards. Once the librarians have an understanding of what the new standards entail, they must work on educating their principals and other district administrators on the standards and how the library program enhances student learning and school culture.

The librarians' inability to separate who they are from what they do is a hindrance to their ability to advocate for themselves. They are also unable to articulate how, they as the librarians, help student achievement in terms of the tests, standards, and evaluations that they are judged on now. Instead, they discuss how they support lifelong learning, which is important but is not observable in the data that is currently collected. The librarians must work to show how they support current patrons as well as how they will support those in the future. To do this, it is important that librarians create measureable goals and lessons that will align with the schools' goals and show how the program enhances student achievement. Librarians must also collect both quantitative and qualitative data to be shared with principals and stakeholders. This data is a good way to document the role of the librarian and the library program in student achievement and is a great tool to advocate for the library program.

Principals. For the principals the recommendations are similar. There should be professional development for principals and other administrators in the district that focus on the role of the librarians and the library program. Given the changing state school library standards and the lack of exposure in most administration programs, having the district provide professional development that focuses on the librarian and library

program would help with communications and building relationships between the principal and librarian. Creating and requiring professional development for district and campus administrators that focus on specific aspects of the library program, such as collection development, programming, the library standards, and the district evaluation tool, would be helpful to supporting and developing strong library programs.

By creating these professional development sessions along with the library department, the district would open up communication between the two groups. Having open communication would allow the principals to opportunity to learn the different aspects of the library program and how it, with the help of the librarian, can be utilized in ways that will enhance student learning. Open communication would also lead to more transparency between the two groups. When the librarians feel comfortable speaking with their principals about the library program, as well as any problems and innovations, the level of openness and transparency will lead to a stronger program and more student achievement. This openness will also lead to more inclusion of the librarian and library program in the school. With added transparency and inclusion, the principal can ensure that the librarian does not become an invisible staff member and instead is seen and accepted as a valuable member of the school staff.

Another recommendation for the principals is to work out a schedule to meet with their librarian and discuss their library programs as well as to evaluate what is happening in the program. This evaluation needs to include observations as well as measurable data. It should be based on the district evaluation tool as well as the national and state standards. Principals need to include their campus librarian in administrative team and department chair meetings. This will show that the librarian is a professional in the

building and help to connect the library program to the school and its work developing student growth and learning.

District Recommendations. It is also important for the librarians to be included in the Leadership Academies that the district runs for administrators and teachers. This would help to reinforce the idea that librarians are leaders and teachers in the district and that they play an important role in student achievement. Such an opportunity would also help the librarians work on their leadership and advocacy skills.

Finally, providing necessary monetary and staff support is also recommended to help the librarians provide a higher level of services and support for their students and to ensure that students achieve and become lifelong learners. By providing the necessary monetary support to the library program, the librarians are better able to purchase the books, databases, and supplies that are needed for their patrons and for running a library program. The addition of library support staff would allow the librarian to turn over many of the clerical tasks that they do, such as shelving and processing books, and instead spend more time in the roles of librarian, teacher, and administrator. This would give the librarians the opportunity to spend more time on reader's advisory, teaching research and digital literacy lessons, as well as practice embedded librarianship. All of this would help to build a strong library program that focuses on student learning and achievement.

Recommendations for Further Research

This research needs to be repeated with the new standards that are being developed both at the state and national level. As the new standards are presented, they should be integrated in to the library programs, and the individual library programs

should be evaluated using those standards. When the individual library programs are evaluated, it will allow both the librarian and the principal to gain an understand of how the program is enhancing student learning as well as how the program can change and adapt to the needs of its patrons and school communities.

The district library program as a whole should also be evaluated using the newest standards in a program evaluation format. This will provide the librarians and district leaders valuable information on how the program is doing overall and where changes can be made. It will also provide insight into the needed support and professional development that would help the librarians better develop student-centered programs.

It is important for the district and the library department to continuously evaluate the district and campus library programs to ensure that student achievement is being enhanced and that the role of the librarian and the library program is evolving to meet the needs of the students and staff of the district. The continued evaluation of the library programs and the roles of the librarians will also lead the district to creating future ready libraries and schools.

While it is important to look at districts as a whole when reviewing the library program, future research should also include looking at the different grade levels. By looking at each roles of the librarian and the library programs at the different levels, support can then be tailored to the needs of the librarians at those levels. By separating the levels when doing the research in the future, the researcher and the librarians will have a better understanding of what the roles the librarians' play at the different levels as well as how both the principals and librarians view the library program. This will also allow for targeted professional development of the librarians and principals.

Another option for future research would be to include space for the participants to include specific examples that show how the standards are incorporated into the library program. This would allow the participants to describe their library programs and how it and the librarians themselves enhance student achievement. By sharing specific examples, the librarians would be able to show how their library program is a standards and evidence based program. It would also allow the principals to show that they have a good understand of their library program and the role of the librarian in their schools. The collection of specific examples would also strengthen the qualitative data that is collected and allow for a better analysis of the program and the role of the librarian.

Conclusion

School librarians are often invisible staff members in school buildings even though they work to support students and staff in ways that helps their patrons to grow and learn. Often what is taught by the librarian is absorbed and used by students without any connection back to the librarian. Collaboration with teachers is often informal and rarely observed by administrators. This invisibility leads the librarians to feel unsupported and out of place in the school community. By taking the time to understand the roles that librarians play as well as advocating for the librarian and the library program, the librarian and principal will be able to create a strong library program that supports the learning and achievement of everyone in the school community.

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APPENDIX A

Rebecca Novotny
30 N. Deerfoot Cir.
The Woodlands, TX 77380

June 20, 2015

Debra E. Kachel
Co-Chairperson of the Legislation Committee, Pennsylvania School Librarians Association, and
Instructor, School Library & Information Technologies Department, Mansfield University

Dear Mrs. Kachel:

This letter will confirm our recent email exchange where I spoke with you about getting permission to adapt and use the surveys that you gave to administrators and librarians as part of the PA School Library Project to help me gather data for my dissertation. I am completing a doctoral dissertation at Sam Houston State University tentatively entitled "*What Roles do your School Librarian Play?*" I would like your permission to adapt and use your administrator and librarian surveys in my dissertation.

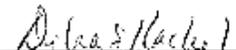
The requested permission extends to any future revisions and editions of my dissertation, including non-exclusive world rights in all languages, and to the publication of my dissertation by ProQuest. ProQuest may supply copies of my dissertation on demand. These rights will in no way restrict republication of the material in any other form by you or by others authorized by you. Your signing of this letter will also confirm that you own [or your company owns] the copyright to the above-described material.

If these arrangements meet with your approval, please sign this letter where indicated below and return it to me. Thank you very much.

Sincerely,

Rebecca Novotny

PERMISSION GRANTED FOR THE
USE REQUESTED ABOVE:



Debra E. Kachel

Co-Chairperson of the Legislation Committee, Pennsylvania School Librarians Association, and
Instructor, School Library & Information Technologies Department, Mansfield University

dkachel@psa.org

APPENDIX B

RE: Publication request information

Len Bryan <lbryan@tsl.texas.gov>

Fri 3/4/2016 7:13 AM

To: Novotny, Rebecca <stdlrm11@SHSU.EDU>;

Hi Rebecca,

In response to your 3/2/16 email:

"I am trying to find out who I need to contact to get permission to use the School Library Programs: Standards and Guidelines for Texas in my dissertation. I am unsure of who to contact to request this permission.

thank you,
Rebecca Novotny
SHSU Educational Leadership Doctoral Candidate"

You are welcome to use any or all of the standards as published. Attribution would go to the Texas State Library and Archives Commission. You might also be interested in the ongoing standards revision process, which is captured here: <https://www.tsl.texas.gov/node/65175>

I am your statewide school library contact; please let me know if you need anything else, and knock 'em dead on your dissertation! ☺

Thanks,

Len Bryan | School Program Coordinator

Library Development and Networking Division | Texas State Library and Archives Commission

512-463-5852 | 800-252-9386 | lbryan@tsl.texas.gov

School Program Website: <https://www.tsl.texas.gov/landing/educators.html>

TexQuest Program Website: <http://texquest.net>

Subscribe to the K-12 Newsletter: <https://www.tsl.texas.gov/ld/schoolnewsletter.html>

OPEN RECORDS NOTICE: This email and responses may be subject to Texas Open Records laws and may be disclosed to the public upon request. Please respond accordingly.

APPENDIX C

4/9/2016

RE: Form submission from: American Library Association R... - Novotny, Rebecca

RE: Form submission from: American Library Association Rights and Permissions Request Form

Allison Cline <acline@ala.org>

Mon 10/26/2015 8:42 AM

To: Novotny, Rebecca <stdrnm11@SHSU.EDU>;

Rebecca,

Thank you for contacting AASL regarding the use of our learning standards for your presentation. This is permissible use. We do ask that you give AASL proper attribution- here is our standard attribution language if you would like to use:

Excerpted from *Standards for the 21st-Century Learner* by the American Association of School Librarians, a division of the American Library Association, copyright © 2007 American Library Association. Available for download at www.ala.org/aasl/standards. Used with permission.

Please feel free to contact me directly if you have any other questions or need additional information.

Take care,
Allison

Allison Cline
Deputy Executive Director
American Association of School Librarians
a division of the American Library Association
www.aasl.org
1-800-545-2433 x 4385

AASL 17th National Conference & Exhibition
Experience Education Evolution - Registration Now Open!
Columbus, Ohio | November 5-8, 2015 | national.aasl.org

APPENDIX D



Informed Consent

My name is Rebecca Novotny, and I am Educational Leadership Doctoral student of the College of Education at Sam Houston State University. I would like to take this opportunity to invite you to participate in a research study for my dissertation on the roles that librarians have in schools based on the 2010 ALA/AASL Standards for the Initial Preparation of School Librarians. I am looking at the perceptions of principals and librarians regarding the roles librarians have in schools and how those roles are 2010 ALA/AASL Standards for the Initial Preparation of School Librarians based. I hope that data from this research will gain a better understanding of the roles librarians have in schools and use the acquired data results to implement a stronger library program for the district as well as provide information to help librarians and principals better understand the roles of the librarian and library program. You have been asked to participate in the research because you are a campus principal or campus librarian in the district.

The research is relatively straightforward, and I do not expect the research to pose any risk to any of the volunteer participants. If you consent to participate in this research, you will be asked to complete a short survey made up of multiple choice questions, ranking questions, and open-ended questions. Any data obtained from you will only be used for the purpose of completing my dissertation research on the roles that librarians play in schools by answering the following research questions:

1. How do school librarians perceive their role in school?
2. What do principals perceive as the role of the school librarian in the school?
3. In what way do these two groups' perceptions overlap and diverge, in terms of the standards and elements in the ALA/AASL 2010 Standards for the Initial Preparation of School Librarians?

This research will require about 30 minutes of your time for the survey and will be completed using SurveyMonkey.com. Your survey responses will be kept confidential to the extent of the technology being used. SurveyMonkey collects IP addresses for respondents to the surveys they host; however, the ability to connect your survey responses to your IP address has been disabled for this survey. That means that I will not be able to identify your responses. You should, however, keep in mind that answers to specific questions may make you more easily identifiable. The security and privacy policy for SurveyMonkey can be viewed at: <https://www.surveymonkey.com/mp/policy/privacy-policy/>.

Under no circumstances will you or any other participants who participated in this research be identified in the data or final dissertation. In addition, the data collected will remain confidential; I will be the only person to

A copy of this consent form is available for your records.



access the responses to the survey. Participants will not be paid or otherwise compensated for their participation in this project. The data will be stored for five years before it is destroyed by the researcher. All digital data will be wiped clean from the drives holding it. All data and participant confidentiality will be maintained to the extent allowed by the law. The data will be stored for five years before it is destroyed by the researcher.

Participation is voluntary. If you decide to not participate in this research, your decision will not affect your future relations with Sam Houston State University. Also, if at any point during the research you decide to withdraw, or do not wish to, participate in the remainder of the research you are free to withdraw your consent and to discontinue participation at any time without affecting that relationship. If you have any questions, please feel free to ask me using the contact information below. If you are interested, the results of this study will be available at the conclusion of the project.

If you have any questions about this research, please feel free to contact me, Rebecca Novotny. If you have questions or concerns about your rights as research participants, please contact Sharla Miles, Office of Research and Sponsored Programs, using her contact information below.

Rebecca Novotny, Educational Leadership Doctoral
Student
SHSU College of Education
Sam Houston State University
Huntsville, TX 77341
Phone: (832) 647-6573
E-mail: stdrnm11@shsu.edu

Sharla Miles
Office of Research and Sponsored Programs
Sam Houston State University
Huntsville, TX 77341
Phone: (936) 294-4875
Email: irb@shsu.edu

- I understand the above and consent to participate.
- I do not wish to participate in the current study.

Print Name

Signature

Date

Title

A copy of this consent form is available for your records.

VITA

Rebecca Novotny

Librarian, Middle School, Texas
Lead Middle School Librarian, Texas

Degrees Earned

Doctorate of Education in Educational Leadership, Sam Houston State University (in progress)
Master of Library Science, Sam Houston State University, Huntsville, TX
Master of English, Sam Houston State University, Huntsville, TX
Bachelor of Secondary Education, Marymount College, Tarrytown, NY
Bachelor of English, Marymount College, Tarrytown, NY

Professional Licensure and Certifications

2001- Standard Classroom Teacher- Secondary English Grades (6-12)
2007- School Librarian Grades (EC-12)

Publications

Appendix in Books Unpublished

Lesesne, T.S. 2003. *Making the Match: The Right Book for the Right Reader at the Right Time, Grades 4-12*. Portland, ME: Stenhouse. Edited and Revised appendix *Alternatives to Book Reports*.

Non-refereed Conference Proceedings

Novotny, R. (2012, July). *Building Literacy Across the Curriculum at Hopper Middle School*. Action research presented at the Twenty-sixth Annual High Schools That Work Staff Development Conference, New Orleans, LA.
Novotny, R. (2013, September). *Literacy Across the Curriculum at Hopper Middle School*. Action research presented at Sam Houston State University Jan Parish Book Festival, The Woodlands, TX.
Novotny, R, Seiffert, S., Johnson, B., Nebeker, E., Jones, G. (2016, April). *Librarians Helping Librarians*. Poster presentation at the Texas Library Association Convention, Houston, TX.

Professional Experiences

2000-2007 Language Arts Teacher, Gr. 8th & 6th, Cook Middle School, Cypress-Fairbanks ISD
2007-present Librarian, Gr. 6th-8th, Hopper Middle School, Cypress-Fairbanks ISD

Taskforce Membership

2013 AASL Presidential Taskforce: Student to AASL Member

Standards Revision Subcommittee

2016-2017 Texas Library Association/Texas Education Association
Library Standards Revision Committee- Reading Subcommittee member

Professional Memberships: National

American Library Association (ALA)	2007-present
Young Adult Library Association (YALSA)	2007- present
American Association of School Librarians (AASL)	2012-present
National Council of Teachers of English (NCTE)	2000-2005
Assembly on Literature for Adolescents (ALAN)	2015

Professional Memberships: State

Texas Library Association (TLA)	2006-present
Young Adult Round Table (YART)	2006- present
Texas Association of School Librarians (TASL)	2006-present
Texas Computer Education Association (TCEA)	2014-present

Leadership Positions: District

Middle School Lead Librarian
Destiny Training Committee
Library Technology Committee and Work Group
Digital Resources Committee
Librarian Mentor Committee

Leadership Positions: Campus

Book Club Sponsor
New Staff Mentor
Safety Committee Co-Chair
Advisory Committee Member
CPOC Committee Member