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Supervision in the school library program: Administrator expectations of paraprofessionals and traveling teacher librarians

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Abstract

The purpose of this grounded theory research was to develop an understanding of administrators' expectations of the responsibilities, roles, and tasks of paraprofessionals and teacher librarians in Iowa schools where the teacher librarian travels between three or more buildings while paraprofessionals serve in the day-to-day operations of the school library. The findings from this research indicated that individuals involved in the upper echelons of administration and support for public schools possessed knowledge about and expectations for the role of school library programs, teacher librarians, and library paraprofessionals in Iowa schools. Because invited school-level administrators were unwilling to participate in this study, there are no findings to affirm or refute their knowledge of roles and responsibilities of school library staff members. Despite this limitation, opportunities for improved relations among teacher librarians and library paraprofessionals may arise from a new understanding of what it means to be a supervisor in Iowa school library programs.

SUPERVISION IN THE SCHOOL LIBRARY PROGRAM:

ADMINISTRATOR EXPECTATIONS OF PARAPROFESSIONALS AND

TRAVELING TEACHER LIBRARIANS

A Graduate Research Project

Submitted to the

Division of School Library Studies

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts

UNIVERSITY OF NORTHERN IOWA

by

Dixie Forcht

February 2011
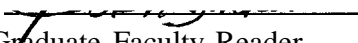
This Research Paper by: Dixie Forcht

Titled: Supervision in the School Library Program: Administrator Expectations of

Paraprofessionals and Traveling Teacher Librarians

has been approved as meeting the research requirement for the

Degree of Master of Arts.

Jean Donham

Date Approved   Graduate Faculty Reader

2/28/2024

Date Approved   Graduate Faculty Reader

Karla Krueger

Jill Uhlenberg

Date Approved   Head, Department of Curriculum and Instruction

ABSTRACT

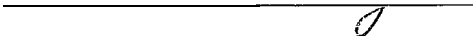The purpose of this grounded theory research was to develop an understanding of administrators' expectations of the responsibilities, roles, and tasks of paraprofessionals and teacher librarians in Iowa schools where the teacher librarian travels between three or more buildings while paraprofessionals serve in the day-to-day operations of the school library. The findings from this research indicated that individuals involved in the upper echelons of administration and support for public schools possessed knowledge about and expectations for the role of school library programs, teacher librarians, and library paraprofessionals in Iowa schools. Because invited school-level administrators were unwilling to participate in this study, there are no findings to affirm or refute their knowledge of roles and responsibilities of school library staff members. Despite this

limitation, opportunities for improved relations among teacher librarians and library paraprofessionals may arise from a new understanding of what it means to be a supervisor in Iowa school library programs.

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CHAPTER1

INTRODUCTION

> Paraprofessionals provide invaluable assistance in school libraries. While they cannot and should not be used to replace certified teacher librarians, they can perform a host of tasks that free the teacher librarian to spend his/her time on teaching, collaboration with staff, working with students, collection development and other professional activities. Support staff assist with ordering, processing, management and circulation of materials; monitor students; provide technology support and help maintain an attractive and welcoming library. (State Library of Iowa Task Force, 2008, p. 3)

Prior to 1995 when a legislative oversight resulted in the deletion of requirements for school librarians and the subsequent release of teacher librarians in school districts across the state for cost-savings (Pinkowski, 2006), the standard for staffing the school library in each attendance center offering grades seven through twelve required a certified school library media specialist (Krueger, 2008). From 1996 to 2006, 195 teacher librarian positions were cut by Iowa districts, and as of 2006, 82 of the 395 districts did not employ any teacher librarians (Grant Wood Area Education Agency, 2006). In 2006, the Iowa legislature reinstated the requirement for districts to employ teacher librarians; however, the interim period for school libraries varied widely by district. In an effort to keep some school libraries operational, districts utilized paraprofessionals to continue the daily circulation of materials and access for students and staff. Paraprofessionals fulfilled these requirements by keeping school libraries functioning, circulating books, maintaining computer labs, ordering materials, assisting students with research projects, and many other duties as assigned. Some paraprofessionals worked diligently under the guidance of a school administrator (but without the collegial relationship of a supervising teacher librarian) to provide services and attempted to meet the needs of their clientele.

With the reinstatement of the requirement for districts to employ a teacher librarian to supervise the school library program, some districts have developed creative solutions in order to avoid hiring a teacher librarian for each campus. The State of Iowa currently requires "a qualified teacher librarian, licensed by the board of educational examiners, [who] works with students, teachers, support staff and administrators .... [and] directs the library program and provides services and instruction in support of building curricular goals" (State Library of Iowa & Iowa Department of Education, 2007). School library programs are mandated by the Iowa Administrative Code (281 Iowa Admin. Code 12.3(12), 2009), as are teacher librarians, (281 Iowa Admin. Code, 12.3. (12a), 2009) however, the minimum staffing requirement per district is unstated. The *Iowa School Library Guidelines* (State Library of Iowa & Iowa Department of Education, 2007)

recommend one ll-time teacher librarian per attendance center in the district as Level 3 Best Practice while allowing for a part-time teacher librarian to serve the entire district as Level 1 minimum (p. 9). In fact, the Iowa Department of Education's *Annual Condition of Education Report* (2010) indicates that though there are 361 districts in Iowa with 1,384 K-12 campuses, each ostensibly housing a school library; there are only 534 full-time teacher librarians, 53 part-time librarians, and 805 full-time library associates staffing those facilities. The *Report* further indicates that of the ten smallest districts, only one employed a full-time teacher librarian and a total of four library paraprofessionals, while the ten largest districts employed 137 full-time teacher librarians and 102 full-time library paraprofessionals. School libraries are required to serve the curricular and instructional goals of the district; therefore, staffing of the school library impacts the ways in which those goals are met.

Justification

According to the American Association of School Librarians (AASL, 2009), teacher librarians serve four vital roles in the school community: teacher, instructional partner, information specialist, and program administrator. Teacher librarians are trained, licensed educators who are expected to work with students in the location, use, and evaluation of resources. Related to this role, the teacher librarian serves as an information specialist providing expertise in ethically accessing information through traditional and sophisticated electronic resources. As instructional partners, teacher librarians collaborate with teachers and others to develop authentic learning tasks and assessments to promote information literacy for all stakeholders. As program administrators, teacher librarians provide "knowledge, vision, and leadership to steer [the school library program]

creatively and energetically in the twenty-first century" (American Association of School Librarians & Association for Educational Communications and Technology, 1998, pp. 4-5).

In the role as program administrator, teacher librarians seek to create vital and dynamic library media centers and develop a vision for the program as a whole. In *Empowering Learners: Guidelines for School Library Media Programs,* AASL expects that the teacher librarian "participates in the careful selection, training, and evaluation of library media support staff in the school...[and] integrates the program's goals and objectives into staff duties" (AASL, 2009, p. 32). For the lone teacher librarian in a district, the responsibility for the development of this strategic plan and vision resides singularly with that teacher librarian. Through consultation with colleagues and administrators, the teacher librarian may create a workable, sustainable plan; however,

failure to include paraprofessionals in the conversation or development of the plan may create tension, resentment, or other negative responses from school library support staff.

Very few resources exist to assist teacher librarians in negotiating the communication or quasi-administrative nature of the position. Teacher librarians may assume that paraprofessionals are relieved to have a licensed professional supervising the school library. There may be an assumption that paraprofessionals will willingly and enthusiastically implement changes suggested or required by the supervising teacher librarian. Administrative manuals and guides for school library programs or teacher librarians (Donham, 2005; Morris, 2004; Woolls, 2008) address the roles of paraprofessionals as support staff, with the implicit assumption that teacher librarians will play some role in their selection, job descriptions, and evaluation. In practice, paraprofessionals are often hourly employees who have been working in the school library media center prior to the teacher librarian's appointment. Also implicit in administrative guides and in district policies is the assumption that hired paraprofessionals are highly qualified or well-trained; however, the Department of Education *Annual Condition of Education Report* (2010) does not report data on certification or training of paraprofessionals, though more than 10,000 paraprofessionals work in Iowa's schools. The Iowa Department of Education provides training through Area Education Agencies (AEA) and the *Guide to Effective Paraeducator Practices: Edition II* (2007) promotes guidelines for paraprofessionals serving different functions throughout the school.

In the AEA publication, school library media is an area of Level II certification with a list of specific competencies for the paraprofessional:

- Be aware of, implement, and support the goals, objectives, and policies of the school library media program.
- Assist the school library supervisor or school librarian in general operations, such as processing materials, circulating materials, performing clerical tasks, assisting students and staff, and working with volunteers and student helpers, and to understand the role of the paraeducator in the library setting in order to provide efficient, equitable, and effective library services.
- Demonstrate knowledge of library technical services including, but not limited to, cataloging, processing, acquisitions, routine library maintenance, automation, and new technologies.
- Be aware of and support the integration of literacy initiatives and content area standards, e.g. visual information and technology in support of the curriculum.
- Demonstrate an understanding of ethical issues related to school libraries, such as copyright, plagiarism, privacy, diversity, confidentiality, and freedom of speech.
- Assist in the daily operations of the school library program, such as shelving, working with volunteers and student helpers, inventory, and materials repair and maintenance.
- Exhibit welcoming behaviors to all library patrons and visitors and encourage use of the library and its resources.
- Demonstrate knowledge of the school library collection and the availability of other resources that will meet individual student information or resource needs.
- Demonstrate a general knowledge of basic technology skills and assist in troubleshooting basic hardware and software problems (Iowa Department of Education, 2007).

The *Guide* also includes information regarding the roles of teachers and the "supervision of paraeducators by teachers" (p. 13), listing the major responsibilities of teachers as:

- Planning the tasks the paraeducators will perform
- Defining the roles and responsibilities of the paraeducator
- Developing appropriate schedules for paraeducators based on their strengths, interests, and needs of the students
- Monitoring the performance of the paraeducators
- Providing meaningful ongoing feedback and training to the paraeducators

- Working with the building administrators on addressing paraeducator's strengths and needs
- Modeling expectations for work by the paraeducators with students (Iowa Department of Education, 2007, pp. 13-14)

According to the *Guide,* "administrators are *encouraged* [emphasis added] to provide a copy of *Guide to Effective Paraeducator Services* to each paraeducator and all teachers who work with paraeducators" (p. 14). Additionally, "Principals are primarily responsible for the administrative supervision of hiring, preparing, evaluating, and dismissing paraeducators" (p. 15); however, the *Guide* notes that most often it is "the responsibility of the teacher to design and implement a system of supervision for paraeducators" (p. 13). Despite the teacher librarian's responsibility for supervision of the school library program, the responsibility for hiring and supervising paraprofessionals ultimately lies with the building administrator.

Without a requirement for one teacher librarian per attendance center, or for a full-time teacher librarian per district, some districts have hired a single teacher librarian to supervise all facilities within a district or have negotiated sharing agreements with a neighboring district resulting in some teacher librarians overseeing multiple buildings. The combination of being new to a position and responsible for multiple facilities is disconcerting for any new employee. Even experienced teacher librarians are placed in difficult situations as they are faced with the additional responsibilities of developing working relationships, not only with each building level administrator, teachers and support staff in each building, but also the established paraprofessionals. Administrative manuals for teacher librarians (Donham, 2005; Morris, 2004; Woolls, 2008) point to the need to manage personnel tactfully; however, assumptions about the teacher librarian's management skills, paraprofessional attitudes, and school administrator expectations

coalesce into idealistic scenarios where the teacher librarian will work seamlessly with administrators and support staff to transform the school library program from a mere warehouse of materials to a dynamic center of inquiry. However, teacher librarians are often teachers before they become librarians, and their strengths lie in managing students and curriculum, not other adults.

Contributing to the challenges faced by teacher librarians are the complexities of supervising paraprofessionals over whom they have no administrative authority. Teacher librarians occupy a quasi-administrative realm in which they must oversee budgetary matters and purchasing, attend administrative meetings, collaborate with colleagues, provide professional development or specialized training, and teach students. The authority over paraprofessionals is limited to the relationship established between the teacher librarian and the staff assigned to each library media center. Complicating the relationship are perceptions, personalities, and professional expectations that influence interactions between the teacher librarian and a given paraprofessional, and that may impact the building level administration and service to the library stakeholders.

Paraprofessionals working independently during the State's shift in policy regarding teacher librarians may view teacher librarians as nonessential or overvalued in relation to the use and administration of the school library. The teacher librarian may also be viewed as a threat to the paraprofessional's job security. The paraprofessional may view the teacher librarian as unqualified or inept if the teacher librarian is a first-year teacher or new to the discipline. With implicit expectations that paraprofessionals will adjust to and follow instructions provided by the teacher librarian, the need for clearly

defined expectations and effective communication strategies are essential to creating a positive working relationship.

In situations where the teacher librarian and paraprofessional have not established a positive relationship, the teacher librarian may respond in a variety of ways:

1. The teacher librarian limits or avoids visits to the attendance center in an effort to avoid interactions with the paraprofessional.

2. The teacher librarian compromises standards or expectations in an effort to buffer the relationship issues.

3. The teacher librarian adopts a condescending, controlling position in an effort to gain compliance with expectations.

4. The teacher librarian leaves the district or the discipline.

In kind, the paraprofessional who feels threatened or has negative perceptions of the teacher librarian may respond in a variety of ways:

1. The paraprofessional refuses to implement changes in policy or programming.

2. The paraprofessional performs duties at a minimal level.

3. The paraprofessional implements changes but displays a negative attitude or condescending manner toward the teacher librarian.

4. The paraprofessional asks for reassignment or resigns.

Ultimately, each of these situations decreases the impact of the school library program for students and other stakeholders by fostering ineffective conflict management strategies and creating an atmosphere of tension and animosity.

Significance

This research could reveal the impacts of positive and negative relationships between teacher librarians and paraprofessionals on the administration and implementation of the school library program in a given building or district. In addition, this research could reveal implicit assumptions on the part of administrators concerning the roles, tasks, and responsibilities for teacher librarians and paraprofessionals over various aspects of the school library. As a result of understanding perspectives and perceptions, this research could provide guidelines for developing standards for teacher librarians working in a quasi-administrative role within a district with respect to their supervisory responsibilities, as well as for paraprofessionals adapting to a change in leadership. Of particular concern is establishing clearly defined roles for the teacher librarian and paraprofessional(s) in a district situation where the professional serves as a supervisor over multiple facilities and staff members in an effort to clarify role expectations and facilitate professional communication.

Problem Statement

Communication issues between teacher librarians and assigned paraprofessionals arising from a lack of clearly defined roles and expectations may negatively impact school library programs and services in districts where teacher librarians travel between buildings to serve multiple attendance centers. A particular complication in the working relationship between the professional teacher librarian and the library paraprofessional is the fact that the teacher librarian typically does not have line authority in the relationship; instead the line supervisor of the paraprofessional is typically the school principal. Hence, while the work flow in the program is likely to be the domain of the teacher librarian, the

expectations for the paraprofessional to assist in that work flow must be agreed upon through influence and collaboration, but not direct supervision.

Purpose Statement

The purpose of this grounded theory research is to develop an understanding of administrators' expectations of the responsibilities, roles, and tasks of paraprofessionals and teacher librarians in Iowa schools where the teacher librarian travels between three or more buildings while paraprofessionals serve in the day-to-day operations of the school library.

Research Questions

1. What do administrators expect from library paraprofessionals?

2. What do administrators expect from teacher librarians?

3. How are these expectations realized?

4. In what ways may an understanding of supervisory relationships in school library programs provide suggestions and solutions for improved relations among teacher librarians and library paraprofessionals?

Definitions

School librarian/library media specialist/teacher librarian-"a librarian trained to deliver library services to students in a school library media center on a walk-in basis or at the request of the classroom teacher. In addition to managing daily operations, the library media specialist supports the curriculum through collection development, teaches research and library skills appropriate to grade level, assists students with reading selections appropriate to reading level, helps classroom teachers integrate library services and multimedia materials into instructional programs, establishes standards of behavior

for the library, and assists students in developing information-seeking skills and habits needed for lifelong learning. Certification is required in many states. Synonymous with school librarian" (Reitz, 2007). For this paper, the term used will be teacher librarian.

Paraprofessional/paraeducator/associate/aide-"a paraeducator is an employee who works under the supervision of teachers or other licensed personnel. The ultimate responsibility for the design and implementation of education and related service programs belongs to the supervising teacher or other licensed personnel. The paraeducator is one whose position is either instructional in nature or who delivers other direct or indirect services to children, youth, and/or their parents. Synonyms for the term "paraeducator" include: paraprofessional, educational aide, instructional aide, or associate" (Iowa Department of Education, 2007, p. 3). For this paper, the term used will be paraprofessional.

Supervisor-As defined in *Fundamentals of Library Supervision,* a "supervisor is more coach than director and more facilitator than commander. New roles for supervisors include recognizing and recruiting talent, teaching staff new skills and promoting learning, understanding the organization's culture, and understanding organizational power .... [S]upervisors need to develop a variety of competencies beyond technical expertise to succeed, [including] interpersonal skills, communication skills, problem solving and decision making, initiative, delegation, time management, meeting management, [and] customer service" (Giesecke & McNeil, 2010, pp. 6-7). The term · supervisor may be used interchangeably for manager, administrator, or director.

Assumptions

It is assumed that traveling teacher librarians serving districts in Iowa work with paraprofessionals at one or more of the attendance centers for which they are responsible. It is assumed that the paraprofessionals working in school libraries in Iowa have minimal training in school library management.

Limitations

This research project is limited to an evaluation of school library programs and the perceptions of administrators supervising teacher librarians and paraprofessionals working in school libraries within the State of Iowa, and within that group to those where full-time teacher librarians serve multiple attendance centers within a single district or shared between districts, and where the school library is staffed by a full-time paraprofessional.

CHAPTER2

LITERATURE REVIEW

In an examination of the role expectations held by teacher librarians and paraprofessionals, it is essential to understand the perceived roles of teacher librarians and paraprofessionals, as well as the attitudes held by both groups regarding responsibilities in the school library program. This understanding contributes to the formulation of expectations when considering management issues and responsibilities within the school, and particularly for the supervisory role of the teacher librarian.

Perceived Roles

Beebe (1982) analyzed the tasks performed by paraprofessionals in elementary schools in four Area Education Agencies (AEA) in Iowa in an effort to discover whether teacher librarians or paraprofessionals were completing tasks that were appropriate for the individuals' levels of specialization. Through a survey of 151 K-8 public schools that employed paraprofessionals in their school libraries, respondents were asked to rate their performance of 56 tasks and who was responsible for completing the task. Beebe found that in the "absence of a professional media specialist, it would appear that the media center nonprofessionals are performing the tasks that are usually considered to be professional tasks and the responsibility of a certificated media professional" (p. 39). The tasks identified in the study included those specific to instruction, selection and acquisition, organization of materials, circulation, clerical or secretarial, processing of materials, and maintenance. While the specific activities addressed in the study have changed somewhat (for instance, "check order cards against shelflist and/or card

catalog" (p. 55) is outdated due to automation), the basic delineation of tasks as either professional or clerical is maintained in examinations of other studies.

In an evaluation of job descriptions of school library media specialists from around the United States and Canada, Riedling (2001) compiled a list of performance responsibilities for teacher librarians. Job descriptions were received via a listserv from 31 contributors resulting in a list of 900 responsibilities that were merged based on commonalities. Five divisions of responsibilities emerged: "Administrative, Collection Development and Maintenance, Curriculum Development, Instructional Consultant, and Professional" (p. 28). The essential questions guiding this evaluation focused on whether job descriptions were "current, relevant, and aligned with the guidelines as presented in *Information Power: Building Partnerships for Learning"* (p. 28). The resulting model job description included 56 tasks for the teacher librarian, including "selects, trains, and supervises school library support staff' (p. 28). In spite of the length and specificity of roles and responsibilities of teacher librarians, many states do not require a certified teacher librarian or states allow the tasks to be performed by paraprofessionals.

Everhart (2002) found that a shortage of qualified school librarians in conjunction with a lack of universities offering degrees in library science created a demand for emergency certification programs and distance education programs for teacher librarians. In a survey of directors of school library media services in each state's Department of Education or officers in the state's school library media organizations that drew responses from 50 states, Everhart focused on efforts to deal with the staffing shortage in 30 states and the District of Columbia. Survey data showed that the ratio between students and school librarians improved from 2000 to 2002 "perhaps because survey respondents

didn't distinguish between certified and non-certified librarians" (p. 44). Everhart noted that "only four states-Utah, Iowa, Rhode Island, and Washington-- say that they have a sufficient number oflibrary media specialists" (p. 44). Summary data was listed for each state, including the state mandate for a staffing, the student to teacher librarian ratio, and an indication for employment prospects. Information for Iowa indicated no state mandate, a 659:1 ratio, and that "Iowa's legislature cut school library media specialists from the state's education code in the mid-l990s" and therefore, "many schools would rather hire aides who work per hour than those with an MLS" (p. 48).

In light of the situation described, the view that paraprofessionals serve as sufficient replacements for certificated teacher librarians contributes to relational tension between professional and nonprofessional staff.

Relationship and Supervision

French (1998) fashioned an initial exploration into the relationship between 18 matched pairs of teachers and paraeducators assigned to resource programs to determine the duties paraeducators performed, preparation for the job, quality of work, and the thinking of supervising teachers. Paraprofessionals completed a questionnaire, a self-evaluation form, and charted daily activities in 10-minute intervals for two 1-week periods. Supervising teachers responded to a parallel questionnaire, evaluated the paraeducator's performance, and participated in a personal interview. French looked at aspects of the working relationship, including the frequency of team meetings, level of detail in written plans, and the overall effectiveness of communication. Though French focused on paraprofessionals working with resource teachers, a significant finding was that none of the supervising teachers had been prepared to supervise paraprofessionals in

preservice training. Additionally, supervising teachers shared evaluation responsibility with the principal, who ultimately signed the evaluation form. Interviews with the teachers "clearly revealed that the teachers were reluctant to supervise" (p. 364) and that "teachers were unclear as to the roles for which they, as the professional, should take responsibility ... and those that ethically could be shared or delegated" (p. 365). French also noted that paraeducators rated their own performance higher than did their supervising teacher, indicating that there is a gap between perceived effectiveness. Another significant finding related to the "distinction between the role definitions of paraeducator as assistant to the teacher and as assistant to the student ... to determine the implications for teacher supervision of paraeducators as well as for the performance of paraeducators" (p. 366). French's initial study led to further study of the individuals working as paraeducators.

French (2001) studied the practices of special education teachers as they supervised paraprofessionals in comparison to the recommendations for supervision in the literature. Using a 28-item questionnaire, 240 highly experienced and educated teachers who supervised at least one paraprofessional responded. French found that "more than 88% of those who supervised paraprofessionals reported that 'real-life experience' served as the primary source oft eir knowledge and ability to supervise paraprofessionals, rather than inservice training, college courses, or help from administrators" (p. 45). French's study identified several areas of concern regarding the supervision of paraprofessionals. First, it should be a reasonable expectation that every teacher who has supervisory responsibility for a paraprofessional ought to be part of the hiring process. Second, teachers should be prepared to "select, direct, train, monitor,

evaluate, meet with, and otherwise supervise" the paraprofessionals with whom they work (p. 52). Finally, teachers need guidelines and training on "interview techniques, planning methods, meeting facilitation, providing on-the-job training, and distinguishing between tasks appropriately and inappropriately delegated to professionals" (p. 52). The lack of distinction between professional and paraprofessional responsibilities creates tension for supervising teachers. Such training for teachers ought to be provided in preservice training because it impacts how professionals interact With their non-professional colleagues in the workplace.

Based on findings from a job satisfaction survey in 1993 in which support staff expressed dissatisfaction with their "perceived lack of status, recognition, and appreciation for their work," Fragola (2009) sought to determine whether librarians working with paraprofessionals exhibit in-group bias, and if so, what impact such bias has on the working relationships between librarians and paraprofessionals (p. 17). In-group bias is "a feeling that those in one's own group (however it is defined) are better and more deserving of preferential treatment than those not in one's group" (p. 17). Fragola conducted a case study of opinions and perceptions of professionals and nonprofessionals at a public library in North Carolina through semi-structured interviews of five professional librarians and six paraprofessionals. Interviews began with a 10-item survey developed to measure in-group bias, on a five-level Likert scale. Following the survey, librarians were asked a series of ten questions. Paraprofessionals did not complete the survey because their level of in-group bias was not the focus of the study, but they did answer the same series of questions.

Fragola found that librarians do exhibit some in-group bias, but "to a lesser degree than what has been commonly attributed to them in professional lore and in the professional literature" (p. 23). Fragola noted that paraprofessionals "did not see much difference between professional librarians and paraprofessionals" and that they "felt no real distinctions existed between the work performed by librarians and that performed by paraprofessionals" except in specific areas where the professional librarian might have been an expert (p. 24). The significant conclusion this study offered was "insight into the much-discussed but under-researched area of intergroup relations between professional librarians and paraprofessionals" (p. 25).

Due to a lack of preservice training for teachers in supervision and the blurring of lines for professional and paraprofessional responsibilities, tension may arise between

teachers and paraeducators in the workplace.

Professional Jurisdiction in the School Library

Wallace, Shin, Bartholomay, and Stahl (2001) surveyed 92 administrators, 266 teachers, and 211 paraprofessionals in an effort to identify competencies needed by teachers to supervise paraprofessionals in educational settings. The researchers noted that teachers are "rarely prepared through preservice or inservice training to effectively work with paraprofessionals" and that "competency requirements regarding supervision of paraprofessionals have not been included in most special education and general education certification or endorsement programs" (p. 522). This study outlined seven skill areas considered important by administrators, teachers, and paraprofessionals: "communication with paraprofessionals, planning and scheduling, instructional support, modeling for paraprofessionals, public relations, training, and management of paraprofessionals" (p.

527). Based on the results, the researchers suggested that "a common understanding about what is expected is not held among administrators, teachers, and paraprofessionals" (p. 529). In fact, administrators viewed paraprofessionals as easily replaceable. Accompanied by limited training for paraprofessionals and a lack of training in supervision for teachers, teachers continued to be challenged in directing the .work of paraprofessionals.

French and Chopra (2006) utilized their experience in teaching a paraeducator supervision course 60 times in 32 states and the results of two previously conducted studies on paraeducators and their roles and relationships to create a model for the teacher as executive. In a comparison to "modem leadership theorists' notions of shared expertise and distributed or balanced leadership," the authors provided an analysis of two teachers and five executive functions: planning, assessment, instruction, collaboration, and supervision (p. 231). The authors note that as a supervisor, the teacher must "clarify roles and assign tasks based on legal, ethical, and liability considerations, and provide written plans" (p. 236). Further, they assert that "effective supervisors do not let paraeducators work on their own" (p. 236). French and Chopra observed that effective supervision requires monitoring task performance, providing specific and timely feedback, providing coaching , and seeking outside professional development opportunities for paraprofessionals to develop their skills.

Paraprofessionals play an invaluable role in the educational setting. The current focus on data-driven decision-making and best practices in education indicates a need for a high standard of professionalism in the workplace. Justifying the continued need for

certificated professionals and highly qualified paraprofessionals is predicated on improving the quality of training for both teachers and paraeducators.

O'Connor (2009b) performed an historical analysis to determine how the professionalization of school librarianship contributed to the establishment of information literacy as means of legitimatizing the profession. An interesting problem O'Connor found is the "fact that libraries predate librarians has many significant effects on their ability to establish a compelling and flexible jurisdiction" (p. 274). As a result, internal stratification within libraries led to the "differentiation between clerical and professional work .... Tasks more routine in nature would, at least theoretically, be the domain of paraprofessionals, while tasks less routine would be the domain of the professional librarian" (p. 279). Early standards for school libraries described their role as serving the school rather than educating students. O'Connor determined that as access functions were deskilled by technology throughout the 1980s and 1990s, and since school libraries are typically smaller and simpler than public or higher academic libraries, doubts were raised "about the need for professional librarians in schools" (p. 281). O'Connor concluded that the emergence of information literacy provided a way for school librarians to reassert their value in the educational system and in the information age.

O'Connor (2009a) continued her research through document analysis and critical analysis in an examination of the emergence of information literacy as a claim for educational jurisdiction. The research described how the fiscal challenges of the 1980s accompanied by the release of *A Nation at Risk: The Imperative for Educational Reform* converged to justify cuts to materials and equipment budgets for school libraries, as well as the replacement of professional librarians with paraprofessionals. O'Connor pointed to

the "controversy over the distinction between professional and nonprofessional work [that] arose as non-professional staff began to take on more traditionally professional duties, such as circulation, acquisition, and cataloging" (p. 497). As a result of efforts by professionals in the field of academic librarianship, teacher librarians gained some instructional ground in the aftermath of technology integration and as the standards-based movement evolved.

Summary

The tension created by a delineation of duties that may be considered professional or nonprofessional continues as teacher librarians redefine their role in education for the 21st Century. The perception by paraprofessionals that they are performing essentially the same work as teacher librarians, or that teacher librarians are unessential or tangential to the operation of the school library program, complicates the working relationship for incoming professionals. Beebe (1982) found nonprofessionals were performing many tasks usually considered to be professional. Fragola (2009) revealed that paraprofessionals working alongside library professionals did not see distinctions between their work and that of the professional librarian. Riedling (1991) similarly delineated five divisions of responsibilities based on job descriptions (administration, collection development and maintenance, curriculum development, instructional consultation, and professional) that resulted in a model job description for teacher librarians which included supervision of library support staff.

Additionally, as French (1998) found, the expectation for supervision of paraprofessional staff by teachers and teacher librarians is complicated by a lack of preservice or inservice training for teachers, teacher librarians, or paraprofessionals about

supervision. French (2001) identified more areas of concern for teachers with supervisory responsibilities, including an expectation that these teachers should be prepared to "select, direct, train, monitor, evaluate, meet with, and otherwise supervise" the paraprofessionals with whom they work (p.52).

Wallace et al. (2001) also noted the lack of preservice training for teachers working with paraprofessionals, and outlined seven skill areas considered important, including communication, planning and scheduling, instructional support, modeling, public relations, training, and management. French and Chopra (2006) observed that effective supervision requires monitoring task performance, providing feedback, providing coaching, and providing professional development for paraprofessionals.

Deficiencies

The research literature indicated that teacher librarians, and teachers generally, who work with paraprofessionals ought to receive training in supervision of paraprofessionals. However, Iowa's district level requirement is for a licensed, professional teacher librarian to *"direct the library program* [emphasis added] and provide services and instruction in support of building curricular goals" (State Library of Iowa & Iowa Department of Education, 2007). Supervisory responsibilities of teacher librarians were merely implied, and further complicated for traveling teacher librarians who are expected to provide instruction and services to meet specific building level goals. The lack of preservice training, assumptions about supervision and what it entails, and the perception that teacher librarians and paraprofessionals do essentially the same work, complicated by the additional expectations for traveling teacher librarians to adapt to conditions from building to building, required an examination of the assumptions,

perceptions, and expectations of administrators for the work of paraprofessionals and traveling teacher librarians.

CHAPTER 3

METHODOLOGY

The implied supervisory role of the traveling teacher librarian creates tension between the roles of the teacher librarian for managing the school library program, collaborating with colleagues, and serving as an instructional partner and teacher leader within the building and the district. Of particular interest are the dynamic relationships created when teacher librarians serve multiple buildings as they negotiate the personalities and expectations of each building's administrators and support staff.

The purpose of this grounded theory research was to develop an understanding of administrators' expectations of the responsibilities, roles, and tasks of paraprofessionals and teacher librarians in Iowa schools where the teacher librarian travels between three or more buildings while paraprofessionals serve in the day-to-day operations of the school library.

The research to be conducted in this study attempted to discover the expectations of building administrators for library staff and establish a basis for clarifying expectations and improving relationships between administrators, paraprofessionals, and teacher librarians.

Research Questions

1. What do administrators expect from library paraprofessionals?

2. What do administrators expect from teacher librarians?

3. How are these expectations realized?

4. In what ways may communication and supervisory relationships be better facilitated in school library programs?

Research Design

Qualitative research methods were used to build a grounded theory of administrator expectations. Creswell (2008) and Charmaz (2009) outline the basic tenets of grounded theory as a method to explore and develop theories to understand individuals and their situations. The goal of this research was to develop an understanding of how school administrators distinguish between the roles and tasks of the teacher librarian and the library paraprofessional in the context of the school library program (SLP). Through listening to and decoding the statements of administrators regarding the roles, tasks and relationships between teachers and support staff, patterns emerg'ed regarding the foundation for a framework to facilitate professional relationships between stakeholders in the school library program.

Population

Initial sampling for the grounded theory research involved interviews of Iowa Department of Education officials who are responsible for PK-12 school maintenance and improvement. Interviews were solicited from staff members in the Iowa Department of Education, one each from the following divisions: the Bureau of Teaching and Leaming Services, the Bureau of Accreditation and Improvement, and the Board of Educational Examiners. Interviews solicited from staff members within the Board of Educational Examiners were declined due to intervention by the Executive Director, who also declined to participate. Additional interviews were sought from salaried educational consultants serving Iowa school districts. According to Charmaz (2009), initial sampling provides a point of departure to direct the research and guide the construction of categories for further consideration. These interviews were conducted first to determine

what expectations are held by Department of Education officials regarding the roles, responsibilities, and tasks of teacher librarians and library paraprofessionals.

In addition to the Department of Education staff, candidates for interviews were solicited from school districts in an eighteen county region. The purposeful intended sample included administrators from school districts that employ only one full-time teacher librarian to oversee three to five attendance centers, where each of those attendance centers was staffed by at least one library paraprofessional. The goal was to secure six candidates, two from each administrative level, with the attempt to secure three administrators from a single district for interviews to determine the consistency between expectations and perspectives on the intra-district level. All building level administrators declined to participate or did not respond to requests. Consequently, the researcher sought

to substitute building-level administrators with an education consultant who would have familiarity with the situation of traveling librarians, as well as administrator expectations.

Data Gathering Instrument

Understanding the thinking behind the decision-making process may best be understo0d through an interview. Charmaz (2009) notes that the interview provides "an open-ended, in-depth exploration of an aspect of life about which the interviewee has substantial experience, often combined with considerable insight" (p. 29). A list of open-ended questions for the initial sample was designed to lay a foundation for expectations of administrators' responses (see Appendix A).

Procedures

After securing permission to conduct this study from the University of Northern Iowa Institutional Research Board and determining the Department of Education (DE)

officials to be interviewed, letters of invitation were sent to those individuals. Interviews of 30-60 minutes were scheduled to allow the DE officials to fully explain their knowledge and conception of the requirements for school library programs, teacher librarians, and paraprofessionals. The initial interviews aimed to develop theoretical categories derived from expectations in the framework for educational programs in Iowa. A subsequent interview with an education consultant in the region provided an additional perspective outside the Iowa Department of Education and closer to the geographic region under consideration.

Recorded interviews were transcribed and coded to analyze the data in order to define the responses and determine any emerging meanings. A spreadsheet was utilized to formulate emerging codes and categories for consideration. Coding of transcribed theoretical sample interviews were organized and sorted in a spreadsheet based on categories revealed in interviews. The data were analyzed to reveal any patterns that may yield a theory concerning the perspectives, roles, tasks, and relationships from the administrators' point of view.

Summary

Utilizing the constructivist approach to grounded theory research in intensive interviews, the researcher sought to generate a framework for understanding the expectations, roles, and responsibilities for teacher librarians and library paraprofessionals from the administrator's perspective.

CHAPTER4

FINDINGS

The purpose of this grounded theory research was to develop an understanding of administrators' expectations of the responsibilities, roles, and tasks of paraprofessionals and teacher librarians in Iowa schools where the teacher librarian travels between three or more buildings while paraprofessionals serve in the day-to-day operations of the school library.

Research Questions

1. What do administrators expect from library paraprofessionals?

2. What do administrators expect from teacher librarians?

3. How are these expectations realized?

4. In what ways may an understanding of supervisory relationships in school library programs provide suggestions and solutions for improved relations among teacher librarians and library paraprofessionals?

Expectations for the School Library Program

The respondents indicated that the role of the school library program is to provide print and electronic resources with a focus on increasing student achievement, particularly in information literacy. Since all respondents served in positions that supervised or supported public schools in Iowa, they expected building level administrators to support the mission of the school library program; however, there was acknowledgment that building administrators are not trained specifically to understand the role of the school library program or the role of the teacher librarian.

All respondents acknowledged the role of the school library program for its direct effect on students through the teaching responsibilities, whether generally for student learning or more specifically for information literacy instruction or "student achievement." Likewise, the importance of the library program responsibilities in the area of technology emerged, primarily in the context of providing resources or integrating technology. (See Table 1).

Table 1

Role of the School Library Program

Bureau of Teaching & Learning Staff Member	Bureau of Accreditation & Staff Member	Educational Consultant
Promoting literacy	Increasing student achievement	Student learning
Promoting lifelong reading	Supporting school improvement plan	Provide quality print and electronic resources
Information literacy instruction	Technology and electronic resources	Information literacy instruction
Integrating technology	Supporting staff	
	Supporting students	

All three interviews acknowledged the importance of the building administrator for implementation of the library program, yet at the State Department of Education, there was consensus that principals are unlikely to know what the expectations should be and further suggest that it is the responsibility of the teacher librarian to guide the principal/s understanding of the program and its role. (See Table 2).

Table 2

Role of the Building Administrator in Supervision of the School Library Program

Bureau of Teaching & Learning	Bureau of Accreditation & Improvement Staff Member	Educational Consultant
Understand the purpose of the school library program	Pay attention to the school library program so it can support the educational program	Support the mission of a quality school library program
Teacher librarian has to train the principal	Teacher librarian has to "be a tactful diplomat and sell [the school library program] to the principal"	Expect that classroom teachers would collaborate with the teacher librarian
Administrators don't know what the role of the teacher librarian is	Training as a principal and superintendent did not include anything about the school library program	Support budget for print materials and technology

With the reinstatement of the requirement for districts to employ qualified teacher librarians, respondents were asked to express their views regarding the requirement. All found the legislative mandate to be minimal. The minimum requirement question provoked the respondents to add related concerns. As evident in Table 3, the staff member from the Bureau of Accreditation and Improvement stated that reinstating the requirement resulted in an unfunded mandate that "really puts the squeeze on schools, and then that's when you start seeing gaming of the system ... to carry out a minimally compliant library program" (personal communication, July 7, 2010). The Educational Consultant stated, "It's up to professional teacher librarians to give their best effort to demonstrate that [they] do make a difference in impacting student learning" (personal communication, January 14, 2010). And the staff member from the Bureau of Teaching and Learning indicated that teacher librarians need to adopt a "data emphasis in our school districts right now" tracking data on collaboration with teachers, reading or literacy promotion, and information literacy implementation "that shows how [teacher librarians] are making a difference" (personal communication, July 1, 2010).

Table   3

*View of the Minimum Requirement for Each District to have a Qualified Teacher
Librarian*

Bureau of Teaching & Learning Staff Member	Bureau of Accreditation & Improvement Staff Member	Educational Consultant
Minimal	Vulnerable, due to the economy	Minimum requirement is weak
No ratio, unlike school counselors	No ratio, unlike school counselors	Positive [that the requirement was reinstated]
Don't want to raise the issue due to economic climate	Unfunded mandate encourages minimal compliance for district library programs	

Teacher Librarians and Library Paraprofessionals

The role of the teacher librarian is clearly distinct from the role of the library

paraprofessional based on professional licensure in both education and librarianship;

differences cited in the interviews are summarized in Table 4. The respondents indicated

that the teacher librarian is certified to provide instruction, develop the library collection,

collaborate with classroom teachers, and oversee administration of the library.

Table 4

Differences between the Teacher Librarian and the Library Paraprofessional

Bureau of reaching & Learning Staff Member	Bureau of Accreditation & lrnprO\ emcnl Staff l'vkmbcr	Educational Consultant
Certification	Teacher licensure	Teaching license
Provide instruction	Provide instruction	Professional position
Paraprofessional is a helper	Evaluation of students	Specialized training in librarianship
	Paraprofessional may do routine things, guided by a licensed teacher	Training in information literacy
		Paraprofessional is a support position

According to the Bureau of Teaching and Learning staff member, "Instruction is

the key difference .... If [the classroom teacher and the teacher librarian] are going to do

a collaborative unit together where there's going to be some instruction on information

literacy, then the certified teacher librarian needs to be doing that instruction" (personal

communication, July 1, 2010). This view was echoed by the Educational Consultant who indicated, "The teacher librarian is a certified teacher, so a main focus of their work would be on teaching and learning, with a real focus on those research skills that are needed today. Further, integration of those skills into the regular classroom curricula involves working extensively with the classroom teachers in the building to get those skills integrated" (personal communication, January 14, 2011). The expectations for the tasks, roles, and responsibilities of the teacher librarian are summarized in Table 5.

Table 5

Tasks, Roles, and Responsibilities of the Teacher Librarian

Bureau of Teaching & Learning Staff Member	Bureau of Accreditation & Improvement Staff I\Iember		Educational Consultant
Selection of books	Collection development		Selection of resources
Collaboration with the classroom teacher	Curriculum writing/mapping		Collaboration with classroom teachers
Instruction	Instruction		Teaching
Reading promotion	Student evaluation		Integration of technology skills
Librarv management	Parent conferences		Budgeting and library administration

The role of the library paraprofessional was portrayed in these interviews as a support position. The respondents indicated that library paraprofessionals ought to be responsible for clerical tasks, such as checking books in and out and shelving materials. Library paraprofessionals can assist students in locating materials and reinforce instruction; however, all respondents were quite insistent that paraprofessionals should not be providing instruction unless under the guidance of a certified teacher librarian. According to the Bureau of Accreditation and lrnprovement staff member:

> What we typically have said is that anyone who is providing instruction, whole-group instruction ... would have to have the licensure piece, so it would have to be the teacher librarian.... A paraeducator, on the other hand, can reinforce instruction under the guidance of a licensed teacher.... You want to make sure that you don't have a paraeducator who is engaging in one of those activities that requires licensure" (personal communication, July 7, 2010).

In short, the respondents all indicated that decision-making tasks such as collection

development, teaching, collaborating with teachers, parent conferences, and evaluation of students are responsibilities for the professional teacher librarian.

The paraprofessional assumes routine tasks that do not involve decisions regarding instruction, collection, or budgetary decisions. These tasks are summarized in Table 6. They involve assisting the professional teacher librarian, performing routine organizational or clerical tasks. Absent in all three interviews were tasks that involve making instructional decisions, as well as tasks that involve selection or reader advisory decisions.

Table 6 *Tasks, Roles, and Responsibilities of the Library Paraprofessional*

Bureau of Teaching & Learning Staff Member	Bureau of Accreditation & Staff Member	Educational Consultant
Assist teacher librarian	Reinforce instruction	Partner [with teacher librarian]
Monitor students	Supervise students	Assist students when teacher librarian is unavailable
Check materials in and out	Check books in and out	Check books in and out
Prepare overdue lists	Run circulation desk	Run overdues
Shelve materials	Assist students in locating materials	Shelving
Organization		Basic organization
Assist with inventory		Assist with inventory
Assist in scheduling		Assist with programming
Assist with technology		Run library reports
Process materials		Process materials
Assist teachers in location of materials		

Training for Library Paraprofessionals

All respondents indicated that library paraprofessionals should receive some basic training and professional development. The basis for training paraprofessionals and the focus of that training varied for each respondent. The Educational Consultant offered that:

I think it would be helpful to have some basic library organizational training, maybe some basic library cataloging. I think library paraprofessionals need to be knowledgeable about what the role and mission of the school library is, what we're trying to accomplish in terms of student learning and teacher teaching. I'd like to see some training in office suite, Word, Excel, for some of those duties. I think some basic classroom management knowledge for the student supervision duties ... would also be helpful for library paraprofessionals (personal communication, January 14, 2011).

While the Educational Consultant offered specific examples of the kind of training that might be useful, the reason why to train them is proffered by the staff member from the Bureau of Accreditation and Improvement who said that "the best practice would be ... [to] provide them with professional development so that they can perform their job better. ... We're doing that so that they can serve students better" (personal communication, July 7, 2010).

Apprehension about paraprofessional training was expressed by the staff member from the Bureau of Teaching and Learning who noted "a concern about-is the librarian seen as a professional anymore?" and further expressed that:

[K]ids don't make any distinction between paras and a librarian.... I really have a concern about the view of [the] profession.... And part of it is because we've had weak people in our schools that have done nothing more than para work. ... And if a principal doesn't see [the teacher librarian] as an instructional leader and having a curriculum to deliver and all that, then what difference are you than a para? ... But I look at some of these school districts who are hiring one person for four districts, and granted, some of those districts only have 137 kids, because when the teacher librarian's not there, the para is running it. And like in [a large district] they have 19 elementaries and two elementary people, and so who do you think the kids think are the librarians? And I've heard of school districts who've had a para running it for a long time and all the sudden with the law they hired a certified person, and the para won't let them in, the para won't let them do anything. The para's in charge and telling [the teacher librarian] what to do. And the principal's supporting that role (personal communication, July 1, 2010).

When asked about specific advanced training that is currently offered by the Iowa Area Education Agencies for paraprofessionals, staff members from the Department of Education indicated that they did not know about the training that is offered.

Training for Teacher Librarians in Managing Paraprofessionals

All respondents indicated that there was no requirement or formal expectations for teacher librarians with respect to supervision or management of library paraprofessionals. (See Table 7). Both staff members from the Department of Education indicated that evaluation of paraprofessionals requires an evaluator's license. All respondents indicated that teacher librarians were responsible for supervising paraprofessionals in their libraries. The distinction between supervising and evaluating raised interesting supervisory challenges in cases where the relationship between

professional and paraprofessional are strained.

Table 7

Expectation for Training of Teacher Librarians in Management of Paraprofessionals

Bureau of Teaching & Learning Staff Member	Bureau of Accreditation & Staff Member	Educational Consultant
Don't think there's any	Doubt they have training	No formal expectations
Requires an evaluator's license	Requires an evaluator's license	Something we might want to consider for professional development
Supervise but don't evaluate	No requirement in Iowa Code; therefore, training not provided by AEAorDE	Have heard about challenges in working with associates

Summary

The findings indicate that upper level administrators view a clear distinction between the roles, tasks, and responsibilities for teacher librarians and library paraprofessionals. The respondents concur that some minimal training ought to be offered for library paraprofessionals working in school libraries, but lack specific agreement on

what that training might include. Respondents also agree that there is no expectation for training of teacher librarians in the management or supervision of library paraprofessionals. The minimal requirement for a qualified teacher librarian is viewed as vulnerable and weak. The role of the school library program is obvious to these upper level administrators, but there is also some agreement that the teacher librarian must advocate and train the building administrator to understand the value and role of the school library program.

CHAPTERS

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this grounded theory research was to develop an understanding of administrators' expectations of the responsibilities, roles, and tasks of paraprofessionals and teacher librarians in Iowa schools where the teacher librarian travels between three or more buildings while paraprofessionals serve in the day-to-day operations of the school library. The findings and conclusions drawn were limited by the reluctance of building level administrators to participate in the research, as well as by the interference by the director of the Board of Educational Examiners in allowing educational consultants working directly in the area of paraprofessional training and certification to participate.

The findings from this research indicated that individuals involved in the upper echelons of administration and support for public schools possessed knowledge about and expectations for the role of school library programs, teacher librarians, and library paraprofessionals in Iowa schools. Because invited school-level administrators were unwilling to participate in this study, there are no findings to affirm or refute their knowledge of roles and responsibilities of school library staff members. Despite this limitation, opportunities for improved relations among teacher librarians and library paraprofessionals may arise from a new understanding of what it means to be a supervisor in Iowa schools.

Expectations

Administrators clearly delineated the roles, tasks, and responsibilities expected of professional teacher librarians and library paraprofessionals in Iowa school libraries. The acknowledgement of the value of the teacher librarian as a teacher of information literacy

and collaborating teacher, in conjunction with responsibilities over developing the school library collection seemed to indicate that the teacher librarian serves as more than an a facility administrator or manager. The specific reference to the clerical tasks of the library paraprofessional and the role of the paraprofessional as an assistant to the teacher librarian suggested that library paraprofessionals are instrumental in the day-to-day operation of school libraries. Teacher librarians occupy a unique space in the organizational structure of the educational hierarchy, particularly when serving as the sole administrator over multiple facilities. The teacher librarian is then tasked with responsibility for the maintenance and management of school libraries without authority to deal with issues related to personnel. Further, without a mandate for training of library paraprofessionals or the inclusion of management training for teacher librarians working with paraprofessional staff, the concerns relating to communication issues between teacher librarians and assigned paraprofessionals over tasks, roles, and responsibilities may continue to arise in districts where the teacher librarian travels between buildings to serve multiple attendance centers.

Supervision

All respondents indicated that teacher librarians were responsible for supervising paraprofessionals in their libraries. The distinction between supervising and evaluating raised interesting supervisory challenges in cases where the relationship between professional and paraprofessional are strained. However, the definitions of supervisor and supervision are elusive. A particular complication in the working relationship between the professional teacher librarian and the library paraprofessional is the fact that the teacher librarian typically does not have line authority in the relationship; instead the line

supervisor of the paraprofessional is typically the school principal. Hence, while the work flow in the program is the domain of the teacher librarian, the expectations for the paraprofessional to assist in that work flow must be agreed upon through influence and collaboration, but not direct supervision.

Recommendations

The Department of Education should develop unambiguous definitions of supervisor, evaluator, supervision, evaluation, and specific guidelines for individuals serving in those roles within schools. The current language is vague and confusing and offers little direction to teacher librarians or teachers working with paraprofessionals. While the Department of Education currently offers specific evaluation standards and documents to administrators supervising and evaluating other administrators and teachers, similar documents and models for frameworks for supervising and evaluating paraeducators are not provided.

Preservice training of teacher librarians should include preparation for the administrative role of supervisor as defined by Giesecke and McNeil (2010) in *Fundamentals of Library Supervision.* Empowering teacher librarians with organizational communication skills beyond classroom management and administrative tasks is essential to preparing them for collaborative working relationships with the paraprofessional and professional staff in the building(s) to which they are assigned. Similarly, preservice training for building administrators and superintendents should include training concerning organizational communication and working through personnel issues related to issues involving professional and paraprofessional staff.

The responsibility for supervision without line authority can result in conflict when performance expectations go unmet or when differences regarding work flow, assignments, policy, or standards arise between the teacher librarian and the paraprofessional. It may be appropriate for teacher librarians responsible for the administration of more than one facility or the supervision of three or more library paraprofe.;;sionals to receive evaluator training and be givenline authority to evaluate_and manage library staff.

Professional development opportunities should be available to teacher librarians and library paraprofessionals beyond the current offerings concerning resources and emerging technology. Courses in school library program development centering on organizational communication and operations can take school libraries to a new level by allowing teacher librarians to work with all staff members in the program to develop curricula, improve relationships, and establish goals for school libraries that c.an meet the needs of all stakeholders.

Suggestions for Future Research

Future research in the field of educational organization and supervision in school libraries is warranted. There is a dearth of literature available surrounding the administrative role of the teacher librarian as a supervisor dealing with collaborative relationships with paraprofessionals and even colleagues inside the school library program. Further research into the experience of teacher librarians serving more than one school within a district or serving schools in multiple districts could shed light more light on the many challenges experienced by these professionals. Additionally, research into the perspective and experience of paraprofessionals regarding roles, tasks,

responsibilities, and collaborative working relationships within school library programs (and in the general and special education settings) could shed light on ways to improve school libraries, staff collaboration, student learning, or the general quality of education.

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APPENDIX A: INTERVIEW QUESTIONS FOR DEPARTMENT OF EDUCATION OFFICIALS

These questions will be used to guide semi-structured intensive interviews:

1. What is your role in the oversight of Iowa schools and school library programs?

2. What do you see as the value of the school library program in Iowa schools?

3. What is the difference between the responsibilities, roles, and tasks performed by the teacher librarian and the library paraprofessional?

4. Please give examples of those responsibilities, roles, or tasks that ought to be performed by the teacher librarian.

5. Please give examples of those responsibilities, roles, or tasks that ought to be performed by the library paraprofessional.

6. What standard of training do you think is required for the paraprofessional?
7. What is the role of the building administrator in the supervision of the school library program?

8. How do you view the minimum requirement that each district shall have a qualified teacher librarian who works collaboratively with the district's instructional staff?

9. What is the expectation for training of teacher librarians in managing the paraprofessionals with whom they work?

10. Should the requirements for Level I or Level II/Level II Advanced paraprofessional training be mandatory?