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A case study of a rural Iowa school preparing to meet new state guidelines for school libraries [dissertation]

Karla Steege Krueger
University of Northern Iowa

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A CASE STUDY OF A RURAL IOWA SCHOOL PREPARING TO MEET
NEW STATE GUIDELINES FOR SCHOOL LIBRARIES

An Abstract of a Dissertation
Submitted
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Approved:

Dr. Linda May Fitzgerald, Committee Co-Chair

Dr. Barbara Ripp Safford, Committee Co-Chair

Dr. Sue Joseph, Interim Dean of the Graduate College

Karla Steege Krueger
University of Northern Iowa

May 2008

ABSTRACT

The national school library guidelines place the greatest emphasis upon the teaching and learning component of school library programs led by professional school librarians. Despite findings linking school library programming, including instruction by professional school librarians, to increased student achievement on standardized tests and improved content learning through student inquiry using library resources, the importance of the instructional role of the school librarian remains largely unrecognized by administrators and teachers.

A qualitative case study of one rural Iowa elementary school provided insight into the issue of small schools without library programs as they are preparing to meet the Iowa reinstatement of the requirement for school library programs. The site was purposefully chosen because it has been operating without a school library program or professional teacher librarian district-wide. All 8 teachers from one elementary school and the non-endorsed library associate and the 4 district administrators participated in a focus group or semi-structured interviews. Related documents were consulted. The study explored the stakeholders' perceptions and expectations regarding school library programs. Three themes emerged from the data exemplifying the expectations surrounding this school's library program: (a) a minimal role for school library programs in the vision and reality of participants, (b) the invisibility of the professional qualifications and instructional and collaborative qualities of the teacher librarian needed to increase program sustainability; and (c) a disconnect between the school library program and literacy, technology, and other curricular area school improvement

initiatives. Implications for the importance of physical and intellectual access to school library collections and information skills instruction, integrated with an inquiry approach to learning, to a democratic education are discussed. Implications for school administrators, school librarians, and classroom teachers are also discussed.

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DEDICATION

I wish to dedicate this dissertation to my children, Karter and Karris, who have given me every reason to explore the contributions of school libraries to a democratic, thoughtful education, and to my husband, Kasey, who made it possible for me to have time to work and provided me with just the right amount of encouragement.

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I am deeply indebted to Barbara Safford for all the mentoring I have had through the past 16 years of my career in school library education. Her sound determination to teach to the highest possibilities for school library programs has benefited me as well as thousands of students who have been touched by all of her students.

Finally, I thank my family. My parents, Larry and Verla Steege, have encouraged me throughout my life to do my best, not for competition, but simply to do the best work possible. Their values of faith, education, and hard work are unwavering and provide an inspiration for me and my family. A professor said to me early in my doctoral program that his own doctorate was a family effort. My husband and children have been an essential part of this endeavor. We've done this as a family!

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CHAPTER 1

INTRODUCTION

The teaching role of librarians has grown in importance, from the inception of the academic librarian as educator in the late 19th century (Thomas, 2004); to the post-World War II introduction of the school librarian as teacher (American Library Association [ALA], 1945); to the recent outpouring of support for the teaching of information literacy skills through collaborative instruction with classroom teachers, in an effort to integrate the school library program across the Kindergarten-12th grade curriculum (American Association of School Librarians [AASL] & Association for Educational Communications and Technology [AECT], 1998). The national guidelines for school libraries, *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998), describe the function of the school library program in terms of four distinct roles to be performed by the library media specialist. These roles are information specialist, program administrator, teacher, and instructional partner. The latter two roles receive the strongest emphasis throughout the guidelines. The importance of the instructional role of the teacher librarian remains largely unrecognized by most educators despite repeated findings linking school library programming (including instruction by professional teacher librarians) to increased student achievement (Lance, Hamilton-Pennell, & Rodney, 1999; Lance, Rodney, & Hamilton-Pennell, 2000a, 2000b, 2001, 2005; Lance, Welborn, & Hamilton-Pennell, 1993; Research Foundation, 2006; Rodney, Lance & Hamilton-Pennell, 2002, 2003; Todd, Kuhlthau, & Ohio Educational Library Media Association, 2004).

Library media specialist and *school library media specialist* are interchangeable titles used by the AASL to describe the professional school librarian. Previous AASL standards documents have also used simply *media specialist*. All of these variations refer to a professional school librarian. A professional school librarian in Iowa is an individual who holds a teaching license or certification as well as a degree or endorsement in school librarianship and is responsible for a school library program. This faculty member of a school system functions both as a teacher and as a librarian. *Teacher librarian* is another title that has been used in Canada for years and is increasingly being used in a number of states, including Iowa. Thus teacher librarian will be used most frequently in this study. Other variations will be interchanged to be consistent with the terminology of the literature being discussed. Likewise, *school library program* will be used most frequently, however, *school library media program*, *library media program*, and *media program*, will be interchanged in the same way. *School library media center*, *library media center*, *media center*, and *school library* all refer to the same school library facility.

My Background

I had only a faint idea how fortunate I was to be the full time high school library media specialist of one northeast Iowa school building in the early 1990s. In this school, the principal, curriculum director, technology coordinator, and the majority of the teachers highly valued, respected, and sought out library services and curricular collaboration. While I knew elementary school library media specialists from other districts larger than ours who were assigned to several buildings, our district of

approximately 1300 students also had a full time certified school library media specialist in the Kindergarten-8th grade building. This rural district was typical for those of its size with 21% of students qualifying for free and reduced lunch and many parents working in one of the 18 local factories and other businesses.

Although I was young, merely a beginning teacher in my second year as a school library media specialist, I never felt that the school library program, nor my position, was threatened or in danger of being cut. In fact, the principal informed me that the former school library media specialist frequently reminded him of the rising costs of books and other materials in an effort to get annual increases in the library budget. I interpreted this information to mean that the same would be expected of me, and I fulfilled that expectation. My principal also asked me to submit monthly reports, which I did. These reports included materials circulation data as well as the number of classes that used the library and a brief description of the research topics and activities that ensued.

I felt successful in this position as a school library media specialist. With the secure foundation of school library programming already in place in this school, I was encouraged to continue to build a quality school library program. The library media curriculum was brief and had not been revised in some time. The school district added the position of district curriculum director in the same year that I was hired. After hearing of my interest in revising the library media curriculum, my principal quickly put me in touch with the new curriculum director. I shared the philosophy I had learned in my school library studies master's degree coursework of an integrated school library curriculum, collaborative instruction with classroom teachers, and student information

literacy skills as outcomes for the library media curriculum. The principal, the curriculum director, and I agreed that the library media curriculum should not exist in isolation. The curriculum director was already ambitiously developing plans for massive district-wide curriculum revisions that would take place in cycles over the next few years. Thus began a series of meetings where I was involved in every discipline's curricular planning cycle.

The district technology coordinator was also involved in the district-wide curricular planning process. Throughout my school library coursework for my master's degree, I also became increasingly interested in the role of information technology in information literacy skills. The technology coordinator was likewise interested in technology that could support students' information access and retrieval. As a result, the final library media curriculum became a completely integrated combination library and technology curriculum.

Furthermore, integrating library and technology skills into the regular content area curriculum was not only an option presented in the curriculum planning meetings, it was required! Library and technology skills became one of many "strands" running throughout the district curriculum. Since activities had to be listed, I used curriculum meeting time to plan collaborative teaching research activities with classroom teachers of all subject areas and grade levels. The principal and curriculum director held the expectation that each teacher would plan units involving library and technology skills.

School Library Crisis

I would never have guessed that fifteen years later I would be grappling with state and national issues of what Thomas (2004) referred to as the "crisis mentality" (p. 23) of

the school library profession. Others have also depicted the recent crisis in provisions for school library services and positions (Anderson, 2002; Johnson, 2003). My colleagues and I have listened for years to the stories, questions, and concerns of the students entering our program, seeking endorsements and/or a master's degree for their state certification. They inquire about issues such as the lack of school support, resources, value, programming, and instruction. In their introductory course, new students are introduced to the current school library national standards, *Information Power: Building Partnerships for Learning* (AASL, 1998). After numerous activities, assignments, discussions with professors, and conversations with practicing school librarians about the national standards, students begin to comprehend the tremendous expectations required of the teacher librarian.

Almost on cue, in the last class meeting, students realize the disconnect between the expectations in the standards and the reality of practicing teacher librarians who are in less than adequate situations. For example, they may be traveling to two or more buildings and may be expected to perform full time duties and to run full-scale programs with too little time and too little funding. At this point, our students begin to drill the instructors with their questions, for which there are no easy answers: Why doesn't anyone I talk to know what a teacher librarian really does? Why didn't I ever know before what a teacher librarian does? Why don't administrators know what a teacher librarian does? Why don't teachers know? Can a teacher librarian really do all those things? The bolder students ask even more uncomfortable questions: Do you tell the pre-service teachers who graduate from this university about the importance of teacher librarians? Do you tell

the school administrators who graduate from this institution about the importance of teacher librarians?

Local newspapers have documented evidence of gross misunderstandings within school communities regarding professional-level skill requirements of teacher librarians, the degree requirements for state endorsements, and the good faith attempt to comply with the recent reinstatement of the requirement for teacher librarians in the Code of Iowa (Student Achievement and Teacher Quality Program Act, 2006). Two such newspaper stories appeared in fall, 2006, that depict (a) ignorance of the instructional role of the teacher librarian and the function of library as classroom; (b) a lack of information about required certifications and university preparation programs that meet teacher librarian licensing requirements; and (c) a misinterpretation of the State Department of Education's stance toward the issue of requiring districts to have qualified teacher librarians.

In the *Creston (Iowa) News Advertiser*, Falco (2006) reported that area administrators said the new legislation that mandated that school districts have a licensed teacher librarian was straining rural school budgets. Further, Falco reported that a superintendent said that it was expensive to get a master's degree and that other universities should have been readied to put the program in place before this new requirement was implemented. Some administrators defended their noncompliance using the argument that they had high quality (though unqualified) librarians already in place and that it would be unfair to replace them after they had been in these positions (at associate-level pay) for several years. One bold superintendent said, "One of the

frustration levels is we feel the two ladies we have on staff can do the same job a certified librarian could do and are very qualified” (Falco, 2006, p. 2). Another superintendent was quoted saying that this new requirement was a problem because it would take money out of the “classroom” (p. 2).

Another story was reported in the *Clinton Herald* (Iowa) newspaper regarding a school board debacle over a library associate who had expected to have been approved to be grandfathered into her position prior to the state deadline of June, 2006 (Hinrichsen, 2006). The professional school librarian position had been eliminated in 2003. Since that time, this certified teacher had accepted the associate-level position. This associate was primarily concerned that her position had not been converted to a professional position in order to grandfather her into the position to meet the new mandate prior to the deadline, claiming a verbal agreement to do so by an administrator.

There was a demonstrated lack of any comprehension of the professional role of a teacher librarian within the comments of two principals. An elementary principal, oblivious to the issue, spoke merely to the importance of raising associate pay in the district because as she said, they “do a lot” (Hinrichsen, 2006, para. 10). A high school principal adds praise for this library associate who so willingly takes a study hall responsibility at noon, the hardest time to fill that role. Finally, the superintendent confounds the issue by attempting to place the blame for the apparent confusion on the Iowa Department of Education. He said, “The Department of Education has been fighting this, saying we need counselors in schools instead of librarians....Who knows what it’s going to be? We’ll do whatever” (para. 20).

A Snapshot of Iowa Law and the School Library Requirement

An Iowa law in place from 1966 through 1995 required that each school offering grades 7 through 12 needed a certified school library media specialist (IOWA CODE, 1966). The interpretation of this law in the Iowa Administrative Code extended the requirement to elementary school libraries through the phrasing that every library media center “shall be supervised by a licensed/certified media specialist who works with students, teachers, and administrators” (281 Iowa Admin. Code, 12.5(22), 1997).

Research beginning in the early 1990s demonstrated the effectiveness of school librarians, specifically their roles as information resource specialists, teachers of information literacy, and providers of teacher in-service on resources and technology (Lance, Wellborn, & Hamilton-Pennell, 1993). Findings from one such study in Iowa showed, “Iowa reading test scores rise with the development of school library media (LM) programs” (Rodney, Lance, & Hamilton-Pennell, 2002, p. viii). Further studies demonstrated that a credentialed school librarian who is actively involved in teaching inquiry learning through the use of a process approach to information literacy is critical to facilitating student learning (Kuhlthau, 1993, 1999; Todd et al., 2004).

Recent School Library Legislation in Iowa

Yet, while evidence linking incremental improvements in student achievement to stronger school library collections and staffing appeared on the national scene, the situation in Iowa took a downward turn. In 1992, the Iowa Department of Education published guidelines for school libraries in the state. *Plan for Progress* (Buckingham, 1992) specified minimum recommendations for school library personnel, budget,

collections, equipment, and facilities as well as recommended library instructional practices based on current research. Ironically, the year after these guidelines appeared, the State of Iowa 1993 Acts and Joint Resolutions contained a strikeout of the text referencing the Code of Iowa standard that required a “media services” program and a library media specialist (1993 Iowa Acts, p. 80). In 1994, another Act contained the note that the subsections with the requirement for this program be “amended by striking the subsections” (1994 Iowa Acts, p. 185).

In 1995, the requirement was officially dropped from the Code of Iowa in what lawmakers attempted to describe as a “clerical error” (Pinkowski, 2006). It should be noted, however, that the two separate Acts cited above distinctly announced the upcoming “striking” of the school library section in chapter 256.11, subsection 9 in 1995. Four years later the corresponding language requiring library media specialists was removed from the Iowa Administrative Code, even though 412 comments were received at public hearings, because there was a lack of “statutory authority” (281 Iowa Admin. Bulletin, 1999). Eleven years after the requirement had been dropped initially from the Code of Iowa, Governor Vilsack signed HF2792, Student Achievement and Teacher Quality Program Act (2006) that returned to law the requirement for each school district to have a school librarian and an articulated sequential K-12 media program.

Effect Upon Iowa School Library Programs

From 1996-2007, there was a 29.3% decrease in the number of full time school librarians in Iowa, a reduction of 206 positions, decreasing from 703 in 1996-97 to only 497 in 2006-07 (Iowa Department of Education, Bureau of Planning, Research, and

Evaluation, Basic Educational Data Survey, 2007). The reduction of teacher librarian positions was much more severe than the decrease in the number of school districts through mergers or the decline in K-12 school enrollments in Iowa. During this same time frame, the number of school districts in Iowa decreased by 19, only a 5% decrease from 379 districts in 1996-97 to 365 in 2006-07 (Iowa Department of Education, 2007a, p. 59). Enrollments in K-12 schools decreased by 6% from 549,825 students in 1996-1997 to 516,862 in 2006-2007 (Iowa Department of Education, 2007a, p. 49).

In the meantime, many Iowa district officials chose to keep school libraries open, but reallocated funding used for library positions. Often, an associate at clerical pay scales was hired to keep the facility open on an operational basis. These persons had qualifications that varied by district, ranging from those having a high school diploma, to persons holding teaching licenses, and even some with teacher librarian certification, who were hired as associates, rather than as professionals. Many district officials see the return of the teacher librarian requirement to law as yet another unfunded mandate and there is resistance. Part of this resistance can be attributed to a lack of understanding of what a teacher librarian does (Falco, 2006; Hinrichsen, 2006).

Professional teacher librarians are often confused with operational level staff persons who merely check books in and out, shelve books, and sometimes order books. What may not be understood is how a teacher librarian functions as a licensed teacher and as a professional librarian. While the legal requirement had been dropped, the three endorsement areas for library media specialists were retained in Chapter 272 Iowa Board of Educational Examiners. Thus, schools who chose to retain teacher librarian positions

continued to hire teachers with the elementary, secondary, or K-12 teacher librarian endorsements who administered programs well beyond operational levels.

Part of the compromise within the 2006 reinstatement of the school librarian and media program requirement involved the districts' ability to apply for a waiver of the requirement for the 2006-2007 and the 2007-2008 school years. In the fall of 2006, 101 (28%) of Iowa's 365 school districts applied for a waiver from the Iowa Department of Education because they did not meet personnel or media program requirements (D. Hoover, personal communication, March 8, 2007). Of those, 76 school districts requested a waiver from the Iowa Department of Education because they did not employ a school librarian district-wide. Another 25 districts applied only for the media program waiver.

Moreover, only 54% of those reporting on a State Library of Iowa annual survey sent to each school attendance center indicated that the "person responsible for this library on a daily basis" holds a school library endorsement (State Library of Iowa, 2006). However, 31% of the schools in Iowa did not respond to the survey, meaning the number of school libraries with a certified school librarian responsible for the library on a daily basis may be much lower than 54% of Iowa schools.

Historical Context of National and State School Library Standards

National School Library Beginnings Through the Fifties

In 1876, the same year the American Library Association (ALA) was founded, academic librarian, Otis Robinson noted, "A librarian should be more than a keeper of the books; he should be an educator" (as cited in Thomas, 2004, p. 5). Additionally, "Nineteen states had some type of law designed to promote public-school

libraries...[however] concerned with the books themselves and not with services” (ALA, 1945, p. 4). Nearly twenty-five years later, at the turn of the century in New York City, Mary Kingsbury became the first professionally trained school librarian. In 1920, the ALA adopted the National Education Association’s (NEA) *Standard Library Organization and Equipment for Secondary Schools of Different Sizes* (Certain, 1920) recommendation for a professionally trained librarian to manage a centralized high school library collection. In 1925, the elementary principals of the NEA, together with the School Libraries Section of the ALA, released the first elementary library standards, *Report of the Joint Committee on Elementary School Library Standards*. These standards are referred to as the “Certain” standards after the committee’s chairman, C. C. Certain. The increasing establishment of school libraries throughout the mid-20th century meant progress toward “centralization of school collections,” but not yet a focus on instruction (Thomas, 2004, p. 19).

In 1945, ALA published *School Libraries for Today and Tomorrow: Functions and Standards*. These standards for elementary and secondary programs “link the quality of school library programs to qualitative and quantitative guidelines” concerning services, collections, personnel, facilities, and budget (Latrobe, 2003, p. 2138). At the same time, these standards formally defined the intended function of the school library through a series of eight statements concerning the principles of school libraries. These statements included the following concepts:

- the library is an “essential element in the school program” with a purpose identical to that of the school itself;

- library service is a “responsibility of the board of education”;
- “the distinctive purpose...is that of helping children and young people to develop abilities and habits of purposefully using books and libraries in attaining their goals of living”;
- the program should encourage the “effective use of books and libraries by providing individual service to individual children through reading guidance, ample reading materials, and library experience”;
- “Three essential factors without which a school library does not exist” are the librarian, the book collection and the library quarters;
- the necessity of “informed and constructive participation” of the superintendent, principals, and classroom teachers in order for the program to be effective;
- the importance of the school library working together with the public library in providing services to children; and
- the essential nature of “state leadership, operating under adequate state laws and regulations...in performing certain promotional, advisory, administrative, and coordinating services not otherwise available to local school libraries” (ALA, 1945, p. 9).

Finally, this telling statement of advice to schools not yet supporting library programs reinforced the importance of a school library to a democratic society.

“Nevertheless, since many school systems have not yet created a real library situation for themselves, careful consideration must be given to further means of attaining this service so important to the educational program of a democracy” (ALA, 1945, p. 7).

Iowa School Library Beginnings Through the Fifties

In 1902, the State of Iowa introduced into the Code of Iowa a requirement for “libraries for the use of teachers, pupils and other residents in school districts” with stated provisions for library funding of “not less than five nor more than fifteen cents...for each person of school age” (IOWA CODE § 2823-n). The Code of Iowa also specified that books were to be selected from a list prepared by the State Board of Educational Examiners. Finally, the law stated that the secretary in each school district was to act as the “librarian,” specifically to “receive and have the care and custody of the books, and shall loan them to teachers, pupils, and other residents of the district” (IOWA CODE § 2823-r). This language remained essentially unchanged in the Code of Iowa throughout the first half of the twentieth century.

National School Library Standards of the Sixties

The launching of Sputnik in 1957 spurred the *National Defense Education Act* (NDEA) of 1958, which funded the purchase of science and mathematics materials for school libraries throughout the 1960s. In 1965 the *Elementary and Secondary Education Act* (ESEA) was passed, providing more materials funding. This act did not make provisions for hiring qualified librarians. However, the 1960s was a time for schools to transition from a strict emphasis on factual learning to “learning how to learn” and the school library offered the materials to meet these needs (Thomas, 2004, p. 21).

Standards for School Library Programs was published by AASL (a division of ALA, formed in 1951) as a revision of the 1945 school library standards (AASL, 1960).

The title of the opening chapter, “Of importance to all citizens...” captured the transition taking place in education away from factual learning:

Whatever form the soul-searching regarding the education of youth may take, sooner or later it has to reckon with the adequacy of the library resources in the schools. Any of the recommendations for the improvement of schools, currently receiving so much stress and attention, can be fully achieved only when the school has the full complement of library resources, personnel, and services. (AASL, 1960, p. 3)

The document mentioned specific strategies such as, “expanded and intensified science program,” “the toughening of the intellectual content,” “critical thinking,” “reading,” and varying ability levels of students (p. 3). Another statement from the 1960 standards stressed that the school library is a “basic requirement for quality education...[and further] the many materials needed by teachers and students can be supplied efficiently and economically, and their quality and suitability assured” (p. 4). Finally, the standards declared that library teaching was a “vital part of a quality education” (p. 4). Areas of instruction mentioned include 44 guiding principles for instruction that fit within the topics, “reading, reading guidance, guidance in listening and viewing, reference services and research, instruction in the use of materials, personal and social guidance, and student assistants” (AASL, 1960, p. 14).

Highlights of these principles specified that instruction was to begin with kindergarten and continue through secondary school; provide “cumulative growth in library skills”; “motivate the development of good reading habits”; “use the school library as a laboratory for reference and research in which [students] locate specific information and expand their knowledge”; teach students to analyze, evaluate, and interpret materials; be “fully integrated with classroom work”; and include instruction

about public libraries. Finally, this statement describes the teaching requirement of the school librarian:

The librarian teaches the library orientation lessons, and, as a specialist in the use of materials, the librarian introduces appropriate materials and suggests avenues of approach to classes starting work on special projects or assignments. The rest of the program of group instruction may be taught by either the teacher or the librarian, or by both, as needed. Guidance of the individual student is important at all times. (AASL, 1960, p. 19)

In 1969, AASL published another revision of school library standards. This time AASL joined with the Department of Audiovisual Instruction (DAVI), a division of the National Education Association (NEA). *Standards for School Media Programs* (AASL & NEA, 1969) emphasized instruction moving away from textbook teaching and toward the philosophy of providing a “unified program of audiovisual and printed resources” (p. 2). “The pupil will not only need to learn skills of reading, but those of observation, listening, and social interaction. He will need to develop a spirit of inquiry, self-motivation, self-discipline, and self-evaluation.” (p. 1). Throughout the standards document, instruction was discussed within the context of support and “consultant services” provided through adequate media resources, services, and facilities (p. 4). Reading, reading guidance, and teaching of reference and research library skills were not discussed as they were in the 1960 standards.

Unmistakably, this document intended to represent the convergence of the two organizations. Even the 28 members of the joint committee were listed with their identification showing that 14 members belonged to the AASL and 14 were members of DAVI. Another indication that this document was intended to merge the work of two associations is evident in the definitions section where media, media program, media

center, media staff, media specialist, media technician, and media aide were defined.

“Media specialist” is the most confusing definition:

An individual who has broad professional preparation in educational media. If he is responsible for instructional decisions, he meets requirement for teaching. Within this field there may be several types of specialization, such as (a) level of instruction, (b) areas of curriculum, (c) type of media, and (d) type of service. In addition, other media specialists, who are not responsible for instructional decisions, are members of the professional media staff and need not have teacher certification, e.g., certain types of personnel in television and other media preparation areas. (AASL & NEA, 1969, p. xv)

Iowa School Library Standards of the Sixties

The 1966 Code of Iowa instituted the requirement for a qualified librarian and adequate library facilities for every junior or senior high school. This lengthy four-paragraph subsection was part of the Educational Standards section 257.25(8) that was added the same year. In keeping with the 1960 national standards phrasing, it deftly stated the purpose, “to facilitate the implementation and economical operation of the aforementioned program” (IOWA CODE §257.25(8), 1966). The first paragraph defined “adequate personnel” and specified librarian employment requirements based upon school enrollment. Schools with an enrollment of 500 or more pupils shall employ a “librarian who shall devote full time to library services.” Schools with 200-499 pupils shall employ a “librarian who shall devote at least one-half time exclusively to library services.” Schools with fewer than 200 pupils shall employ a librarian for at least one-third time (IOWA CODE §257.25(8), 1966).

The second paragraph specified that the “preparation” of the librarian shall meet the requirements for classroom teachers. Again, this is in-line with the 1960 national standards. The third paragraph explained that the library organization shall be a

“resources center of instructional material for the entire educational program” and that the “number and kind of library and reference books, periodicals, newspapers, pamphlets, information files, audio-visual materials and other learning supports shall be adequate for the number of pupils and the needs of instruction in all courses” (IOWA CODE §257.25(8), 1966). Finally, the “adequacy of collection” paragraph delineated a minimum requirement of 1200 books, exclusive of textbooks, or at least seven books per pupil, whichever is the larger. This quantitative guideline for collections was much lower than national standards. The national standard recommended 6,000 to 10,000 books for a school with 200 up to 1,000 pupils, or 10 books per pupil.

National School Library Standards of the Seventies

By 1975, DAVI, formerly a division of NEA, had reorganized as a new professional group, the Association for Educational Communications Technology (AECT). The national school library guidelines, *Media Programs: District and School* (AASL & AECT, 1975) reflected the mood of the seventies and the changing educational expectations. The opening chapter began,

The human worth that democratic societies seek to protect and develop rests upon commitment to educational programs which meet the individual purposes and developmental needs of students and prepare them to resolve the problems that continually confront them. Social, economic, and political issues, national and international, as well as the changing expectations of individuals and groups, represent the human concerns to which education must respond if it is to perpetuate and improve the society that supports it. (p. 1)

The purpose of media services was to “assist learners to grow in their ability to find, generate, evaluate, and apply information that helps them to function effectively as individuals and to participate fully in society” (AASL & AECT, 1975, p. 5). A list of

observable behaviors for users of quality media programs helped to define their function. Objectives such as, “finding needed information on an appropriate level and in an acceptable format” and “selecting and using appropriate means for retrieval of information in all media formats” provided user standards that were used to measure program inputs (p. 5).

The 1975 national media program standards expanded the definitions for all forms of media personnel from the previous version. The document also introduced district-wide media programs, staff, collections and facilities and supervision of media services from a centralized office. In addition, increasing demands for educational outcomes and objective data, “put pressure on school libraries to systematize instructional approaches by articulating goals and objectives for their programs” (Thomas, 2004, p. 21). Ironically, although this document increased emphasis upon the instructional role of the media programs it left in question who might be the “professional” capable of this instruction. For example, the definition provided for *Professional Staff* states,

All media personnel who qualify as *professional*, whether certificated or not, are included in this category. The word professional identifies abilities, skills, and knowledges including appropriate academic preparation, a disposition to problem solving, expertise in one or more areas of educational technology or library and information science, personal efficiency, effective human relationships, and participation in professional associations. The term *media professional*, as used in this book, therefore includes all persons whose attributes, training, and experience render them professional. (AASL & AECT, 1975, p. 22)

Iowa School Library Standards of the Seventies

The 1971 Code of Iowa began a series of alterations that eroded the Iowa school library requirement. The first step was to remove the school enrollment specifications for full- or part time librarians, stating simply that each junior or senior high school shall

employ a full- or part time librarian, “according to the needs of the school and the availability of media personnel, as determined by the local board” (IOWA CODE §257.25(9), 1971).

The 1975 Code of Iowa (IOWA CODE § 257.25(9), 1975) further shortened the subsection, this time relinquishing the paragraph devoted to adequacy of resources and the required number of materials per pupil. On the bright side, a positive change to this section was the inclusion of the first certification requirement for a school media specialist beyond that of a classroom teacher. No further eroding of this section of the Code took place until 1987.

National School Library Standards of the Eighties

The 1980s brought new approaches in education and library instruction that called more attention to the library user and the environment and that also recognized the importance of thinking skills. Yet, in spite of new programs, instruction, and policies, the 1980s brought both hope and disappointment to school librarians. The publication of *Information Power: Guidelines for School Library Media Programs* (AASL & AECT, 1988) described a multi-part mission of the library media program, “to ensure that students and staff are effective users of ideas and information.” Notable in this document was the standardized use of *library media center*, *library media specialist*, and *library media program*. This was a shift away from the 1969 and 1975 documents that strictly avoided any mention of the word *library*.

The mission was to be accomplished through providing “intellectual and physical access to materials,” instruction in “using information and ideas,” and design of “learning

strategies to meet the needs of individual students” (p. 1). In addition to seven specific objectives necessary to accomplish the aforementioned mission, the document also named three roles for the library media specialist (information specialist, teacher, and instructional consultant) and therefore increased emphasis upon the instructional role overall. Yet, research studies conducted during the 1980s “failed to prove definitively that library skills instruction contributes to student academic achievement” (Thomas, 2004, p. 23). This disappointment, combined with decreasing budgets and increasing demands for accountability, has created what Thomas refers to as a “crisis mentality, which has, in some ways, characterized the school library profession ever since” (p. 23).

Iowa School Library Standards of the Eighties

The 1987 Iowa Code Supplement and the 1989 Code of Iowa altered the 23-year-old requirement for a professional school librarian and a media program by adding an “effective date” in 1989. First, subsection 9 of chapter 256.11 was transferred to the Iowa Code Supplement of 1987, along with the whole of chapter 256.11, which experienced significant changes that year (IOWA CODE SUPPLEMENT § 256.11(9), 1987). Then in the 1989 Code of Iowa, subsection 9 was replaced by “9a” (a reference to the 1987 supplement) and “9b” (a reference to a new waiver option in chapter 256.11A; IOWA CODE 1988). The new subsection 9a carried “effective dates” that seemed to imply that the media center requirement had been a recent addition to the Code instituted with the 1987 Iowa Code Supplement, rather than what it really was, a law intact since 1966, with language unaltered from the 1975 version of the Code of Iowa. The effective dates were used to indicate that this law was designed to facilitate the implementation of the newly

revised educational program language in subsections 4 and 6. The new subsection 9a stated,

Effective July 1, 1989, through June 30, 1990, to facilitate the implementation and economical operation of the educational program defined in subsections 4 and 5, each school offering any of grades seven through twelve, except a school which offers grades one through eight as an elementary school, shall meet the media center requirements specified in section 256.11, subsection 9, paragraph “a”, Code Supplement 1987. (IOWA CODE § 256.11(9), 1988)

New Subsection 9b described a new blanket waiver option for districts to avoid the qualified school media specialist requirement. Ironically, a new statement was added in the same revision, noting that each school must have a media center, accessible throughout the school day, but evidently it would not need to be staffed.

9b. Effective July 1, 1990, unless a waiver has been obtained under section 256.11A, each school or school district shall have a qualified school media specialist who shall meet the certification and approval standards prescribed by the department and shall be responsible for supervision of the media centers. Each school or school district shall establish a media center, in each attendance center, which shall be accessible to students throughout the school day. (IOWA CODE § 256.11(9), 1988)

The waiver option of the 1989 Code of Iowa also referenced the 1987 Iowa Code Supplement and adds beginning and ending dates that imply the requirement may be new and may be short-lived:

4. Schools and school districts are not required to meet the standards adopted by the state board of education under section 256.17, Code Supplement 1987, and contained in section 256.11 subsection 9, paragraph “b”, effective July 1, 1990, that requires the board to establish and operate a media services program to support the total curriculum until July 1, 1990, except as otherwise provided in this subsection. Not later than January 1, 1990, for the school year beginning July 1, 1990, the board of directors of a school district, or authorities in charge of a non-public school, may file a written request with the department of education that the department waive the requirement for that district or school. The procedures specified in subsection 5 apply to the request. (IOWA CODE § 256.11(9), 1988)

If a waiver is approved under subsection 5, the school district or school shall meet the requirements of section 256.11, subsection 9, paragraph “a”, Code Supplement 1987, for the period for which the waiver is approved. (IOWA CODE § 256.11(9), 1988)

National School Library Standards of the Nineties

The 1998 document, *Information Power: Building Partnerships for Learning* revised the 1988 guidelines with the notable addition of nine information literacy standards for students. In keeping with the national standards movements, this document provided the necessary standards and indicators to “ensure that students and staff are effective users of ideas and information” (AASL & AECT, 1998, p. 6). Further, this document describes the four roles of the school library media specialist (teacher, instructional partner, information specialist, and program administrator), with the greatest emphasis on teaching and learning. Finally, the threads of Collaboration, Technology, and Leadership are themes introduced in this document, which are woven throughout the library media program principles.

Iowa School Library Standards of the Nineties

There was little change in 1991 to the 1989 Code with its continued reference to the “media services program” contained within the 1987 Iowa Code Supplement and the waiver option explained in detail. The waiver date was extended from 1990 to 1992.

In the 1993 Code of Iowa the dates for the requirement remained unchanged from the 1991 version. In retrospect, this may have been more than a minor clerical error. The statement that each school shall meet the media center requirements carried the same dates, “effective July 1, 1989, through June 30, 1992,” which might seem to defeat the

very existence of this paragraph and thus the media program requirement altogether (IOWA CODE 256.11(9a), 1992). The waiver paragraph remained in place; however, it lacked a point of reference, because the dates it referenced had already passed.

Then, in the 1993 Acts, lawmakers struck a portion of the waiver paragraph in section 256.11A that had referenced subsection 9 of the 1993 Code of Iowa, which also referenced the 1987 Iowa Code Supplement, likely reasoning that the reference would no longer be needed because the dates had expired. Notably, however, subsection 9 was still on the books at the time that this reference to it was stricken in the 1993 Acts. It was not until the 1994 Acts that subsection 9 itself was stricken. It is as though striking the reference to the section was done in preparation for striking it the following year.

~~Schools and school districts are not required to meet the standard adopted by the state board of education under section 256.17, Code Supplement 1987, and contained in a section 256.11, subsection 9, paragraph “b”, effective July 1, 1990, that requires the board to establish and operate a media services program to support the total curriculum until July 1, 1990, except as otherwise provided in this subsection.. Not later than August 1, 1993, for the school year beginning July 1, 1993, the board of directors of a school district...may file a written request with the department of education that the department waive the requirement to establish and operate a media services program to support the total curriculum for that district or school. The procedures specified in subsection 5 apply to the request. Not later than August 1, 1994, for the school year beginning July 1, 1994, the board of directors of a school district or the authorities in charge of a nonpublic school may request an additional one-year extension of the waiver. (1993 Iowa Acts, p. 80)~~

In 1994, an act was carefully crafted to delete the requirement entirely. “Sec. 13. Section 256.11, subsections 9 and 9A, Code Supplement 1993, are amended by striking the subsections” (State of Iowa, 1994, p. 185). Additionally, another reference to the former section 256.11, subsection 9 was stricken from the waiver paragraph. Knowing that the aforementioned standard would be deleted, this reference to it in 256.11A

(formerly titled “Implementation of Standards,” was changed to, “Guidance Program – Media Services Program – Waiver”), which was also intentionally removed (1994 Iowa Acts, p. 185). Finally, it was made clear that the “requirement” was deleted from Code, leaving only the corresponding “rule” adopted by the state board and printed in the Iowa Administrative Rules. Thus, the media services program waiver was amended:

Not later than August 1, 1993, for the school year beginning July 1, 1993, the board of directors of a school district, or authorities in charge of a nonpublic school, may file a written request with the department of education that the department waive the ~~requirement rule adopted by the state board~~ to establish and operate a media services program to support the total curriculum for that district or school. The procedures specified in the subsection 4 apply to the request. Not later than August 1, 1994, for the school year beginning July 1, 1994, the board of directors of a school district or the authorities in charge of a nonpublic school may request an additional one-year extension of the waiver (1994 Iowa Acts, p. 185)

~~If a waiver is approved under subsection 4, the school district or school shall meet the requirements of section 256.11, subsection 9, paragraph “a”, Code Supplement 1987, for the period for which the waiver is approved (1994 Iowa Acts, p. 185)~~

Therefore, in the 1995 Code of Iowa, the only reference to media services remaining was this waiver statement that each school district “may file a written request with the department of education that the department waive the rule adopted by the state board to establish and operate a media services program to support the total curriculum for that district or school” (IOWA CODE § 256.11A, 1994). What was claimed as a clerical error was really an 8-year sequential process of eliminating the requirement from the Code of Iowa.

Fading Administrator Support for School Library Programs

It has long been understood that school boards and administrators have unequivocal responsibilities in developing and promoting effective school library

programs (ALA, 1945; AASL, 1960; Certain, 1925; Kuhlthau, 1993). Students and teachers benefit when professional school librarians are intricately involved with curriculum development, teaching, and collaborating with other teachers. The teaching role of the school librarian is directly supported by professional librarian activities such as ongoing collection development and organization, reference services, program planning, and other administrative tasks that enable the library program to function effectively (Lance, Hamilton-Pennell, & Rodney, 1999; Lance, Rodney, & Hamilton-Pennell, 2000a, 2000b, 2001, 2005; Lance, Welborn, & Hamilton-Pennell, 1993; Research Foundation, 2006; Rodney, Lance & Hamilton-Pennell, 2002, 2003; Todd et al., 2004).

A committee of librarians, principals, and teachers of the National Education Association (NEA) joined to create the first school library standards for secondary schools (Certain, 1920). Their adamancy about their standards recommendations was directed toward school superintendents and boards of education. The Department of Elementary Principals of the NEA together with the School Librarians Section of ALA adapted the secondary standards for school libraries in order to make them appropriate for elementary schools. They maintained that the “principal should have a definite notion of what the school librarian does” and then the document proceeded to discuss everything a librarian does on a typical day and year-round (Certain, 1925, p. 110).

Remarkably, the American Library Association’s (ALA) 1945 school library standards opened with an Introduction authored by N. L. Engelhardt, President of the American Association of School Administrators. Engelhardt asserted, “superintendents of

America are all vitally interested in the improvement of school libraries and the increase in their numbers. They are fully aware of the important place that libraries must take in any scheme of education” (ALA, 1945, p. 2). Further, Englehardt discussed the importance of planning appropriate library facilities and of budgeting for the “upsurge in the availability of materials” (p. 2). Englehardt’s compassion was evident in the closing statement:

It is hoped that boards of education and superintendents of schools will not only utilize these standards as budgets are prepared, personnel is engaged, and facilities are provided, but that they will also recognize the importance of moving steadily forward so that the library may truly become a community center of the world’s best thinking to which citizens and children may have access. . . .As the educational program advances in our democracy, the library may be expected to take an even more important place among our educational facilities than it has in the past. (pp. 2-3)

Beyond the *introduction*, the 1945 standards routinely invoked administrators’ responsibility in assuring that the library would become an effective institution within the school system. First, one statement of principles asserted that the superintendent, central administrative staff, principals and classroom teachers all must contribute to the effectiveness of the school library. Another reference to administrators’ importance occurred in the *personnel* chapter. The standards for personnel list those qualities beyond professional training in education and librarianship that are desirable in librarians: “good humor, a pleasing appearance, friendliness with people, dignity and self-control, and energy and initiative” (p. 16). In spite of this listing of characteristics to which librarians may aspire, the importance of the school library was so great that in addition to these desired characteristics, the standards indicated the necessity of administrative provision for library services and for support of “teacher-and-pupil utilization of library resources”

(p. 16). Finally, school boards were obligated to libraries in the 1945 standards with the implication that “the school library should be the responsibility of the school board just as are other school services” (p. 30). In essence the 1945 standards spoke not only to school librarians, but also directly to school administrators.

The 1960 school library standards devoted an entire chapter to school boards and school administrators’ responsibilities to the school library (AASL, 1960, pp. 29-36). Those responsibilities include assuring libraries have “functional programs and excellent resources” (p. 29). Additionally, the state school board and the chief state school officer were assigned the responsibility for staying informed and for advocating for school library resources and services at the local and state-wide level. The standards declared that the chief state school officer shall also implement state supervision, uphold selection policies for library materials, establish lines of communication to promote school libraries, and endorse state aid for school libraries.

Likewise, the local school board had a list of responsibilities in the 1960 standards. The local school boards were to be familiar with state, regional, and national standards for school libraries and interpret principles of good school libraries to citizens. They were also supposed to assist the superintendent and principals in achieving stated goals for school libraries and stay informed about selection policies and plans for centralized library services.

Superintendents had the greatest list of responsibilities for school libraries in the 1960 standards. These included, but were not limited to awareness of the library’s “contribution to the educational program at all grade levels” (AASL, 1960, p. 34);

planning supportive of library programming; formulating policies for the library program; employing competent librarians with professional qualifications; providing adequate funding and space; and supporting co-operative library arrangements system-wide.

Principals were also given a list of responsibilities in the 1960 standards. Among them were endorsing a library program to improve the quality of education; working with the head librarian in designing the library program of the school; endorsing a policy for materials selection; helping to keep library staff informed about major educational developments; encouraging use of library sources across the school; and planning with teachers and librarians for a “systematic and integrated program of library instruction for all students” (AASL, 1960, p. 36).

The 1969 media program standards were much more abbreviated in the discussion of the role of administrators in relation to libraries. After conveying the necessary program elements, the standards acknowledge simply that the basic support of a media program must come from school boards, administrators, curriculum specialists, classroom teachers, and other citizens (AASL & NEA, 1969, pp. 4-5).

As a result of the increased emphasis upon district media programs and district-level media directors in the 1975 standards, the principal’s role was diminished to sharing responsibility for the district media program with the district media director and in selection of staff, to “rely on the professional judgment of the district media director and head of the school media program” (AASL & AECT, 1975, p. 15). These standards continued to identify the State Board of Education as the agency that was legally

responsible for “establishing and maintaining a system of education [and thus]...to provide leadership in the area of media programs” (p. 17).

The role of the principal was widely expanded once again in the 1988 media program standards where the principal was said to be a necessary partner for success of the program. In these standards, principals had the responsibility for knowing about resource-based learning and the role of the school library media program in that type of learning. The principal was also responsible for communicating expectations about the library media program to staff and for working with the media specialist to set clear goals. Additionally, the principal was responsible for ensuring an adequate budget and clerical help to support the library media program. Finally, the 1988 standards described detailed district, regional, and state leadership responsibilities.

Once again abbreviating the role of the principal, the 1998 standards said that the initiation of the communication between the library media specialist and administrators regarding the “mission, goals, and objectives of the library media program” is the responsibility of the school library media specialist (AASL & AECT, 1998, p. 106). “As a first step, the library media specialist establishes effective working relationships with teachers and the school’s administration” (p. 123).

School Libraries’ Role in a Democratic Education

Apple (1990) argued in favor of a democratic purpose of education. Although he did not specifically mention libraries, he argued in favor of inquiry learning techniques that rely extensively upon school libraries. This argument is especially relevant in the current climate of standardized assessments. It could also be argued that high-stakes

testing has served to move school libraries away from the educational core because libraries do not readily support single answer types of educational measurements (Lehman, 2007).

Significance of This Study

This history of state and national school library developments sheds light upon today's school library identity crisis in Iowa schools. What happened here? The decreasing level of administrative support, the misunderstanding by educators about the instructional function of school libraries, the increasing role of technology—all are possible contributors to the current school library crisis. There is a significant need for increased understanding about which, if any, of these issues were the primary contributors. Each of these potential individual claims, as well as the resulting combination of them all, must further be explored.

Enthusiastic librarians embraced the new information technologies and simultaneously began to adapt not only facilities but mechanisms for providing services to patrons that would take advantage of the new technologies and better equip the patrons to use the new technologies. Librarians did not toss aside books, and they did not discontinue services previously provided. New challenges confronted them such as seeking funding to support the new technologies, keeping up with new technological developments, learning to use multiple electronic search systems and to manipulate multiple search interfaces, checking for quality, revising collection development plans, and most importantly, teaching teachers, students, and administrators how to access and use these new technologies.

The invisible nature of all of this adapting that was going on caused some to lose faith in libraries, considering them passé, and expecting them to disappear with the advent of the Internet. Lost to those people was the concept of information services. It is more concrete to see the library as a *place*, rather than as a service, and it was the idea of the library as a *place*, a facility, that was what precisely incited administrators in 1945 to rally support for school libraries. David Loertscher (1993) summarizes this idea using a metaphor. In his comments about the importance of the role of the teacher librarian highlighted through the first Colorado study (Lance, Welborn, & Hamilton-Pennell, 1993), he said, in regards to having a facility unstaffed by a professional, "It is easy to go to the store and buy a shovel, but that doesn't guarantee that a hole will get dug" (p. 126).

Reading the literature about the disconnect between school library standards and libraries in practice, as well as the literature about the misconstrued perceptions some non-librarians about what services librarians should and do provide in a technologically advancing society, causes one to consider how and why a culture has allowed school libraries to go awry. While libraries were engrossed with adapting to new technologies, the education system around them entered a new era of accountability (the 1980s and 1990s), and when libraries emerged, ready to face the new era, some school systems and the state legislature had already hit *delete*.

The Research Problem

The purpose of this research study is to examine the status of the school library program of one rural Iowa elementary school that has been operating without a school librarian for several years, to contextualize this school library program within

developments in state and national guidelines, to understand stakeholders' perceptions and expectations of the program, and to identify supports and obstacles to implementing the new state teacher librarian and library program requirements in this school.

This case study is guided by the following research questions:

1. To what extent do the teachers and administrators feel their ideal vision of a school library program is being realized through their current program?
2. To what extent do the teachers and administrators understand the roles and function of a professional teacher librarian?
3. To what extent do the teachers and administrators expect the school library program to support literacy, technology, and other content learning for student achievement and school improvement purposes?

CHAPTER 2

REVIEW OF LITERATURE

In this qualitative case study, I examined the status of the school library program of one rural Iowa elementary school that has been operating without a school librarian. I wanted to understand stakeholders' perceptions and expectations of the program, and to identify supports and obstacles to implementing the new state teacher librarian and library program requirements in this school. In this chapter I review the literature in four areas: (a) programmatic-level measures of the effectiveness of school libraries, (b) the collaborative instructional role of the teacher librarian, (c) stakeholders' perceptions of school library programs, and (d) supports and obstacles to successful school library programs.

Programmatic-Level Measures of the Effectiveness of School Libraries

A wealth of research has contributed to the convergence of evidence of the effectiveness of school library programs. Some of the most compelling evidence over the past fifteen years has been collected at a programmatic level and linked to increased test scores. Programmatic aspects that have been linked to increased test scores include budgetary planning, collection development, professional and support personnel functions, policies and procedural planning, facilities usage, program evaluation and leadership, and instruction and collaboration. Instruction and collaboration are critical areas with an extensive amount of research and thus, they will be examined separately in the next section with specifics of how students learn through libraries and the crucial nature of the role the teacher librarian plays in that process.

One measure of the quality of school library programs is the budget. In addition to the budget is the leadership required for effective budget planning. Callison (1995) examined the relationship of dollars per pupil spent on library materials and the frequency of conversations about library budgets that were held between library media specialists and principals. Surveying all school library programs in Indiana in 1993, he received 823 (44%) completed and usable surveys. The questionnaire contained two parts. Within Part A, participants responded with data on their budget and the expenditures per pupil, as well as the amount spent on books as compared to other equipment. Part B requested information about existing school library collections such as the number of books per pupil, book totals, audiovisual titles, computer and video programs, the number of materials added and deleted each year, the age of the materials collections, and the distribution of the collection among divisions such as fiction, non-fiction, reference and biographies.

Callison (1995) correlated these data about budget expenditures with the librarian-reported frequency of conversations with the principal concerning the library budget. The four levels for frequency of conversations that were used for comparison included: None, Annual, Monthly, and Weekly. Callison found “a strong relationship between the frequency of conversations between the library media specialist and the principal concerning the budget and the number of dollars per pupil invested in library media materials” (p. 106). In schools where no conversations about library budgets were reported, the average per-pupil investment in school libraries was below the 1993 Indiana averages for all levels. The state averages were \$5.91 per-pupil at the elementary level,

\$5.85 at the junior high level, and \$5.43 at the senior high level. Conversely, where librarians had weekly or monthly conversations with their principals about the library budget, the average per-pupil investment was higher than the state average, specifically, “up to 60 percent higher in elementary schools, 15 percent higher in junior high school and 20 percent higher in senior high schools” (p. 106). The per-pupil library spending in schools that reported weekly budget conversations were \$9.45 per-pupil at the elementary level, \$6.75 at the junior high level, and \$6.51 at the senior high level.

The First Colorado Study: Media Center Factors Predict Achievement

Fulfilling a need for evidence of the “links between quality library media centers (LMCs) and academic achievement,” Lance, Welborn, and Hamilton-Pennell (1993) published their now famous *Colorado Study* (p. 1). In their review of the literature, the authors acknowledged that the studies that had been conducted over the thirty-year history of school libraries focused only on support for “establishing library media centers and library media specialist (LMS) positions, not strengthening them” (p. 1). The authors used norm-referenced test scores as measures of academic achievement to compare to existing U.S. Census data, and data from the 1988-89 Colorado Department of Education school survey. The study included the following independent variables: at-risk factor (social and economic conditions), teacher-pupil ratio, total expenditures per pupil, career teacher factor, library media center size, library media specialist role, library media center use, and computing. Schools that had reported sufficient data on the school survey were included in the study (221 of the 1,331 Colorado schools). The researchers found

the participating schools to be representative of the state and nation when considering the school levels, school enrollment, and urban or rural settings.

Using the statistical techniques of correlation analysis, factor analysis, and path analysis via multiple regression, Lance et al. (1993) progressively identified the strongest factors in promoting academic achievement. All library media factors were converted to “per pupil form to control for effects of school size” (p. 36). Correlation analysis was used to “identify redundant variables to be eliminated and related ones to be combined” to avoid having data elements so strongly associated as to be problematic (p. 23). For example, spending on materials and equipment were combined. Factor analysis was used to combine related variables that were measured on different scales. Staff size per pupil was associated with collection size per pupil, thus these factors were combined as one factor, media center size. Path analysis via multiple regression was used to “test the model of academic achievement” by testing each potential predictor (p. 24). Path analysis, which assumes causal order, was used because the researchers believed community variables would precede school variables that would precede library media variables. Multiple regression is used to “assess the strength and direction of each separate path from variable to variable,” which is important because all of these variables may either directly or indirectly affect academic achievement.

The results of Lance et al. (1993) showed that at-risk factors (social and economic conditions) and library media center size factors (staff and collection) were “the only two variables which predicted test scores for the majority of grades under study” thus demonstrating direct links to academic achievement (p. 74). Library media center size

factors related positively to test scores at all grade levels, and, as expected, at-risk conditions related negatively to test scores at all levels. This means that as at-risk conditions decrease, test scores increase. Typically, at-risk factors accounted for the greatest percent of the variation in test scores. The effect of at-risk factors was the highest for first and tenth grades. In the middle years, the library media center size factor rivaled and surpassed the at-risk factors. Of note were the fourth grade and seventh grades scores where the percent of variation explained by library media center size actually exceeded the variation explained by at-risk factors. The researchers reasoned that the greatest at-risk effect is seen as students enter schooling having substantial disadvantages from their peers. The effect of at-risk factors is greater again near the end of a student's academic career, as graduation nears and students look toward "life after commencement" (p. 80).

Analyses were reported separately for the six grade levels comparing the percent of variation explained by at-risk factors and the percent of variation explained by library media center staff and collection increases (shown here in that respective order): first grade (25% and 5%), second grade (19% and 15%), fourth grade (11% and 12%), fifth grade (13% and 9%), seventh grade (16% and 21%), and tenth grade (51% and 7%). In conclusion, Lance et al. (1993) assert that the "size of a library media center's staff and collection is the best school predictor of academic achievement" and that this is "second only to the absence of at-risk conditions, particularly poverty and low educational attainment among adults" (p. 92).

Currently, 18 states have undertaken similar studies. Some have replicated the first Colorado study, while others have used original designs. All have shown the impact of school library media programs on student learning and/or achievement scores.

Alaska Study: Professional Librarian Staffing Predicts Achievement

Alaska was the next state to commission a study similar to the aforementioned one in Colorado (Lance, Hamilton-Pennell, & Rodney, 1999). The Alaska study assessed 211 public schools for the impact of school librarians on academic achievement, examined the direct relationship between library staffing and student performance, identified activities of library staff that affect test scores, and tested other conditions such as hours, technology available, policies and the relationship with the public library. These data were compared with fourth, eighth, and eleventh grade students' levels of proficiency on the reading, language arts, and mathematics tests of Version 5 of the California Achievement Test. Data were analyzed using cross-tabulation, comparison of means, and correlation in order to determine potential librarian predictors of academic achievement. After these direct and indirect effects were assessed, they were compared to other school and community factors using multiple regression analysis.

Findings from Lance, Hamilton-Pennell, and Rodney (1999) confirmed "positive, statistically significant relationships" between test scores and having a professional librarian, having a full time professional librarian rather than a part time one, and having higher levels of library staffing overall (p. 1). The higher levels of staffing meant that library media staff planned and delivered more information literacy instruction to students and provided more in-service training to teachers and staff. Interestingly

“regardless of level of librarian staffing, the more library media staff time devoted to these activities, the higher the test scores” (p. 2).

Second Colorado Study: Librarian, Teacher Collaboration Predict Achievement

A second Colorado study was undertaken seven years after the first Colorado study by some of the same authors (Lance, Rodney, & Hamilton-Pennell, 2000a) to assess the relationships of library media program development, information technology, teacher/library media specialist collaboration, and individual student visits to the library to increases in reading test scores. These researchers sent surveys to 200 Colorado elementary and middle schools about these variables and analyzed data for links to fourth and seventh grade reading test scores on the Colorado Student Assessment Program (CSAP). They found that higher scores were tied to increases in total professional librarian hours per 100 students and total staff hours [professional and non-professional] per 100 students, print volumes, periodical subscriptions, electronic reference titles, library media expenditures, licensed databases, and access to the Internet.

Lance et al. (2000a) also showed the impact of how librarians use their time, thus confirming that students' test scores increase with the amount of time librarians spend collaborating with other teachers (planning cooperatively, identifying materials, teaching information literacy skills, providing in-service training to teachers, and managing a computer network that extends the library media program). The study also confirmed that individual students choosing to visit the library media center and using its resources more frequently is a “strong indicator of higher test scores” for middle school students (p. 2). Lance et al. note that a flexible schedule facilitates this activity.

Indirect effects on test scores that surfaced in this study are related to the library media specialist's leadership involvement. Leadership was shown to relate to higher collaboration, which in turn did have a direct effect on test scores. Leadership involvement included "meeting regularly with school administration, serving on standards and curriculum committees, working with faculty at school-wide staff meetings, and meeting with library media staff at the building level" (Lance et al., 2000a, p. 2). Overall, the percent of variation in CSAP reading scores explained by library media predictors (staffing, expenditures, information resources, and technology) was "18 percent higher in fourth grade and 10 to 15 percent higher in seventh" (p. 3).

Pennsylvania Study: Information Literacy Integration Predicts Achievement

Lance, Rodney and Hamilton-Pennell (2000b) confirmed the results from the 1993 Colorado study in a Pennsylvania study. In addition, this project expanded upon those results to also show impact of specific activities of school librarians, information technologies, and most notably, "principal and teacher support of school library programs" (Lance, Rodney, & Hamilton-Pennell, 2000b, p. 10). A sample of 500 school libraries serving grades 5, 8, and/or 11 was selected and 435 of those participated (approximately 19% of the 2,234 Pennsylvania public schools serving those grades). Using data collected through a school library survey and existing school and community data, the researchers analyzed the data with cross-tabulations in order to find relationships between variables. They also used bivariate and partial correlation analyses to establish "direct effects of all school library conditions on test scores" (p. 34). Cross-tabulations, along with bivariate and partial correlation analyses, assume causal order, for

example, school library circumstances are dependent upon school and community circumstances.

Not surprisingly, just as the two Colorado studies of 1993 and 2000 and the Alaska study of 1999, the Pennsylvania study also showed that increases in reading test scores were related to increases in school librarian staff hours and support staff hours (Lance et al., 2000b). For elementary, middle, and high school levels, this relationship was positive, statistically significant, and incremental. Also converging with the second Colorado study, the Pennsylvania study showed a direct link between reading scores and information technology that allowed students to use library licensed databases and the Internet.

Unique to the Pennsylvania study, however, was the direct link between “the constellation of staff activities that help to integrate information literacy in the school” and reading test scores for all tested grades (Lance et al., 2000b, p. 50). Specifically, this “constellation of staff activities” included the “combined weekly hours spent teaching cooperatively with teachers, providing in-service training to teachers, meeting with standards and curriculum committees, providing information skills instruction to groups or individuals, and managing information technology” (p. 51). Also notable was the indication that this link becomes “stronger and more statistically significant” from the elementary to the secondary level (p. 50).

Though these correlations do not imply cause, the evidence increases as other factors that could explain the relationships are ruled out. Those factors that were ruled out without weakening the relationship between school library staffing and reading scores

include “school size, spending, teacher-pupil ratio, and teachers’ education and experience” (Lance et al., 2000b, p. 38). Naturally, economic differences consistently undermined the effect on the relationship between school library staffing and reading scores. However, even when these differences are ruled out, the relationship remained positive and statistically significant. The authors concluded, “Because none of these other factors explains away the relationship between school library staffing and achievement, that relationship is likely to be one of cause-and-effect” (p. 41). Overall, the authors declared, “When all school library predictors are maximized (e.g., staffing, library expenditures, information resources and technology, and information literacy activities of staff), [Pennsylvania System of Student Assessment] reading scores tend to run 10 to 15 points higher” (p. 59).

Iowa Study: Librarian Hours, Collection Size Predict Achievement

In a survey of 506 Iowa school libraries (169 including 4th grade, 162 including 8th grade, and 175 including 11th grade), which ranged from 23 to 47 percent of all Iowa libraries serving those levels, Rodney, Lance, and Hamilton-Pennell (2002) tested several issues of school library programs that had been explored in previous state studies. Those issues included,

- identifying characteristics of library media (LM) specialists and programs that affect academic achievement,
- assessing the contribution of collaboration between teachers and LM specialists to the effectiveness of LM programs, and
- examining the growing role of information technology in LM programs, particularly licensed databases and the Internet. (p. 1)

In this study, Rodney et al. (2002) correlated library media variables from the survey and variables from existing community demographic data with schools’ reading

test scores from the Iowa Tests for Basic Skills (ITBS) for students in grades 4 and 8 and the Iowa Tests of Educational Development (ITED) for students in grade 11 to determine statistical significance. The researchers found that “Iowa reading test scores rise incrementally with the development of school library media (LM) programs” (p. viii). Contributing factors linked to the rise in reading test scores and not explained away by other school or community conditions included increases in weekly professional teacher librarian hours, weekly library staff hours, and number of print volumes and periodical subscriptions.

Further, Rodney et al. (2002) found that “incremental improvements will yield incremental increases in reading scores” (p. viii). A number of additional factors were found to correlate with weekly staff hours; however, they did not show a direct effect on test scores. In schools with more weekly library media specialist staff hours, the staff spent more time “planning instructional units with teachers, providing in-service training to teachers, attending faculty meetings, working on standards and curriculum committees, and teaching cooperatively with classroom teachers” (p. 47). The authors concluded,

When other conditions are taken into account, LM program development alone accounts for about 2.5 percent of variation in Iowa reading scores for fourth and eighth graders. Generally its importance falls between that of community differences, which consistently demonstrated stronger effects, and school differences, which usually demonstrated weaker effects. (p. viii)

More State Studies

Keith Curry Lance and his collaborative team of researchers have intentionally replicated what have become known as the state studies in at least eight states; the remaining studies will be summarized here with highlights only. A study in Oregon

(Lance, Rodney, & Hamilton-Pennell, 2001) resembles the Iowa study with its findings that “reading test scores rise with increases in: total staff hours per 100 students..., print volumes per student, periodical subscriptions..., and [this study adds] library media expenditures per student” (p. 1). The New Mexico study (Lance, Rodney, & Hamilton-Pennell, 2002) essentially replicated the findings of the Oregon study. The Michigan study (Rodney, Lance, & Hamilton-Pennell, 2003) expanded upon the New Mexico and Oregon studies with direct links to increased test scores that included, among others:

being open more hours per week; library staff spending more time on motivating readers, developing collections, meeting with other librarians, teaching information literacy skills, and planning with teachers;... more availability of computers...; more group visits...; spending more on library operations; ...[and] librarians spending more time planning and teaching cooperatively with classroom teachers, and providing in-service training to teachers. (p. x-xi)

Illinois Study: Scheduling, Collection Quality and Use Predict Achievement

The Illinois study (Lance, Rodney, & Hamilton-Pennell, 2005) added a number of variables to the previously replicated state studies that showed direct links to increases in reading test scores. Dependent variables were expanded from one type of reading test scores for fifth, eighth, and eleventh grades to include writing test scores for fifth and eighth grades and ACT test scores for eleventh grade. Independent variables were also expanded from previous studies. These variables are shown in the following Table 1, along with the results demonstrated through the percent of increased test performance.

Table 1

Percent of Increased Test Performance

Variable	Elementary	Middle School	High School
	Reading/Writing	Reading/Writing	Reading/ACT
Flexible Scheduling Hours Per Week	10% / 11%	5% / NA	6% / 5%
School Library Staff Activities	13% / 17%	8% / 18%	7% / 5%
Identifying Materials for Teachers	8% / 10%	7% / 13%	NA / 3%
Size of Book Collection	8% / 8%	NA / 14%	NA / 4%
Size of Periodical Collection	7% / 7%	NA / 11%	NA / 6%
Currency of Materials	7% / 11%	NA / 13%	NA / 3%
Computers Connected to Library Resources	8% / NA	NA / 11%	8% / 5%
Spending on Library Resources	5% / 10%	9% / 13%	12% / 7%
Circulation Loans Per Week Over 570	6% / 11%	NA / NA	NA / NA
Group Library Instruction	NA / NA	NA / 9%	NA / 4%

- hours per week available for flexible scheduling (10% increase in reading scores and 11% increase in writing scores for 5th grade; 6% increase in reading scores for 11th grade and 5% higher ACT scores);
- school library staff activities (13%, 8%, and 7% increase in reading scores for elementary, middle, and high school respectively; 17% and 18% increase in writing scores for elementary and middle school; 5% increase for high school ACT scores);
- identifying materials for teachers (8% and 7% increase in reading scores for elementary and middle school; 10% and 13% increase in writing scores for elementary and middle school);
- size of book collection (8% increase in 5th grade reading and writing scores; 14% increase in 8th grade reading and writing scores; 4% increase in ACT scores);

- size of periodical collection (7% increase in 5th grade reading and writing scores; 11% increase in 8th grade reading and writing scores; almost 6% increase in high school scores);
- currency of materials, e.g. average copyright year for materials on astronomy [averages were 1990 for elementary, 1989 for middle schools and 1983 for high schools] (7% increase in 5th grade reading scores and 11% increase in writing scores; 13% increase in 8th grade writing scores; 3% increase in ACT scores);
- computers connected to library resources (8% increase for 5th and 8th grades reading scores; 11% increase for 8th grade writing scores; 5% increase for 11th grade ACT scores);
- spending on library resources in amounts more than \$4,500 for an elementary, \$6,250 for a middle school, and \$10,255 for a high school (5% higher reading performance for 5th graders; 9% higher for 8th graders; 12% higher for 11th graders; 7% higher ACT scores);
- circulation measured in loans per week higher than average of 570 per week in an elementary school (6% higher reading scores for 5th graders); and
- group library visits for information literacy instruction (almost 9% higher writing scores for 8th graders; 3-5% higher ACT scores for 11th graders).

Lance et al. (2005) conclude that the aforementioned links between library programs and academic achievement cannot be explained away by community or school conditions and that “this study and its predecessors support the belief that powerful libraries—and librarians—do, indeed make powerful learners” (p. xiii).

Collaboration with Teachers and the Instructional Role of the Teacher Librarian

Although the link between the effectiveness of school library programming, including instruction and collaboration, and increased academic achievement has been well-documented through the aforementioned studies and other similar state studies (Research Foundation, 2006), this evidence is merely one piece of the research about the importance of school library programs. Paralleling this evidence of school library effectiveness at a programmatic level is a body of research, over twenty years old, detailing how individual students become proficient in reading and information literacy and the role of the teacher librarian in this process. Information literacy is defined here by the American Association of School Librarians (AASL), “the ability to find and use information” (AASL & AECT, 1998, p. 1). This definition is deceptively simple when considering this major AASL document that details the information literacy standards for student learning.

The AASL Information Literacy Standards for Student Learning include not only the ability to physically locate information sources, but also the ability to access information intellectually; to actively seek information in order to construct meaning; to formulate questions; to evaluate information for its authority, comprehensiveness, quality, and relevance to the need, regardless of the format; to communicate ideas through information; to appreciate literary forms of expression; and to be socially and ethically responsible with information. Included in these standards is the appreciation of reading and technology skills to appropriately support all aspects of information literacy.

For example, technology tools are used to access information and to enhance the communication of ideas.

Research about how students learn through the school library includes the essential role teacher librarians play in engaging students in reading and research. The crucial role of the teacher librarian in reader guidance and guided inquiry supports students' proficiency in reading and information literacy skills, respectively. There is a rather extensive field of research about how students learn to read. However, the only piece that is being considered in this paper is the reader guidance and motivational aspects that are provided through the school library by a teacher librarian.

The Teacher Librarian Role in Guided Inquiry

The following group of studies add insight about the importance of the teacher and instructional partner roles of the teacher librarian. Guided inquiry is an instructional context based upon Kuhlthau's (2004) Information Search Process framework of instructional design for student research in the library. Guided inquiry is "planned, closely supervised, and targeted interventions [of a team of school librarians and teachers] that enable students to seek and use diverse, often conflicting, sources of information" (Todd, 2006, Sample section, para. 2). The role of the teacher librarian in guided inquiry has expanded as researchers have learned more about how students gained library research and information literacy skills. Though a variety of information process models for information literacy instruction are currently used in K-12 schools nationwide, Kuhlthau's Information Search Process Model is the only theoretical model that

has been empirically tested (Kuhlthau, 1988a, 1988b, 1988c, 1989a, 1989b, 1993; Kuhlthau, Turock, George, & Belvin, 1990; Thomas, 2004).

Kuhlthau designed her initial qualitative, exploratory study of high school students' research experiences to address the problems that had previously been identified by Mellon (1986). Mellon found that incoming college students were not prepared to use academic libraries and had high levels of research anxiety, even when they had received prior library instruction. Kuhlthau stated that no prior studies were found that addressed the search process of secondary students. By the 1980s, school library programs had been established in most schools in the United States. In 1985, 93% of schools reported having a school library facility, up from 36% in 1953, which was before federal legislation began to provide support for school libraries (Michie & Holton, 2005).

Validation of the Information Search Process Model

Kuhlthau's (1988a) purpose was to study how secondary students apply library skills when assigned library research. Specifically she studied secondary students' experiences in the research process from their own perspectives. She also sought to test the hypothesis that there exists a "sequence of stages to an information search" and to propose "a model of the user's stages within the search process" (p. 232). She studied 26 high school seniors in two advanced placement English classes in a large suburban school. The study took place in the students' natural setting, the school library media center. Kuhlthau used the qualitative descriptive methodology of Glaser and Strauss (1967) for studying students' search processes. Kuhlthau's research led to the

development of a six-stage model that represented stages of the search process of secondary students and their accompanying feelings associated with each stage.

Kuhlthau (1988a) observed students involved over the course of two assigned research projects. She analyzed students' search journals and search logs. In the journals, students were directed to include their feelings about their research as well as every step they took and what they accomplished. The search logs were assigned for students to record all sources they had used and to rate them according to their usefulness. In addition, two weeks after the assignment had been made, and again at the end of the search, students were asked to write a paragraph about the central idea of their topic. She also interviewed six of the students on six separate occasions during their two research assignments to "verify and explain the data collected in the journals, logs, and writings" (p. 235). These same six students also drew time lines of their search progression and drew flowcharts of the process they had followed.

Kuhlthau (1988a) used these data to test a Personal Construct Theory that mirrors the search process. She generated a grounded theory of information seeking. She discovered the commonalities students experienced at specific stages in the process, the importance of feelings that searchers experienced as they completed research, and the searchers' progressions from anxiety and confusion to confidence and direction (p. 236). She learned that students found comfort in knowing that others were experiencing similar feelings of anxiety (p. 241). The most significant finding of this study was the proposed new model for a process approach to information instruction, the Information Search Process Model.

Subsequent studies by Kuhlthau and others have confirmed that a general research process, consisting of approximately six stages is indeed present during student research. This research process model also explains students' feelings during research including anxiety, confusion, optimism, and how these feelings change as research progresses. Kuhlthau validated the six-stage research process model, developed in her first study, in four succeeding studies using longitudinal methods with a large sample, a longitudinal case study, samples of a range of low to high achievers, and a large sample of library users from various types of libraries: school, public, and academic libraries (Kuhlthau, 1988b, 1988c, 1989a, 1989b; Kuhlthau et al., 1990). Kuhlthau's research set the stage for a new era in school library media programs and has led to great interest in development of models of the information search process with the intent to help students learn and apply a process that they will be able to transfer to future experiences (Eisenberg & Berkowitz, 1990; Loertscher & Woolls, 2002; Pappas & Tepe, 1997).

In the second study, Kuhlthau sought the perceptions of the research process from the 26 college students, the same group who had participated in her first study while they were in high school. She wanted to understand these "students' perceptions related to the process of a search for information...[and how] their perceptions change after four years of college?" (1988c, p. 419). She received responses from 20 of the original sample of 26 high school seniors. These students completed a questionnaire with 30 statements requiring a response based on a 5-point Likert-type scale. One-tailed t-tests were used to compare their college responses to their high school responses, and thus, to determine the occurrence of significant difference.

Kuhlthau (1988c) found the students' perceptions to match the information search process model even more closely after four years of college than they had as high school students. A significant difference between their high school and college responses occurred in three areas: research assignments were different; focus formulation was different; and procedures for gathering information were different. No significant difference was found in use of the library, topic selection, or the role of mediators. Most said they felt well-prepared or fairly well-prepared for college research papers. Perceptions that showed significant changes between high school and college assignments were the increased expectation that they would be interested in the topic and the assignment would add to what is learned in a course, the expectation of the topic to change while formulating a focus, and periodicals increased in importance in information gathering.

In Kuhlthau's third study, she applied a case study methodology to identify individuals' "habitual approaches and attitudes toward searching which are consistent over time, common experiences...generic to the search process, [and] individual ownership in the process, problem, and product" (1988b, pp. 257-258). Kuhlthau interviewed four individuals, who had also been subjects of her previous two studies conducted when they were high school seniors and after the completion of four years of college. These four students were enrolled in graduate programs at the time of the third study. Kuhlthau conducted one-hour interviews that were later analyzed using five categories: topic selection, attitude toward research, perceptions of searching, gathering and organizing, and the role of mediators. In addition to the interviews, the researcher

asked each of the four participants to draw a timeline of the “process of a search as they commonly experienced it” (p. 271). These were compared to the conceptual maps the same students drew in high school.

Kuhlthau (1988b) verified the model from her earlier study (1988a) and showed that the model held over time. Results were reported for each of the four individuals separately and then they were summarized together by topic areas. All the students preferred at least some choice, felt comfortable narrowing their focus, and knew they were finished with a project when they'd exhausted resources and encountered repetition in their sources. All wrote and developed their ideas before beginning their formal writing. They all described some sense-making process they went through in order to understand the topic. All were able to internalize the imposed need for the assignment.

Individual student responses provided evidence of the effectiveness of their high school library instruction and required research experiences. For example, students felt capable of choosing their own topics. Student G preferred to choose her own topics and became frustrated if this was not possible. She also had the expectation that searching may call for her to use basic references, e.g., encyclopedias, if she didn't understand the topic. Student C also stated a preference for topic ownership and for taking a class with a research paper requirement rather than not, because the paper gives him greater control over his grade. Student J had a bad experience with tailoring his research to his interest. He wanted to combine Darwin and Freud in a paper about Freud, but the professor didn't agree. Student J said he learned more from research than from multiple choice tests. Student J also believed you can spend too much time in the library because you may keep

reading and reading, and not get the writing done. Student D sought topics in which she had a personal interest. She stated a preference for writing based on sources, rather than assignments to write without sources. She became bored by reading about the same topic and wanted to move on to another topic. She said the first thing she does is to go to an encyclopedia, card catalog, and periodicals. Student D also liked to browse and sit and pull books that are all related from one area of the library.

The correlational design of the fourth study allowed Kuhlthau (1989b) to further verify her Information Search Process Model with a larger sample of high school seniors with varying levels of academic performance. These 147 seniors were from six New Jersey high schools with diverse populations. Specifically, she wanted to know whether high-, middle-, and low-achieving students experienced a similar search process. The researcher scrutinized the research process of these seniors who were taught five “predesigned instructional sessions on the search process” taken from Kuhlthau’s *Teaching the Library Research Process* (1985).

Students completed process surveys of six open-ended questions at three points during research that showed their thoughts and feelings at each point: initiation, midpoint, and closure. Two coders rated the questions concerning thoughts or feelings about research using a scale of the students’ level of specificity and narrowing of the topic. These ratings of thoughts were changed from nominal data to an interval scale (1=general, 2=specific, or 3=focused perspective) with aggregate scores that were plotted on a line and tested for significant change over the three points where data were gathered. This score was called the Thoughts Index. Similarly, a scale was created for ratings of

students' feelings, called a Confidence Scale. Teachers also assessed the students' papers for the level of focus and the number and variety of sources and assigned grades for the papers.

Single-tailed t-tests showed significant change across the Thoughts Index and the Confidence Scale for middle- and high-achievers across the three time intervals, a correlation of .329, but no difference between the groups of middle- and high-achievers. This indicates that students' thoughts progress from general to a more specific focus throughout their research. The low achievers' data were incomplete due to absenteeism and could not be analyzed (Kuhlthau, 1989b).

In the fifth study, Kuhlthau et al. (1990) interpreted the feelings of 385 library users throughout the stages of the information search process. Specifically, Kuhlthau et al. sought the "cognitive models of the search process that users hold before, during, and immediately after an extended information-seeking project" (p. 12). The authors validated the Kuhlthau model of the Information Search Process (1988a) with a wider sample of library users (N=385) from high school, college and public libraries. They found no significant difference between the library-type users in the cognitive aspects of the Information Search Process. However, public library users showed significantly more confidence at the initiation stage and academic users showed significantly more confidence at closure.

Instruments used to collect data included process surveys, perceptions questionnaires, and flowcharts. Data were analyzed using frequencies, central tendencies, ANOVA, Chi-square, and t-tests to verify or refute the Information Search Process

Model and then to determine significant differences between groups of library users, e.g., academic, public, and school.

Some interesting results indicated that the majority of participants reported their task at initiation (the first stage) to be gathering information, rather than recognizing a need for information. Expecting to be further along than would be feasible at the initiation stage would typically make participants even more uncertain and frustrated in the initial stages of researching (Kuhlthau et al., 1990, p. 27). Only half of the participants made a focused statement with a personal perspective or point of view about their topic at any point in their search process (p. 27). The authors suggested that the librarian must assume the role of information counselor to help ease students' anxiety in the early stages. In addition, they said that librarians should also teach users about the search process to help them anticipate feelings normally encountered when engaging in the search process (p. 28). Users need to learn to identify information needs, investigate possible sources, formulate questions, evaluate information available, and focus a perspective, rather than limiting the search in their mind to a process of simply gathering information (p. 28).

Experimental Study of the Impact of Information Literacy Instruction

Building upon Kuhlthau's research about understanding the information search process of students on both cognitive and affective levels, Todd (1995) studied the effectiveness of implementing information search process models in instruction. Todd tested the assumption that information skills instruction, integrated into science teaching, would contribute to improved student achievement, attitudes, and motivation for 80 Year

Seven students in Australia. These fourteen-year-old girls in their first year of secondary school at the Marist Sisters' College, a mixed-ability girls high school in Sydney, Australia, were randomly assigned into four classes of 20, two classes in each the treatment group and in the control group. The treatment group received instruction with an information-seeking process. The control group received "state-prescribed science content without any integration of information skills" (p.134).

Todd (1995) used a posttest-only comparison group experimental design with factorial analysis of data. The data collection instruments included a pre-test of academic reasoning ability to assure that no prior differences were significant. He also administered an information skills test developed by the research team. It consisted of only one open-ended question, and students were given 30 minutes to write their responses. The same scenario was used for both the pre-and post-tests with a different term each time. For example, the posttest was: "The teacher gives you homework. You are to hand in some information on [*gorse*]. Write down all the steps you would take to finish your homework. Give as much detail as you can" (p. 134). The pre-test was used to establish a benchmark of skill level and the post-test was used to measure the impact of information skills instruction. Additionally, Todd used the midyear and end-of-the-year science exams developed by the teachers in that school to assess science content knowledge and skills. He also used two attitude tests given at the end of the experiment to measure attitudes about schooling.

Findings from the pre-tests revealed that there was not a statistically significant difference in academic reasoning ability between the two groups at the outset of the

experiment. There also was no significant difference in the groups' information skills scores before the study. On the other hand, there were significant differences between treatment and control groups at the conclusion of the study for both the science content and the information skills areas. Student attitudes were only mildly different.

Science content learning was assessed by the teachers based on students' exams. In order to ensure consistency, the teachers divided the assessment so that one teacher assessed all students on one measure, while another teacher assessed all students for another section of the exam. The treatment groups both scored higher than the two control groups, showing a statistically significant difference for learning of science content. The treatment group scored approximately 7 points higher out of a possible one hundred.

Information skills were also significantly higher for the treatment group. These skills were assessed by the number of information search stages from Kuhlthau's Information Search Process Model that were alluded to in the students' written responses to the open-ended question about how they would approach researching *gorse*. The treatment groups exhibited a mean score of 3.75 stages mentioned (out of 6 stages) and an average increase of 1.2 stages between the pre- and post-tests. Students in the control group showed a mean of 2.7 stages and an average increase of only .275 stages between the pre-and post-tests. Further data analysis using ANOVA showed that the difference between these two increases was significant at the 95% confidence level.

Thus, this experimental study clearly suggests the importance of the instructional role of the teacher librarian because "integrated information skills instruction has a

positive impact on students' abilities to identify information-handling strategies to solve their information needs in a particular curriculum content area" (Todd, 1995, p. 136). Todd recommended testing the conclusions of this study in a range of school settings because studies of this type are not common (p. 138).

Exploratory Study of Students' Information Skills Preferences

Garland (1995) studied 387 high school students of mixed ability levels and seven teachers in 18 classrooms at Holt High School in Lansing, Michigan, an innovative professional development school with connections to Michigan State University. The library media specialist at this school worked collaboratively with classroom teachers in lesson planning and team teaching. Influenced by Kuhlthau's earlier research on the Information Search Process (1988a, 1988b, 1988c, 1989a, 1989b, 1993; Kuhlthau et al., 1990), the purpose of this study was to determine what makes a good research task (p. 171). Instruction in information literacy was in place, along with the basic enablers (Kuhlthau, 1993) contributing to the school's "successful process-oriented library media program: 1) a team approach to teaching, 2) a constructivist view of learning, 3) a commitment to teaching for lifelong learning, and 4) competence in design of learning experiences for students" (Garland, 1995, p. 172).

This exploratory study provided an analysis of students' perceptions of their assignments at three stages of research: planning, process, and evaluation. The study held the goal, to "identify elements of research tasks that contribute to achievement and to feelings of satisfaction and achievement on the part of students, or that otherwise engage students in positive ways" (Garland, 1995, pp. 174-175). All students responded to a

survey at the completion of their projects. All seven participating teachers, as well as three to six students from each course, “representing high, average, and low achievement levels,” were interviewed (p. 174).

Garland (1995) found that during the Planning Stage, when asked if they saw a close connection between the research project and what they were studying in class, four of the six classes agreed (with over 50% responding positively). The two English classes that disagreed may not have seen the connection to the course content of learning persuasive or narrative writing. In response to a question asking whether they were looking forward to their research, two classes agreed. This surprised Garland because Kuhlthau's studies revealed uncertainty and apprehension at this stage. Thus Garland (1995) interpreted this as a possibility that "teachers can intervene to moderate these feelings" (p. 176). Garland also determined that those looking forward to research were working in groups and had familiarity with the topic because they had studied it in a general way in class.

During the Process Stage, all classes were happy, to some extent, about doing the research. "The happiest class worked in groups and chose their topics. [Of] the two least happy classes, one had no choice of topic and the other was unsure of what to do" (Garland, 1995, p. 176). One questionnaire section asked students if they needed more help during the project. Only one class said they did. However, the disagreement was mild, indicating possibly more students didn't care to admit to needing more help. The interviews with students and teachers concurred that they needed more help in the

Process Stage. Those writing position papers expressed that they needed help deciding what information to keep and what to disregard.

Teachers' comments also supported the idea that students needed more help. One of the most interesting discoveries from the teacher interviews was a teacher comment that unless students had a "personal interest," they struggled with conceptual understanding and putting things into their own words (Garland, 1995, p. 177). Another teacher said students were "craving for individual help" (p. 177). And in keeping with the statement about a need for personal interest, a third teacher noted that some students saw question generation as just another assignment and didn't make the "connection between question generation and research" (p. 177). A fourth teacher commented that some poor papers were just like notes from sources with regurgitation of information and contradictions to themselves within the same paper. Garland surmised that choice of topic and prior knowledge of topic related most to feelings of interest. Those with the least choice and the least amount of prior knowledge expressed the least interest.

Overall, Garland (1995) reinforced Kuhlthau's (1988a) findings. Students had more anxious feelings during initiation, but began to have more positive feelings during the Process Stage. Garland also found that choice about topics, which gives students a sense of control, affects learning. Garland concluded that five elements were related to satisfaction with the research process and achievement: "student choice of topic within the confines of the subject matter, group work, topics clearly related to course content, clear communication by teachers of goals and the means of evaluation, and attention to intermediate steps as well as to the final product (i.e. process instruction)" (p. 179).

Student and Teacher Recognition of Help in Learning through School Libraries

In an effort to identify specifically “how students benefit from school libraries” and “the multidimensional dynamics of student learning that goes beyond student achievement in standardized test scores, and how these dynamics are enabled through the school library,” Todd et al. (2004) analyzed the perceptions of 13,123 Ohio students in grades 3 through 12. The survey sample of 39 schools was randomly selected from a list of schools that met certain quality criteria based on state library standards and guidelines. Students responded to a 48-item questionnaire about how their libraries have benefited them with regard to the K-12 information literacy standards. These standards include getting and using information to complete school work, using computers, finding reading materials, and independent learning. For the 48 statements overall, 99.44% of the sample had positive responses indicating that the library and its services, including school librarians, have helped them to some degree with their learning. For example, when asked to rate the degree of helpfulness of the school library in helping students know the “different steps in finding and using information,” 25.7% of the students said it was “most helpful,” 38.7% said it was “quite helpful,” 22.3% said it was “some help,” and 10.1% said it was “a little help.” Only 3.2% said the statement did not apply (p. 17).

In addition, 879 faculty, including school librarians and classroom teachers from the same schools, were given the opportunity to complete the same 48-statement survey. The faculty data were even more positive regarding the helpfulness of the school library than the student data were (Todd et al., 2004, p. 19). The authors proclaimed the role of school libraries as a dynamic agent of learning that includes the “school librarian as

information-learning specialist and curriculum partner-leader” (p. 20-21). Comparison of student and faculty data led to the conclusion that the curriculum-centered school librarian that leads teachers in professional collaborations is vital in facilitating student learning (p. 20).

Digital Library Databases Increase Need for Professional Librarian

In her naturalistic inquiry, Neuman (2004) detailed some of the difficulties 92 high school freshmen and sophomores displayed as they interacted with digital library databases. Her data revealed “basic differences between the structures inherent in databases and the conceptual structures that students bring to searching—differences so compelling that they seriously hampered students’ independent use of these resources” (p. 74). Students’ lack of understanding of the way information was organized prevented them from accessing appropriate information in their research. For example, chemistry students looked for papers about inorganic chemistry in a source that only covered organic chemistry and mistakenly included these papers in their bibliography, not realizing their misinterpretation of how this information had been organized in the databases. They only took what appeared before them in a database without any analysis of the relevance of that information to their need.

Though not different from the problems students have had for years with understanding the organization of information using print sources, these examples demonstrate that information searching has not become easier with the advent of technology sources. Information searching is a skill that requires attention, practice, instruction, guidance and development over an extended period of time, not unlike

learning geometry or learning to play a sport or an instrument. Neuman (2004) stated quite simply: “To succeed in the broader environment of the digital library, students will clearly need to develop a sophisticated understanding of the nature of information and of the ways it can be organized and explored” (p. 78).

In another example, high school students encountered difficulties when searching in a digital library database for the complex topic of “Vietnam-era-draft-evaders.” Library databases structure information in a fashion consistent with standard subject headings. If students are not given opportunities to master this concept, they will be blocked from access to information and knowledge throughout life. They need simply to understand that information has a structure and how that information is structured in order that the student can implement a search strategy with flexibility in thinking and searching in order to be successful. A student in this study who was working alone did not comprehend that he should look for information under the subject “draft resisters” even after he had accidentally stumbled across the term in the database (Neuman, 2004). Rather, left alone, he continued to search first under the topic of “Vietnam” simply because that was what came first to mind. It was his belief that “draft” should have been a heading under “Vietnam.” Without the intervention of the librarian, he would have left—as many students did—convinced that there was no information in this database about “Vietnam-era-draft-evaders” simply because he couldn’t find the exact term that he started with in the exact order in which he assumed it would appear.

Stakeholders' Perceptions of School Library Programs

The school library has been perceived as essential and non-essential by administrators, teachers, and others. The only thing about the perceptions of school libraries that seems to hold true over time is that almost no one who has not received school library training understands a great deal about school library programs. There are mixed responses about how great an understanding of school library programming and procedures is necessary for those who regularly evaluate school librarians. Taken together, the perceptual studies reviewed in this paper appear to become progressively more negative toward school library programs and to display misunderstanding of these programs over the past twenty years.

Principals' Understanding of School Librarian Assessment

Naylor and Jenkins (1988) investigated meanings principals ascribe to the assessment criteria used in the 1983 North Carolina evaluation instrument of school librarians. They also sought the sources of principal knowledge for making judgments about the performance of school librarians. Concern arose over new evaluation instruments in North Carolina and the issue of principals evaluating school librarians on tasks they may or may not fully understand. Of particular concern was that the competencies expected of school librarians were in conflict with the given 40-hour work week. "Managing the library media center in most schools is a full time professional responsibility. Working with teachers in instructional development is yet another full time job, not to mention teaching, reference work, reading guidance, [and] storytelling" (p. 235).

Naylor and Jenkins' (1988) sample consisted of 30 out of a possible 1,990 North Carolina principals. In order to provide representation from both rural and urban settings, the school districts were randomly selected using a stratified sampling by the 8 educational regions. Every 10th district was chosen. Once 15 districts were selected, the researchers randomly selected 30 schools from those districts which provided them with a mixture of elementary and secondary levels. Twenty-two principals cooperated in the study.

Naylor and Jenkins (1988) conducted phone interviews using a list of 15 questions for principals to describe their knowledge of school library concepts as they relate to their own school libraries. Researchers rated the principals' statements as high, medium, or low. High responses "defined the library media center as an extension of the classroom and the library media specialist as an integral part of the school's curriculum planning process" (p. 235). Medium statements "described the library media specialists in either an adjunct role to the school program or as no different from any other teacher" (p. 236). Low statements "characterized the library media specialist in technical/managerial terms" (p. 236).

Principals' lowest level of knowledge was in the administration of the library, e.g., procedures for library acquisitions, selection and circulation management. Administrators' highest area of knowledge was goal setting and integration of library skills into the curriculum. The most outstanding finding was that when asked to describe their understanding of the "climate" of the library media center, principals who used high terms also described the library media specialist as an instructional resource and those

who used low terms described the library media specialist as merely “*managers*” (Naylor & Jenkins, 1988, p. 238). The researchers hypothesized that principals who value managerial tasks in their own work may appreciate that aspect in others and principals who “see themselves as instructional leaders” may expect the same in others (p. 238). With only half of the principals rating climate and thus viewing instruction as high, the researchers showed a concern that this is a “bleak picture” of principals’ understanding of contributions librarians make to instruction (p. 239). The researchers concluded that the librarian is the content specialist and that the administrator need not have specific technical knowledge of library management. Instead, they recommended that the principal use the evaluation of the library media specialist to focus on management effectiveness, e.g., how the library program provides service to teaching and learning and should seek the effects on learning. Also of note was Naylor and Jenkins’ conclusion that the data indicated overall that principals had a “high regard” for library media specialists (p. 239).

Practicing Principals and Librarians Agree Upon Important Library Tasks

Schon, Helmstadter, and Robinson (1991) surveyed 206 Arizona library media specialists and 169 principals from the same schools regarding the importance of competencies within six major professional skills areas: professional matters, library materials, management, human behavior, planning and evaluation, and learning. Participants were selected using a random sample of 30% of Arizona public and private schools. The study showed a high level of agreement among principals and media specialists within these categories indicating the likelihood of principal support of media

program management goals. It should be noted, however, that this study targeted agreement within the pre-established categories. For example, of the six descriptors within the *learning* category, principals and library media specialists ranked leadership for determining educational objectives the highest; and they ranked student performance assessment the lowest. The study did not, however, ask them to rank the importance of any category overall against any of the other categories. For example, learning aspects were not treated in comparison to management or materials matters. Schon et al. noted that a positive outcome of their assessment was that principals and library media specialists displayed a “surprisingly high agreement” about the most important competencies and skills for media specialists. Further, they surmised that this would positively affect the ability of media specialists and administrators to plan together.

Educational Administration Professors’ Views of School Library Program

Veltze (1992), using a national sample of 110 university educational administration professors, studied their attitudes toward school library program information in the principalship preparation program. Veltze also noted the characteristics of these professors and the factors that influenced them. Veltze selected 144 universities from the *Educational Administration Directory*, choosing 55 universities that listed a name of a department head or professor of principalship that seemed likely to be female. Another 55 were randomly selected from university listings from the directory that included names that were likely to be male only. Two professors from each university were mailed a 25-item Likert-type survey. Responses were received from 77

participants (68% male and 33% female). Multiple linear regression was used to analyze the significance of attitude variables.

Overall, the results showed positive attitudes toward school library media programs, but a lack of inclusion thereof in their courses. For example, 47% indicated that they did not include school library program information in their coursework; however 56% said they believed coverage of school library programs would increase if their textbooks increased coverage of the topic. Finally, 84% agreed that students in the program “should be encouraged to read about the school library media program in library journals” (Veltze, 1992, p. 133).

Further analysis showed that variables such as “age, gender, background in school library media programs, and actual course content did not make a significant contribution to the prediction of the attitude variable” (Veltze, 1992, p. 132). There was, however, a significant relationship between professors’ attitudes about including school library program information and the date of the respondents’ last school administration experience. Those professors most favorable toward school libraries had their last experience in the schools either before 1970 or between 1985 and 1991 (Veltze, 1992, p. 132). There is a possibility that these attitudes may have been developed through interactions with building school library media specialists. The national guidelines for school library media specialists underwent significant changes during the corresponding years with publications that focused almost exclusively on media published in 1969 and in 1975. They revealed the following statement of disconnect between desired expectations and the reality of how that plays out in practice.

Ninety percent of all respondents felt that the principal is not an important influence in the collaboration that exists between the teacher and the school library media specialist, and 51 percent felt that the principals should encourage the school library media specialist to become more involved in the clerical operation of the school library media center. Although 94 percent felt that most schools would benefit if the school library media specialists were involved in curriculum development, they apparently did not see the contradictions between this belief and the view that more clerical involvement by the librarian was appropriate. Also they apparently did not conclude that such involvement might lessen the time available for curriculum development. In addition, 91 percent affirmed that school library media specialists could be a better help to teachers if there was more time for them to plan together. One can assume that they did not see themselves as influential in helping to make this time available. (p. 132)

Principals' and Librarians' Perceptions of Principal Preparation

Wilson, Blake, and Lyders (1993) surveyed 1000 principals and 1000 teacher librarians regarding principals' training about the function of school library programs. Of the 572 teacher librarians who responded, an overwhelming 90% said that principals are not adequately trained in the management and function of school libraries. In addition, 90% said this should be a part of the principals' training. The 423 principals who responded mostly attributed slightly less importance to this aspect; 68% said they were not adequately trained and 78% said they should have more training in the functions of school libraries.

Using the comments section of the questionnaire for analysis and development of a plan to strengthen partnerships between teacher librarians and administrators, Wilson et al. (1993) focused on three aspects – why principals need to know more about the function of school libraries, what they need to know, and how they may become more familiar with these issues. Detailed comments from participants were summarized. Those comments involved issues of scheduling, performance evaluations of librarians, national

school library guidelines, information technology, routine tasks of the librarian, and certification requirements for librarians. Some of the suggestions for increasing principals' familiarity with school libraries included coverage in university course work (78% of principals and 90% of teacher librarians); visits to exemplary school library programs during coursework; portions of several courses should be devoted to school libraries; principalship seminars; information at the teacher training level because all principals were teachers first; pre-service teacher lectures and field experience visits to exemplary school libraries; and on-job experience with training from their own teacher librarians.

In conclusion, Wilson et al. (1993) argued that both background training for principals and on-job training by teacher librarians must take place. The researchers made the point, however, that to expect the latter to happen, teacher librarians must "break the communication barriers between teacher-librarians and administrators, and partially assume the training responsibilities" (p. 24).

Disconnect Between Principal Expectations and National Library Guidelines

Dorrell and Lawson (1995) studied principals' perceptions of the role and expectations of the school library media specialist, using a random sample of 160 high school principals in Missouri. The principals administered either AA- or AAA-quality – rated schools, the two highest quality ratings, based on Missouri's state standards. Of the 77 respondents, 68 employed full time and 9 employed only part time certified school librarians. Principals responded to 25 survey questions using a five-point Likert-type scale. Principals positively responded to the question about the importance of the school

library with an average overall response of 4.6. On the contrary, they were not as positive about the level of importance of their own school libraries, with responses averaging 3.9 for this question. This indicates they felt the importance level of the library program at their own schools needed to be improved. Principals were conservative with their responses regarding library budgets. The sample was in close agreement, hovering around 3.0, adequate (not generous and not inadequate).

Given a list of skills or tasks for the school librarian, principals responded with the highest importance rating going to “materials selection, library management, and reference/research resource to students” (Dorrell & Lawson, 1995, p. 75). Next were those in the above average category: “materials processing, reference/research resource to teachers; reading promotion, public relations, and instruction in library science” (p. 75). Those skills they rated with only average importance were “production of audiovisual materials, curriculum planning, and instruction in a subject discipline” (p. 75). Several additional questions also focused on tasks of importance. Likewise, principals’ ratings were highest for those tasks associated with the stereotypical roles of school librarians. For example, principals were in agreement for the most part with regard to how they believed librarians *were* spending time and how librarians *should* spend their time (shown here respectively after each task). The highest averages were revealed for reference help (20.6%, 18.3%), materials processing (19.8%, 12.5%), materials circulation (16.6%, 13.3%), instruction (15.1%; 15.5%), and materials selection (9.5%, 13.0%). The lowest averages were revealed for library planning (8.9%, 10.8%), curriculum planning (6.0, 9.3%), and conferencing with classroom teachers (6.9, 8.5%).

Dorrel and Lawson (1995) concluded with this statement about the disconnect between the importance placed upon the instructional role of the school librarian in the national guidelines and the higher importance principals assign to purchasing, processing, and circulation.

It appears evident from the survey that the principals did not present strong support for the concepts of the school library media specialist as a teacher. They thought it was reasonable for the school librarian to have classroom experience, but it was not necessary. Even more disappointing was the amount of time those principals thought the school librarian should dedicate to providing the teacher/educator types of activities....it seems apparent that there still exists a separation between the principal's perceptions of the role and expectations of the school librarian and what is advocated within *Information Power*. (p. 79)

Library Media Leaders Respond to Lack of Library Requirement in Kentucky

Shannon (1996) surveyed 48 school library media leaders in Kentucky about the effects of the Kentucky Education Reform Act (KERA) on library programs and what librarians were doing to support KERA. This purposive sample comprised all of school library media leaders, defined for this study as those who served on the Board of Directors of the Kentucky School Media Association during the 1993-94 or 1994-95 school years. There were approximately 40 members of the Board each year. The questionnaire had both closed- and open-ended questions. Data from closed-ended questions and checklists were tallied, while the responses to the open-ended questions were coded.

The results showed that school library leaders believed KERA to have changed library programs in several ways. At least 74% of the respondents saw change in how students and teachers use the library, the role of the library media specialist, the library curriculum, and the "amount and variety of technology for which the library media

specialist is responsible” (Shannon, 1996, p. 37). In fact, technology was mentioned in the open-ended responses by 62% of the respondents, more frequently than any other factors effecting change. Eleven respondents (26%) mentioned more involvement in the curriculum and development of units with classroom teachers. When asked to cite barriers to library media specialists’ support of education reform initiatives, lack of time and insufficient funding were mentioned most frequently, followed by teachers’ lack of commitment to change and lack of administrative support.

The library media leaders were also asked what they do to highlight the role of the library in KERA initiatives. Many responded with characteristics of involvement, visibility, and public relations, such as serving on committees, tying the library program to projects’ scores, and using newsletters and other communications to put the media center “tag” on almost every project so everyone is aware of the media center’s involvement (Shannon, 1996, p. 38). Furthermore, 71% of these leaders had shared *Information Power* with their principals and 79% had offered in-service to faculty. The authors concluded that these leaders were actively engaged with their teachers and administrators in many areas in spite of the fact that they agreed that administrators lacked understanding of the role of the library media specialist. They wanted to help to train the principals. At the same time, they expressed their concern that “state standards for library media programs no longer exist in Kentucky” (p. 40).

The guidelines that exist are not mandatory. Shannon (1996) pointed out that most states have undergone educational reform at some point since the early 1980s. Shannon argued that even without the library requirement in KERA, it is obvious that the reform

efforts will require a strong emphasis on resource-based teaching and information technologies, and thus require services of school library media specialists.

NCATE Principalship Programs' Assessment of Integration of School Library

Wilson and MacNeil (1998) validated the 1993 Wilson et al. study through their investigation of 250 university principal-preparation programs accredited by the National Council for the Accreditation of Teacher Education (NCATE). Only 18 percent said they integrated information about school libraries into their coursework. However, phone interviews with those professors revealed that less than half (under 9%) of those who said they included libraries actually integrated school library information in their courses. The majority had misunderstood the question to mean that the graduate students in the principal-preparation program themselves learned to use their university library for their own research.

Wilson and MacNeil (1998) recommended a three-part action plan for changing the training of principals. Those steps include improvements at three levels: (a) inclusion of school library program topics in multiple areas of the principal preparation curriculum; (b) discussions between practicing principals and school library media specialists about state and national standards, media program issues, and expectations and evaluation of certified library media specialists; and (c) practicing library media specialists volunteering to speak to principal preparation classes and to offer the school library for visits during principal internships.

The Overwhelming Nature of the Teacher Librarian Role

McCracken (2001) conducted a survey of a random sample of 1,000 kindergarten through 12th grade teacher librarians in the United States that yielded 505 participants. The 46-statement Likert-type 5-point scale survey was designed to "determine if practicing library media specialists perceive that they have been able to implement the 1988 and 1998 national standards and if they think it is important to implement the standards at their school. The study also examined the role library media specialists perceive they should practice--and do practice--in relation to instructional technology" (Purpose of the Study section, para. 1). Two open-ended questions at the end of the survey sought to "determine what barriers library media specialists face as they attempt to change and expand their role and what factors promote and support an expansion of their role." The mean was computed for the responses. Open-ended question responses were examined and categorized noting the frequency of responses.

The school library media specialists indicated the role of highest theoretical and practical importance was Information Specialist, with a mean response rate of 3.5 on the theoretical scale and 2.9 on the practical scale. The second highest role of theoretical importance was the Program Administrator role, with a mean of 3.5 on the theoretical scale and 2.7 on the practical scale. The role placed third in importance was Teacher, with a mean of 3.4 on the theoretical scale and 2.2 on the practical scale. The instructional partner/consultant role ranked last (average means were not reported). Those factors that school library media specialists perceived to be most important to help them expand their roles were listed in their ranked order of importance. First on this list

was support from administrators. Support from faculty was second. These were followed by technology, professional development opportunities, their abilities and attitudes, funding, and clerical support.

Without exception, library media specialists saw all roles from the national guidelines to be more important than they were able to implement in practice. They felt unable to practice any role to the degree that they believed they should. In general, written comments indicated that “librarians feel overwhelmed by the lack of time and the number of responsibilities they have” (McCracken, 2001, Lack of Time to Implement Roles section, para. 2).

Principals’ Perceptions of Libraries In Kentucky’s Education Reform

Alexander, Smith, and Carey (2003) investigated principals’ perceptions of school library media specialists and services ten years after the implementation of the Kentucky Education Reform Act to “ascertain the degree of importance that principals ascribe to school library media centers” (p. 10). Alexander et al. surveyed 180 randomly selected principals using a 35-item questionnaire about the importance of the roles of the school librarian. Responses were received from 102 principals from all types of Kentucky schools. Data were aggregated and correlations were made to answer questions of significance about their perceptions.

Like Iowa, Kentucky spent approximately 10 years, beginning in the early nineties, with educational reform law, but no school librarian requirement. Then in 2000, a Kentucky law was passed requiring “all districts to establish and maintain a library media center in every school” and to employ a certified school library media specialist

(Alexander et al., 2003, p. 10). However, the Kentucky law also stated that a school library media specialist may serve two or more schools.

The Kentucky principals in this study were asked about their formal education regarding the function of the school library. Fewer than 10% said they had ever had a college course with information about collaborating with a school library media specialist. Notably, those who had taken such a course “rated the value of the library media center significantly higher, 7.00 on a ten-point scale” (Alexander et al., 2003, p. 11). Secondly, high correlations were found between adequacy of funding and the importance of the school librarian.

A third section asked principals to rank the importance of five roles and responsibilities of school library media specialists using a 5-point scale. High school principals ranked the role of information literacy first in importance. Elementary and middle school/junior high principals ranked information access and delivery first. Learning and teaching was ranked fourth and program administration was ranked last by principals of all levels. In case that there might have been misunderstandings about the terminology for these roles, Alexander et al. (2003) planned for this by including multiple questions on the viewpoint of these roles. They found that the response patterns correlated significantly with the other responses for the same given role. This pattern can mean that the items are measuring the same perception of these roles and thus verifying the ranking of learning and teaching in fourth place out of the five roles.

Alexander et al. (2003) voiced their concern about the fourth place ranking of the learning and teaching role, “Considering the fact that learning and teaching is the core of

any school's mission, this interpretation of the data could logically place the library media center outside that core" (p. 12). The authors concluded that none of the rankings overall were considered high. The highest mean for any of the rankings was a 3.30 on a 5-point scale. Although in some studies, this mean would be considered a positive indicator, the authors stated that the mean ranking of importance of the roles of the school library media specialist to learning and teaching ranging from 3.30 down to below 2.0 was "not a rating with which [school library media specialists] might be particularly pleased" (p. 11).

Another question asked principals to rate the overall importance of the school library media specialist as to the learning success of students given a scale of 1 to 10. This time elementary principals' ratings had a mean of 4.46. The middle school principals' ratings had a mean of 5.74 and the high school mean was 6.29. Again the authors conclude that these ratings are low. They suggest there is a "perceptual disconnect in the minds of principles [sic] between the learning that occurs in the library media center and the learning that occurs in the classroom" (Alexander et al., 2003, p. 12).

Alexander et al. (2003) described two potential explanations for the low ratings of the importance of school library media specialists to learning and teaching. One potential explanation the authors provided was that there could be a gap between theory and practice in the school library media profession. Another potential explanation was that the school library media specialists could be practicing the theoretical roles, but the problem is perceptual. The authors concluded, "Either way...the results of this study

indicate a problematic situation that could have implications for the future status of the profession in Kentucky” (p. 12). The authors suggested that additional research would be needed that was both “more focused and more broadly based geographically” in order to explore the relationships between principals’ perceptions of the school library media specialists’ roles and the way school library media specialists practice their roles (p. 12). Numerous surveys about principals’ understandings of the roles of the school library media specialist have been done. A qualitative exploratory method is needed to provide greater understanding of the principals’ perceptions about specific aspects of school library programs and how and why these perceptions ensued and their thoughts about change in the way school library programs are viewed in schools.

Classroom Teachers’ Perceptions of School Librarians and Collaboration

Moreillon (2005) has analyzed data from her pilot study portion of a longitudinal qualitative case study to “identify the factors involved in educating future classroom teachers about collaboration for instruction with teacher-librarians” and monitor their growth in understanding of collaboration through their first year of teaching (p. 2). Specifically, she wanted to see the critical components during preservice education that influence collaborative teaching with teacher librarians in the future. Like Alexander et al. (2003), where little exists about establishing strategies for teacher librarians to collaborate with administrators, Moreillon concurred that she had not found any research about developing preservice teachers’ understanding of classroom-library collaboration.

Moreillon’s (2005) participants were junior and senior undergraduate teaching majors who were working full time and taking evening classes for their teaching degree.

The participants made up three separate groups according to class sections in their university courses. Moreillon taught Groups A and B. They attended classes in the school where Moreillon served as the teacher-librarian for ten years and where the new teacher librarian had continued the collaborative teaching experiences. Group C attended classes in a charter school that did not have a central library or a teacher librarian. The data were closed-ended survey question responses and were calculated into percentages. An interesting finding arose from the pilot study question that asked the future teachers about their knowledge of the teaching responsibilities of school librarians.

56% of the respondents believe that school librarians should not be responsible for teaching reading while 93% strongly agree or agree that school librarians should be responsible for teaching research skills. 56% also believe that school libraries should not be responsible for teaching every area of the school curriculum. (p. 15)

Supports and Obstacles to Successful School Library Programs

Kuhlthau (1993) carried out a two-phase study to identify inhibitors and enablers for successful library media programs' implementation of a process approach to learning information skills. Phase one asked for volunteers among those library media specialists who had participated in information search process training institutes in the United States, Canada, or Sweden to complete questionnaires about the process approach in their library programs and their plans for implementing an extensive process approach following the institute. Six months later, the same library media specialists, along with the teachers who had teamed with them, were sent questionnaires requesting their assessment of the implementation of the process approach. Patterns emerged through analysis of questionnaire responses: three inhibitors identified in "stalled" programs were

“lack of time, confusion of roles, and poorly designed assignments” (Kuhlthau, 1993, p. 14). The confusion over roles may be explained as uncertainty about whether the teacher or the library media specialist was responsible for various aspects of student research using the process approach. Most administrators were not involved at all.

In the second phase, a case study of a junior high school, selected for its successful implementation of the process approach in phase one, revealed enablers of successful implementation of the process approach. Analysis showed that a team approach to instruction with integral administrative involvement and already well-established library media services and staff, and clearly defined roles of all team members was an enabler to the successful implementation of the process approach.

The DeWitt Wallace Reader’s Digest Fund Library Power study began in 1988 as an initiative to study evidence that students were learning in libraries, the impact of improved school library resources on student learning, and the school librarian’s role in this. This ten-year program extended to 700 schools in 19 communities where each school received 3-year grants of \$1.2 million in funding for much-improved resource collections. All participating schools were required to fund a full time school librarian, provide funds for collection development, and provide open access to the library throughout the entire school day. Additionally, three schools were selected for qualitative case studies to take a closer look at the differences.

For the quantitative portion of the study (Kuhlthau, 1999), researchers analyzed over 500 elementary and middle school librarians’ descriptions of learning from 1995-1997 using a five-point coding scale for the level of opportunity for student learning

(input, output, attitude, skills, utilization). Additionally, a 10-point coding scale was used for librarians' observations of student learning. The most frequent indicators of student learning were student independence in using the library, return visits, comments, expressions on their faces, teaching other students, sharing ideas with others, questions, making connections, final products, recalling information later, and test results. Using an open-ended questionnaire, researchers asked librarians to describe incidents of learning in their school libraries. Over the three year period, the level of information skills reported progressed from the lowest to the highest level, showing an increasing awareness of inquiry learning on the part of librarians (p. 85). Librarians focused less on the lower level measures, input (what librarian did) and output (quantitative measures, i.e., more visits, more use of materials, etc.; pp. 83-84). Instead the most frequent responses identified in coding moved from attitude (enthusiasm) in 1995, to skills (location of resources) in 1996, toward higher levels of utilization (content learning) in 1997.

In the qualitative case study portion of this study, Kuhlthau (1999) found that the role of the librarian differed in these schools. Library Power had a stronger impact and was more sustainable in schools where there was a commitment to inquiry shared by administrators and teachers and where the library was integral to learning (pp. 95-96). Kuhlthau offered a definition of inquiry derived from her Information Search Process (ISP) model, "The critical component of the ISP is the student's own formulation of a focus that involves gaining a personal perspective of the subject or problem while using a variety of sources of information" (p. 82). She stated that the commitment to

constructivist learning through the library and its resources most impacted student learning.

Without a commitment to constructivist learning that requires a variety of resources, the library was considered an extra activity in an already overloaded program. In schools where the library was considered essential rather than just good, a clear commitment to inquiry learning was in place on which to build a collaborative library program integrated with the curriculum. In these schools, Library Power was making a significant impact on student learning opportunities. (p. 96)

Latrobe and Masters (2001) conducted a quantitative case study of one district's implementation of *Information Power*, the national guidelines for school libraries. The researchers evaluated the teaching and learning components from the national standards in their school library programs and the stakeholders' involvement in the implementation process. The researchers sought the teachers' ratings of library program progress according to the guidelines and participation of the library media specialist, principal, and other teachers. They also questioned whether these perceptions were consistent across various building-level teams and the relationship between program progress and participation. The case study school was chosen for its exemplary status because the school was a past winner of the American Association of School Librarians' Encyclopaedia Britannica Award for excellence in library media programming, among other awards. Latrobe and Masters used a survey instrument to assess teachers, library media specialists, and principals from fifteen elementary schools, four middle schools and two high schools of the same district.

Latrobe and Masters (2001) analyzed correlation coefficients for the variables, "the relationship of program involvement to program progress" (Abstract, para. 1).

Participants rated the program progress on a scale of 1-5 with 5 being the highest level. The researchers found that the means for program progress were high, ranging from 4.00 to 4.19, indicating “teachers’ approval of the programs within the areas of teaching and learning” (Implications and conclusions section, para. 2). They also found a “positive correlation of program participation to program approval” and they confirmed that library media specialists’ behavior stood out as the “best predictor of program progress” ranking higher than that of principals and teachers (Implications and conclusions section, para. 2). Their conclusions were important for district planning for collaboration.

Lambert (2004) examined one elementary school library media center in his qualitative case study to “determine possible explanations for disparities between actual practice and the ideal recommendations in the literature” (p. 3). Specifically, he sought to determine the perceptions or “multiple realities” of the principal, media specialist, faculty and staff and how they may influence the function of the library program as an element of the school mission (p. 3). The principal, the school library media specialist and a purposive sample of teachers stratified by teaching experience overall and experience at this school of approximately 485 elementary students, one of ten district elementary schools. He used interviews, document analysis, observations and a survey to collect data. His analysis consisted of naturalistic inquiry and an ethnographic research framework to approach an understanding of the multiple constructed realities of the participants. The resulting themes showed differences between primary and upper elementary library scheduling issues, a lack of communication among the school library

media specialist and the faculty and staff as well as school-wide communication problems, and confusion about the roles of the library media specialist.

Literature Summary

Studies reviewed in this chapter have included mostly quantitative methods, such as correlational research, survey techniques, and an experimental study. Qualitative methods were used in the research about student information skills instruction. Mixed methods, as well as a quantitative case study of a district school library program and a qualitative case study of one elementary school library program, furthered the rationale for a qualitative case study to focus on teachers' and administrators' perceptions of school library programs in the teaching and learning process.

Those studies showing positive correlational links between programmatic measures and student achievement on standardized tests provided evidence for strong school library programs. Higher levels of library budgets, professional and support staff, collection size and quality, and professional librarian and classroom teacher collaborative student instruction positively influenced student test scores (Lance, Hamilton-Pennell, & Rodney, 1999; Lance, Rodney, & Hamilton-Pennell, 2000a, 2000b, 2001, 2005; Lance, Welborn, & Hamilton-Pennell, 1993; Research Foundation, 2006; Rodney, Lance & Hamilton-Pennell, 2002, 2003). Callison (1995) linked the school library budgets to effective leadership of teacher librarians.

Another group of studies used mostly qualitative exploratory methods to describe how teacher librarians guided student research using an information search process model (Garland, 1995; Kuhlthau, 1988a, 1988b, 1988c, 1989a, 1989b). These studies

demonstrated the importance of the teacher and instructional partner roles of the teacher librarian through the validation of how students used a process approach to research. Students of all ability levels struggled with the research process at all stages: choosing research topics, finding the best quality sources to explore, assessing the information available on their topic, formulating a focused approach to research, assessing and using all available information sources, distinguishing relevant information, determining authoritative information, preparing information for presentation, and assessing one's information seeking process. Kuhlthau et al, (1990) confirmed the information search process applied to a wide variety of public, academic and school library users. Another qualitative exploratory study confirmed that student use of digital library databases increased the need for professional librarian instruction and guidance in research (Neuman, 2004).

A survey of over 13,000 students further verified the importance of teacher librarian to learning in schools (Todd et al., 2004). Finally, one experimental study showed that students in the treatment group who used the information search process and received information literacy instruction from a professional teacher librarian collaborating with the science teacher performed significantly higher on science exams and information literacy assessments (Todd, 1995).

A third group of studies consisted of survey research demonstrating stakeholders' lack of knowledge about school library programs. Principals, educational administration professors teachers and librarians verified the widespread lack of training and understanding about school library programs and the role of professional teacher

librarians in learning and teaching (Alexander et. al., 2003; Dorrell & Lawson, 1995; McCracken, 2001; Moreillon, 2005; Naylor & Jenkins, 1988; Schon et al., 1991; Shannon, 1996; Veltze, 1992; Wilson et al., 1993; Wilson & MacNeil, 1998).

The fourth and final group of studies reviewed included several mixed methods research identifying supports and obstacles to school library program implementation of the information search process model (Kuhlthau, 1993, 1999). Additionally, a quantitative case study of one district's implementation of the national school library guidelines showed the importance of teacher librarian's collaboration with classroom teachers (Latrobe & Masters, 2001); while a qualitative case study of one elementary school library program identified themes contributing to disparities between its library program and the national guidelines (Lambert, 2004).

This review of literature has demonstrated the need for a qualitative focus on educators' perceptions of school library programs in the teaching and learning process. The correlational studies have linked improved school library programming and professional teacher librarians with increased student test scores. Additionally, qualitative research has shown the importance of professional teacher librarians providing collaborative instruction in the information search process, including electronic search. However, in spite of this evidence about the importance of school library programs, survey research studies of stakeholders' perceptions of school libraries have shown a widespread lack of understanding about school library programs' importance in the teaching and learning process. Furthermore, studies that have employed mixed methods

and case study methods have only begun to sort out explanations for the supports for and obstacles to having effective school library programs.

Notably, the aforementioned studies were conducted with the assumption that schools were operating with at least basic school library programming and services of professional teacher librarians. Further, these studies have not explored the reasons or experiences shaping stakeholders' beliefs and perceptions of school library programs. Together, these studies support the need for a qualitative case study investigation into educators' perceptions and inherent beliefs about school library programs in the teaching and learning process. A qualitative case study methodology facilitates probing beyond participants' initial surface perceptions and beliefs about school library programs and information literacy instruction in order to shed light on the best strategies for teacher librarians to establish leadership and collaborative relationships with other educators.

CHAPTER 3
METHODOLOGY
Research Design

In this qualitative case study, I investigated the school library program of one small, rural elementary school in Iowa that has been operating without a professional teacher librarian for several years, as the school prepared to meet the reinstatement of the teacher librarian and library program requirement in the 2007 *Code of Iowa*. Stake (2005) defined case study by the “interest in an individual case, not by the methods of inquiry used” (p. 443). Further, Stake said, “Coming to understand a case usually requires extensive examining of how things get done, but the prime referent in case study is the case, not the methods by which the case operates” (p. 444).

According to Stake (2005), cases may be defined as either *intrinsic* or *instrumental*. This case study was an instrumental case study because the case site was used to “provide insight into an issue” (p. 445), specifically the issue of small schools without library programs as they are preparing to meet new state law. Most of the studies I have reviewed used quantitative methods such as correlational, survey design, and experimental research. Qualitative methods were used to investigate how students learn and how teacher librarians collaboratively teach the information search process. Some have used mixed methods and quantitative and qualitative case studies. Lambert (2004) used the qualitative case study methodology to study issues related to the disconnection between national school library guidelines and the practices of one elementary school library program. The qualitative methodology was also appropriate for my questions

because I wanted to study the status of one school library program that has been operating without a school librarian for several years, gain insight into stakeholders' perceptions and expectations of the program, and to identify supports and obstacles to implementing the new state teacher librarian and library program requirements in this school.

Site Selection

Pembroke Elementary school is a small, rural elementary school in Iowa of approximately 125 students. It is part of a district that includes another elementary school, Odessa Elementary, in a neighboring community. The Pembroke-Odessa Middle School and High School is located between the two communities. It was purposefully chosen to study the process of meeting the reinstatement of the school library requirement because it is a school that had been operating without a qualified librarian in this school or district for at least five years. Approximately one-fourth of Iowa schools were in this same situation in fall, 2006, when the teacher librarian requirement was reinstated into Iowa law. I gained entrance to this site through the principal who was beginning her first year with this district in fall, 2006, and who welcomed input into preparations to meet the new state school library requirement.

Data Procedures

My first role was as a volunteer at the school for eight months. I spent one day per week at the school. During this time, the principal asked me to provide guidance to a library collection reorganization project. The principal decided to remove the Reading Counts books purchased for a particular reading program from their location in the school

office. She asked me to help guide the library associate through the process of integrating hundreds of these books into the library organizational system. The principal also asked me to weed the collection to make room for these materials and to select new books for the library after a fundraiser brought in thousands of dollars for new library materials.

My role during the ninth month I spent volunteering in the school system changed to that of participant observer and researcher. In the role of participant observer, I visited the school on a daily basis. Teachers were aware of my research study at this point and I encouraged participants to engage in conversations about the school library program. I continued to volunteer in the school library in the same capacity begun earlier in the year.

Methods employed during the research study were document analysis, participant observation and interviews or focus groups with administrators, teachers, and the library associate. I maintained field notes of informal conversations as participant observer that pertained to the school library program. Field notes were used to inform interview questions for the structured interviews and focus groups also held throughout this month and several months following the end of the school year.

I conducted document analysis of readily available documents that related to the school library program. I analyzed the library catalog shelf list file of non-fiction books. I calculated the average age of the collection, the percent of items with copyright dates later than 10 years, and the percent of items the library owned from a standardized catalog and core list for elementary libraries. I also analyzed a survey of this school's library materials and program completed annually for the State Library of Iowa. I had access only to surveys from 2002-2003, 2003-2004, and 2006-2007. Additionally, I

analyzed the district Comprehensive School Improvement Plan, library-related board-approved policies, state and national library guidelines, school library mandates from the *Code of Iowa*, and district request(s) written to the Iowa Department of Education for waivers for the teacher librarian position and the school library program.

I recruited participants with an invitation letter, once the superintendent had consented to the study. Participants' teaching grade levels were not used in this written study; teachers have been referred to as simply upper elementary or lower elementary level teachers. Pseudonyms have been used to represent the Pembroke and Odessa schools.

I used interviews and a focus group session. All participants completed the Educator Questionnaire at the beginning of the sessions (see Appendix C). The questionnaire asked participants questions about their teaching degree(s), endorsement area(s) and their teaching or administrative experiences. The questionnaire also asked them for their total years in each of these experiences. Finally, participants responded to a question about when and how they had learned about the reinstatement of the requirement for teacher librarians in Iowa.

Participants

Eight elementary teachers, one non-certified library associate, and four school administrators participated in this study. With only 120 students in the school, and only one teacher per grade level from K-6th, these teachers comprised all classroom teachers and a reading teacher from the case study school. The four administrators all worked in the same district. They included the principal of Pembroke Elementary School, the

principal of Odessa Elementary, the principal of Pembroke-Odessa Junior and Senior High School, and the superintendent of the Pembroke-Odessa Community School District.

Six teachers participated in a 90-minute focus group session held after school. Two teachers were unable to come at that time and agreed to be interviewed individually at a more convenient time. The library associate was interviewed separately. The four administrators were each interviewed separately. These one-time interviews each lasted between 1-2 hours and consisted of between 10-20 questions (see Appendix B).

The teacher participants responded to the question about their ideal vision for a school library program with explanations about what they would like to see. Some comments were hypothetical and others were directly connected to their experiences. The examples from the past were often familiar to the others in the focus group. Four of the eight teachers had never taught outside the district. The four teachers who had taught in other districts had done so for only one to three years. In all four cases, these experiences had been at the beginning of their teaching careers. Only two of the eight teachers were new to this district and fairly new to teaching. One of the new teachers had been teaching for four years, two of those years at this school. The other new teacher was a first-year teacher during the year of this study.

Six of the teachers had been with this district for the long-term. Several had taught previously at Odessa Elementary school of the same district, located in a neighboring town. These six teachers' tenures ranged between 14 to 37 years with this district. This group had been together as a faculty in this school building for seven years.

Consequently, these teachers commonly completed sentences and thoughts for one another throughout the focus group, and there seemed to be no discomfort or disagreement with this practice.

The library associate had only worked at this school for 2 months at the time of this research study. She was a licensed teacher and had 18 years of teaching experience. She also had several years of work experience in a public library.

The Pembroke Elementary principal was a new principal and the newest administrator in this district. She had over twenty years of experience in elementary and reading education. The Pembroke Elementary principal had taught five years in another district and had been a principal for less than five years at this school. The secondary principal had taught in another district for eight years and had been the secondary principal at this school for less than five years. The superintendent had taught for four years and had been an administrator in this district for five years.

Data Analysis

I used the constant-comparative method of Bogdan and Biklen (2007) to analyze my data. This form of data analysis allowed for analysis to begin early in data collection and thus was completed near the end of the data collection period (p. 73).

The focus group and interviews yielded approximately 200 pages of transcriptions. Participant observation notes and documents supplemented interview and focus group data. Interview and focus group responses were coded using 40 tasks or topics that were derived from the data (see Appendix B).

Interrelated tasks were grouped, creating a *typology* defined by Lofland & Lofland (as cited in Merriam, 1998, p. 157) based upon the four roles of the teacher librarian identified in the national standards: Information Specialist, Program Administrator, Teacher, and Instructional Partner. For example, the teacher librarian might demonstrate the Teacher role in several ways. The teacher librarian might teach research skills (TRE), teach about technology (TEC), and teach by offering reading guidance to students (TRG). As a participant stated or directly implied the importance of any of these tasks, that piece of conversation was given the topic code for the appropriate teacher librarian task. Those task codes, in turn, were grouped with other similar tasks to create the typology based upon the four roles of the teacher librarian.

Given the data from these conversations, fifteen tasks were identified that received codes designating the Teacher function. One task was identified as the Partner function. Seven tasks were coded Information Specialist. Six tasks were coded Program Administrator. Eleven additional topic categories were created in order to code topics and issues that did not fit within the tasks of any of the four roles of the teacher librarian identified in the national standards. This included topics such as the qualifications of a teacher librarian versus a library associate, the part time or full time assignments of teacher librarians, school funding priorities, and school library legislative issues.

Throughout the transcribing and coding, I listened critically to my part of the interviews in order to mitigate my influences as a participant observer. I also shared my coding of the raw interview transcriptions with my committee in order to seek input to reduce the influence of my role in the interview process.

CHAPTER 4

DATA ANALYSIS

The purpose of this chapter is to assess the data collected from thirteen participants through a focus group and individual interviews and from related documents. This study investigated perspectives and expectations for school library programming, including the professional role of the teacher librarian. The district in this case study dropped the teacher librarian position at least five years ago and has secured a waiver period of two years before it will need to meet the reinstated state requirement for a teacher librarian and school library program.

This chapter has extensive participant quotations and focus group conversations from the data transcriptions. These quotations have been used to provide the reader with the participant's original emphasis and the conversational context when this was deemed to be important to the data interpretation. The bolded words within the quotations represent statements that were assigned data codes during the analysis (see Appendix B). Teacher participants have been assigned a respondent number and have been identified in the transcription quotations using R1 and R2 for Respondent 1, Respondent 2, etc. Administrators have been assigned a number and have been identified in the transcription as A1, A2, etc. The respondent or administrator number has been repeated on a new line each time the participant began a response to a new question or began a new thought.

Research Questions

1. To what extent do the teachers and administrators feel their ideal vision of a school library program is being realized through their current program?

2. To what extent do the teachers and administrators understand the roles and function of a professional teacher librarian?
3. To what extent do the teachers and administrators expect the school library program to support literacy, technology, and other content learning for student achievement and school improvement purposes?

Question 1: Vision and Reality

To what extent do the teachers and administrators feel their ideal vision of a school library program is being realized through their current program?

The participants responded to questions about their vision of an ideal school library program, followed by inquiries into their perspective about how well their current school library program fulfilled their vision. The results for this research question yielded three findings. First, the participant groups' visions of a school library program differed according to their job functions. Teachers were more inclined to value the teaching aspects, and administrators were more likely to value program administrative functions of the school library program. The second finding was that their visions were uninformed by state and national school library program guidelines. The third finding was that none of the participants saw even their minimal visions being realized through their current school library program.

Table 2 quantifies the participants' comments about their ideal visions of a school library program and their comments about their current program. The table shows that the teachers, the library associate, and the administrators had different ideas about the vision of a school library program, that the participants' visions were uninformed by guidelines, and that their visions were not met.

Typically, the vision comments included: (a) positively stated items, for example, “a library should have an organized collection of materials;” and (b) negatively stated items, for example, “our library is terribly unorganized.” Although these negative types were distinguished separately in the coding, both types were included in the totals in the following table because this researcher interpreted either mention of library organization as an indication of an interest in, or a concern for the importance of library organization. Items in the table marked with an asterisk * show discrepancy among participants about whether this was realized in their situation. Items in the table marked with a double asterisk ** indicate participants’ agreement that the indicator was definitely not realized in their situation.

Table 2

Vision and Reality Statements Emphasizing Various Teacher Librarian Roles

Teacher Librarian Role	Ideal Vision of Library Program			Current Program Reality		
	Teachers	Assoc	Administrators	Teachers	Assoc	Administrators
Program Administrator	0%	83%	53%	* 33%	22%	* 53%
Information Specialist	13%	17%	37%	* 19%	78%	* 41%
Instructional Partner	4%	0%	5%	** 4%	0%	0%
Teacher	83%	0%	5%	** 44%	0%	6%
Total Statements	24	6	19	27	9	17

* realized somewhat

** definitely not realized

Total Statements are the number of coded statements about the role(s) by each group.

Visions Align with Job Functions

The first finding was that the emphases these participant groups placed upon the various roles fulfilled by a teacher librarian—program administrator, information specialist, teacher, and instructional partner—varied according to their own job functions. Table 2 shows that the administrators and the library associate placed the greatest importance upon the administrative and information specialist roles of the teacher librarian, whereas the teachers emphasized the teaching role of the teacher librarian.

Teachers want library instruction. The teachers' ideal vision for a school library program concurred with their own emphasis on teaching (83%), followed by some discussion about the information specialist role (13%), and a very small indication of knowledge about the instructional partner role (4%). Having someone to help teach students technology skills was at the top of the teachers' list.

Teaching technology was mentioned seven times in the teachers' discussion of vision for the ideal school library program. Having someone to teach research was mentioned three times. Teaching about libraries in general, reading aloud, and storytelling were each mentioned twice. Additionally, teachers mentioned the following instructional tasks: teaching library organization, guiding students in reading selections, teaching appropriate library behavior, and simply exposing students to the library environment.

Three teachers actually used the term *teacher* or *instructor* when explaining something they thought the students should learn about libraries. One upper elementary

teacher commented that the library instructor should be able to teach students various computer skills such as keyboarding, use of websites, and safe use of the Internet.

R7. I like to see the instructor in there **be able to teach the students skills on the computer**. I think they need to learn their keyboarding. I guess thinking of the technology part, that's an important resource in the library. They um, being able to use **various websites**, being able to use the computer, use the Internet, **safely**.

Another upper elementary teacher expressed that she would like someone with the knowledge of where things are located in the library, to actually be the one to teach students these library research skills. Later in the focus group, this same upper elementary teacher revealed that she taught her own class how to use the automated library catalog and find library materials because she thought it was a skill they needed. She took her class to the public library for this instruction. Pembroke Elementary School did not have an automated library catalog. A lower elementary teacher agreed that instruction about websites was also in her vision.

R5. I think I would want a librarian who would be able to **take the helm and teach those research skills**. Say there would be, you know, a supplement, but **somebody that has the knowledge of where these things are located to actually teach this stuff**. Not only teach that, but also how to use the library, what's behind the books.

R1. **Websites** too.

R5. Yeah, **media** as well as books.

One teacher specified that she wanted the librarian to be a full time teacher. She continued with her explanation of library instruction as a class and a time to check out books. An upper elementary teacher, who had taught her own library skills in the past, agreed, stating that library instruction should be one of the *specials*. A special is a class taught by a teacher of a special area such as art, music, or physical education.

R4. I would like a librarian to be a **teacher, a full time teacher.**

R8. Me too.

R4. You know, where **you have a class**, you have some time to **check out books.**

R5. Yeah just to be **one of the specials.**

A lower elementary teacher expressed a desire for her students to learn appropriate library behavior, to be able to check out books, and to simply spend time in a library, an experience that several teachers agreed that many of their students did not have, outside of school. Another lower elementary teacher wanted to see storytelling in the school library program.

R2. I'll say um, for me, just this year, appropriate **library behavior.** I try to tell my kids it is kind of like in church or whatever, but you know... We haven't had library classes in a few years. So it's a little different. And the same thing, you know, where **to locate** different things in the library, and then the different **computer** skills.

R1. And whether it's once a week or twice a week, that **listening to a book**, and that **being in a library.** Because no matter what, some of these kids will never get that, except in this school. And they never had it, probably before school.

R8. I didn't, I never went to a library before school.

R1. The **storytelling.** You know we didn't have that as much as what I see. I see the little [college] girl come out with storytelling and that is so exciting for the little kids to watch as well as just listening to a book....She's in a children's lit class. And I think the storytelling is so much for the little kids besides just listening to a book.

Library associate seeks school library purpose. Consistent with the challenge given her when she was hired two months earlier, to improve the library atmosphere and to make it operational after having been closed for several months, the library associate naturally placed the greatest emphasis (83% of vision statements) upon administrative tasks (see Table 2). The atmosphere of the facility and a vision for the library were high on her list of priorities. Second, she emphasized the information specialist role (17%), noting especially the importance of the circulation of materials.

In her comments about vision, she defined the purpose of the library as both serving for research and reading for pleasure. Her most recent job was in a public library, and she was taking certification classes for public library through the State Library of Iowa. She described how these classes contributed to her new sense of libraries as a place for reading for pleasure in addition to her traditional view of libraries as a place for research.

R9. Well I guess with my experience of libraries, you know high school, college, and public libraries, the first thing that always came to mind was **research**, you know, the library is always **a place where people come for research**. You know I didn't think of libraries as much as for reading for pleasure, so I, it was kind of an adjustment to realize that when people came to the public library, it was a lot of times for different reasons, but most of it was for **reading for pleasure**, using the computers, and we'll get the occasional college student coming in for materials for a project or a paper...

In her vision statement, the library associate placed the greatest emphasis upon the library facility and the philosophy that the library should be the center of the school and the focal point for resources and technology. She drew this philosophy from her former principal, whom she said had defended the library through criticisms of a building project. She taught history in her former district for 18 years, prior to working in a public library and subsequently coming to Pembroke Elementary. She did comment about the importance of having trained staff, but she did not elaborate about the type of training or what the trained staff would do.

R9. Well, I've always subscribed to the high school principal where I first worked. His **philosophy** was that the library should be the **center of the school**. And when we did a building project, he made sure that the library received a lot of the attention so that it would become a focal point of the new building. It wasn't located exactly in the middle of the building geographically, you know, but it was, you know, a part of the building that would be an important part. It would be something you would see right away when you came into the new

building. So he felt that it was so important that we have this **center of resources**. That was a public school library. And they **upped the technology** and the computer labs and all of that, but they also wanted to have new books available and have trained staff, so I go along with that same idea that it shouldn't be tucked away in a building, it should be the center where everything takes place.

Administrators stress facilities and resource management. In contrast to the teachers, the administrators placed the greatest emphasis (53% of vision statements) on the administrative aspects of the school library program, such as facility management and technology equipment management (see Table 2). Second, the administrators valued tasks associated with collection management (37%) such as circulating, organizing, selecting, and weeding the materials collection and having someone acting as a knowledgeable resource specialist. Most administrators neglected library instruction and professional personnel issues in their vision statements. Only the Pembroke Elementary principal mentioned, once each, teaching (5%) and partnering (5%) with teachers as part of her vision statement for the ideal school library program.

The Odessa Elementary principal expressed her vision for a school library program that would be driven by technology. She described a facility that could provide access to any information students need, and she explained that the information should be available in any format they desire. She acknowledged that she needed someone to help create her vision for an ideal school library program that would incorporate new technologies. She stressed the importance of the library as a place, the resources, and technology use, rather than the personnel, the selection of materials, or instruction by a qualified teacher librarian. These administrative issues about the library facility and

concerns about providing resources were closely related to her job function as an administrator.

A2. I think **I need someone to help me create that vision** because if it's like anything else with **technology**, I know the possibilities are endless and I would not want to rely on just my own vision to create that. But definitely **a place where kids can go and get their hands on any information that's appropriate**, that they want, in **any format** that they want. That's what I would love. You know if they could get a **podcast** so that every type of **media** is available to them. That's what I want.

The secondary school principal described an academic atmosphere and emphasized the materials for student use in his ideal vision of a school library program. His vision for an attractive facility was stressed again through his suggestion that the library should be an attraction to show people new to the district. He also wanted the library to symbolize the academic atmosphere of the entire building. These concerns were related to his job emphasis upon maintaining an academic atmosphere in the school.

A3. For us, in this building, I guess I would like to be able to see a library that would be an **academic** centerpiece of our building. And, um, a place where students can go to **research** and to learn, and um, to **read**. And so I think of that as the library as **a place where you can take new people**, people who are new to the district and show them the room. And I think it's **symbolic of the academic atmosphere** of the building.

The superintendent related his vision of the hypothetical ideal school library and then immediately contextualized this within the reality of his district. He envisioned a facility that had resources, and he wanted teachers to use those resources. Although he said the library should be an "arm off every classroom," he suggested that the teachers should be the ones to know the resources and use them. Like the Odessa Elementary principal and the secondary principal, he made no reference to the professional library

personnel that would be required to select these quality materials to meet curricular needs and to teach students and teachers how to access and use those materials.

A4. I think my idea would be kind of **an arm off every classroom**. It would be nice, you know, to have a library **where every teacher knew the resources that were available and just used it on a continual basis**. We have a situation **here** where the libraries had been **overlooked for years**.

The superintendent spoke about a long history of neglect of school libraries and resources in the district and suggested that things were improving. He talked about the frustrations when the materials were outdated and unorganized and no one used them. He also acknowledged that the reason no one used the materials was that no one knew what was there. Still, he did not suggest that professional personnel could be a solution to this problem. His concern for resources and the facility aligned with his priorities as superintendent.

A4. And they weren't being used effectively. I guess **that's our focus**, you know, the focus we're getting into is to make our libraries partly more usable because we had **materials** that were so old and outdated that no one really used them. Part of that is because they were so **old and unusable**. But the other reason was just that **no one knew what was there**. It was **unorganized**.

The Pembroke Elementary principal was the only administrator to mention the professional teacher librarian and the library program's dual purpose of learning and enjoyment, in addition to her comments about an improved facility. The facility itself seemed to take a back seat compared to the purpose of the facility in her remarks. She wanted the library to be centralized, rather than in the basement; and she wanted to have some open tables, rather than the small, crowded space they had currently, with computers on all tables and no place to spread out books.

A1. My ideal vision? It wouldn't be in the basement (laughs). I think a school library needs to be the **hub and the center of the school, both physically and in an action, both as a noun and as a verb**. And so I see the library as the place to **go for learning, for enjoyment**, um, and whether it be housed in traditional books or now with the technology and computers, maybe not be right in the same spot, so you've actually got a place to work, you know. I can see a **computer lab** adjacent to, so that the world's at their fingertips. So I see it as a place too, for **inquiry**. A place to **read** for fun. A haven of hanging out to read. That's kind of my vision.

Specifically, the Pembroke Elementary principal said the teacher librarian should be a well-rounded individual, with a passion for both literature and technology, an occurrence that she thought was rare.

A1. On the one side, I see someone who, it takes a pretty well-rounded individual. I don't know if it's through the program or just the way it ends up with the librarians I've worked with as school librarians. They **either have the passion in children's lit. Or they have the passion in technology**. And to find somebody who's **well-rounded with all of it is pretty rare**. There's so much to know that it's pretty huge too. But that they would be so strong with children's lit that they would be able to hook the kids and say I know just the book that you would love!... Yeah, and to be able to have somebody that's that savvy in all of it, when technology is changing so rapidly and book publishing has just exploded, that to stay current in that **is expecting a lot**.

The Pembroke Elementary principal was also the only administrator to detail her vision for collaborative teaching between a professional teacher librarian and the classroom teachers. Overall, her comments about the teaching and partnering roles of the professional teacher librarian accounted for only 10% of the administrators' discussion of vision overall. Although she had been an elementary principal for the past year, her many years of experience in education in the elementary classroom and in the language arts in a larger district with full time professional teacher librarians in all buildings, influenced her thinking about school library programs. She had personally experienced collaboration

between teachers and teacher librarians, so she was able to consider both administrative and teaching roles within the school library program.

A1. We would need a **trained librarian** who can both **collaborate** with the classroom teacher and also be a **lead teacher in current literature, research skills, and knowing what's out there**, being the professional who is constantly accessing, staying out on that **cutting edge**. So that when the classroom teacher comes with an idea and says, we want to learn about... then the librarian teacher, media center teacher, can say, let me show you what we have, how we can work together, present it and then when the kids are there, also taking the lead on, here are some ways to research. Have you considered...and Oh, **let me show you...**

Not surprisingly, teachers held the greatest concern about library instruction while administrators focused on facilities and resource management. The associate aligned herself with the administrators' focus on getting the facility organized and usable once again after having been closed for three months and only staffed with a part time library associate for the past five years. All participant groups also discussed collection management tasks to a lesser extent in their vision statements. Noticeably, only one teacher merely mentioned that she would like to collaborate with a librarian. However, she did not offer any detail and she also stated her desire for the librarian to be able to take half of her class. Further, only one administrator discussed the partnerships and collaboration that she envisioned in her ideal school library program.

Visions Uninformed by State and National Guidelines

The second finding related to the question of the participants' visions and reality regarding school library programs revealed that participants' minimal visions were uninformed by state and national school library program guidelines, with only one exception. Table 2 shows the sparse nature of these visions, in addition to the above conclusion that participant groups tended to see the greatest need for the library program

as it more closely related to their own jobs. Only one administrator presented an ideal vision of a school library program that included all four roles of a teacher librarian defined in the national guidelines—program administrator, information specialist, instructional partner, and teacher. Outside of this exception, none of the participant groups covered all aspects in their visions (see Table 2).

Basic library instruction, a luxury. Although many teachers had stated that there was a need for library instruction, their instructional expectation was minimal, compared to state and national school library guidelines. Additionally, the teachers implied that any provision for that instruction by additional library staff, whether professional or associate, was a luxurious service to be provided to the teachers, who would normally be obligated to take this on themselves. Further, teachers had little to say about their vision for the information specialist role of the professional teacher librarian in updating the resource collection and consulting with teachers and students to assist with access. Finally, they said nothing about the administrative aspects of the school library program in their vision statements. Therefore, all the teachers lacked a vision for adequate, professionally delivered library instruction and other services, consistent with national or state school library program guidelines (AASL & AECT, 1998; Iowa Department of Education, 2007b).

These teachers described the need to teach students the following basic skills mentioned earlier: how to use various software programs, how to research using the automated library catalog, how to behave in a library, how to find a book, keyboarding skills, reading guidance, reading aloud, and storytelling. While these are all important

library skills, none suggested the curriculum integration and relevance to what other classroom teachers are teaching that is described in state and national guidelines. They were isolated skills that the teachers thought would be helpful if someone could provide them, but given the circumstances, they knew these skills were not actually being taught.

The teachers also did not specify the professional level of staff that should be required in order to introduce these skills. Rather, they implied that any instruction by library associates or librarians would be a luxurious service to be provided to the teachers. They assumed associates should perform many of these tasks, or that they would need to assume responsibility themselves. One upper elementary teacher, who did not comprehend the difference between a teacher librarian and an associate, was upset that the previous library associate would not teach her students. Another teacher had taught students to use an automated catalog and to find library materials.

R5. I take my kids [to the public library] every two weeks and **I teach the Spectrum card catalog online**. I teach it to them. And I teach research skills down there.

R1. Hm that's great.

R8. That's great because they aren't getting anything from me that way. I mean some of those workbooks. Some of those library skills, **reference** skills used to be in those workbooks and we don't have those anymore.

Knowing how busy they were, they implied that they would appreciate any associate assistance that would lighten their load by taking on these library-related tasks for them. Teachers even made statements about needing someone in the library simply to take half of their class while they did something else important in the classroom.

Teachers wanted someone else to be able to teach technology programs to students. Two teachers lamented that many software programs on the school computers

such as PowerPoint, KidPix and Excel were not being used. They said they had all been trained, but that it had been too brief, and they hadn't used the tools. These teachers did not indicate, however, whether they thought a professional teacher librarian or a library associate should be expected to teach computer skills. Later in the interview, one of the teachers quizzed this researcher about the technology capabilities of a teacher librarian. This was one example of a desire for immediate, minimal assistance, rather than an effort to integrate library and technology instruction with their content.

R1. ...I was trying to look at the Kid Pix and there is so much on those computers that we don't even use.

R5. There is PowerPoint available, and Excel, and it's not something that's being used.

R8. But they put some new programs on, didn't they this year and I don't even know what they are. We've never been...

R4. We've had them!.

R1. We had [regional trainer] there for a long time and we had Kidspiration and we did all that

R8. (interrupting) I know but if you don't use it and the kids don't use it, then you forget!

R1. (interrupting) We had the inservice from 2:00 to 4:00. (laughter)

Teachers said that they needed someone in the library to teach library skills, read to kids, help students select books, teach software programs, and set up the online video system. When they said that, the teachers expressed that they often felt that they were asking for a luxury. One teacher felt it was necessary to qualify her statement that she would appreciate a teacher librarian who could help her locate web sites and video with the cautionary explanation that she was not trying to get someone else to do her work for her.

R8. Can you find some **web sites**? Can you find a **video**?.... **Not that we want them to DO everything** for us! But it would sure...

One teacher's statement earlier, that she would like the library program to be one of the specials, could also have been interpreted as a simple desire for more planning time, another luxury not usually afforded to teachers. Likewise, one teacher's expression of a desire for a librarian because there wasn't enough time in a day to cover everything they were expected to cover in their classrooms could also have been interpreted as a request for a lighter teaching load, rather than a statement of desire for quality information skills instruction by a professional and new ideas and resources for collaborative teaching of her content areas.

R8. We can **only cover so much** in our classrooms. I mean that's all there is to it, there are **only so many hours** in a day.

A teacher who said that she thought the librarian should be a full time teacher complicated that statement by stressing how wonderful it was that half of her students went to the previous associate for keyboarding so that she could work on a reading activity with the other half.

R4. I loved it when [former associate] was here and she did **keyboarding**. She **took half the class**. And I took half the class upstairs where I could work on a reading activity. She took half the class where she worked on keyboarding.

This statement above showed the teachers' desire for the library personnel to provide a service function, assisting the teacher with instructional coverage and by taking students in order to reduce the class size in the regular classroom during reading or other small group instruction. The same teacher gave another indication of her understanding that the librarian should provide a service function when she explained that during her student teaching experience, the librarian had helped the teacher by taking half of the class for enrichment, while the teacher worked with the struggling learners.

Finally, teachers had little to say about the professional teacher librarian's responsibility for updating the resource collection and consulting with teachers and students to assist with access. In addition to the above suggestions for basic library instruction in the school library program, two teachers alluded to the need for a strong materials collection, and a person knowledgeable about the materials. The teachers were not clear about the professional teacher librarian role in these processes.

R7. Well, I think we need to **have current books. Especially non-fiction**, because our world, technologically speaking, today, is changing so fast. And I realize there is expense to do this, but yet students have to have current materials, up to date.... I think a school library needs to have the **Children's Choice Award books**. I just think, you know, those are the books that the children throughout the state have read and say this is a book that's great. And I think you need to have a wide variety of fiction books so that children are exposed to all the different kinds of genres, I mean that would be non-fiction, but all different kinds of authors' style of writing. And not just story books, but also non-fiction and poetry. Then you need historical fiction. All those **different genres** too within your library.

R6. **Somebody that a teacher could go to as a resource because that's their job**. I mean, they're supposed to have a wealth of knowledge. You know, if I wanted to say, Hey I want to start a unit on sea creatures. Can you help me find some materials that would be, you know, beneficial to my students and appropriate for their abilities, you know, and having them be able to help and that kind of stuff. Honestly **being able to send somebody down there just to be in the library, to have time down there**, I guess, kind of like I did. **Teaching skills or how you use this or find this**. I guess I see them more as a **collaboration**, as somebody that works with every teacher in the building to help, I guess, to better what they're doing and **extending outside the classroom**.

Unfortunately, these teachers' visions for book check-out, a specials class for students, class size reduction assistance for classroom teachers, and skills instruction for students in areas that teachers do not have time to cover appeared uninformed by state and national school library guidelines and lacked curricular relevance. Additionally, the teachers seemed to carry guilt about requesting professional- or even associate-level library services because they saw library instruction as a luxury service to teachers that

the school would not provide, rather than as a part of a well-rounded, quality education owed to all students.

Library as place provides purpose. The library associate elaborated about her vision for the school library facility as the place where people want to go--a noisy place where students ask questions and are excited about reading. She indicated that the library was a place, central to learning and reading for pleasure. Her vision resembled some aspects of the state and national school library program guidelines; however, she did not describe any instruction or collaboration with teachers that would need to be initiated by the professional teacher librarian personnel in order to make the library the center of learning in the school.

R9. Well I think **the library should be a center of activity**. It shouldn't be quiet. I think libraries should be somewhat like a classroom where you have noise, you have kids excited about reading, you have kids looking for books. You have kids asking **questions**. We need to get over the idea of a school library as a place just for where you come in to do research and use the computer lab. It should be the center of the school, a place where everyone wants to go, to read. It depends on the librarian too and how they see the library. My views of the library have changed quite a bit. I used to remember the library as a student. And whether it was high school or college, it was always the **library was to do your research**. You didn't really go there just to pick up a book. That is what **I want to see, kids coming down just to check out** a book.

Administrators form taxonomy of increased personnel consideration. The four administrators held different levels of school library visions that were consistent with their level of educational experiences. Taken together, these could be viewed with increasing levels of sophistication that would form a taxonomy of initial administrator school library visions.

At the first level was the Odessa Elementary principal's initial vision. Her initial vision stressed the importance of resources and technology in the library facility. She also had the least number of years as an educator. She had taught five years in another district and had been a principal fewer than five years at this school.

The second level was the secondary principal's initial vision. In addition to his vision for the academic nature of the library facility, the secondary principal also envisioned students and faculty making use of the wide variety of resources available in the library. Like the Odessa Elementary principal, he saw the library as a place where people go for resources and technology, and he said nothing about a vision for professional personnel that might create his desired atmosphere of library use. He had taught in another district for eight years and had been a principal fewer than five years at this school.

A3. Current materials that are available to students. Students that have an understanding about **how to access** those materials independently or with some assistance. Students that use, you know, books and magazines and newspapers as well as electronic resources. Again, a place that students would see and faculty would see where they can go and gather information. And if we have those things, I think that's pretty close to ideal for us.

The third level of the taxonomy was the superintendent's vision. Like the secondary principal, he wanted a place with newer, organized materials used by teachers and students. After noting that no one had used the library resources in years because they were outdated and unorganized and no one knew what was there, the superintendent acknowledged that they needed a knowledgeable person that could help classroom teachers. However, later in the interview, he said that the associates without degrees were the knowledgeable persons that he expected to improve the library situations. He had

taught for four years and had been an administrator in this district for five years, two of those as a principal and the past three years as the superintendent.

S. So I guess that's my ideal, just having that resource where it's **organized**, people know what's there, have **a person in the library that is knowledgeable and knows how to help the classroom teachers** and **supplement** what they're doing in the classroom.

The highest level of the taxonomy of administrator visions of school library programs in this study was the Pembroke Elementary principal's vision. She was the only administrator in this study whose vision for a school library program was consistent with state and national guidelines. Hers included a facility central to learning, abundant resources and technology, as well as a professional teacher librarian with a passion for both literature and technology, who teaches library skills, guides reading selections, makes the library a positive environment, and collaborates with teachers to develop instruction. She was the newest administrator. Although this was her first year as a principal, she had more years of experience in schools than the other three administrators combined. She stated she had always worked closely with the elementary teacher librarians in her previous district.

Overall, the minimalist expectations of library programs were evident in the above comments of the teachers, associate, and administrators. The administrators' knowledge of school library programming in this situation was dependent upon opportunities, or missed opportunities, in previous school employment. Addressing concerns about the library as place took precedence over the more difficult questions about the purpose of library programming. Finally, library instruction by trained or untrained staff was considered a luxury that the teachers had learned not to expect. The

result of these thoughts about library programs and the lack of knowledge about the educational benefits for students and teachers has been ineffective school library programming.

Minimalist Visions Not Realized

The third finding, related to participants' visions and current realities of this school library program, was that none of the participants saw even their minimalist visions being realized through their current school library program. The teachers said they missed seeing any teaching (**44% of teachers' statements about vision) or partnering (**4% of teachers' statements about vision) from a trained teacher librarian. (see Table 2; The double asterisk ** in Table 2 indicates there were only negative comments in this area and that the item is definitely not realized). The library associate's current reality reflected a shift from the administrative concerns raised in her vision to collection management or information specialist concerns (78%) infiltrating her statements about the current program. The administrators also admitted that little was being realized from their visions (see Table 2). Both elementary principals stated that it was a major accomplishment to have a full time associate in each library. The superintendent asserted that the libraries had been overlooked for years, and although the district was beginning to make progress, it was not an ideal situation.

From boring to zilch: School library instruction not realized. When asked whether their school library program had met their visions for a school library program in their past or present library situation, the teachers described a program that sunk from boring worksheets and low budgets, to zilch instruction and zero budgets. Two primary teachers

agreed that the current school library program had nothing to offer them and that the past program had been minimal as well.

R3. **Zilch** now, for us anyway. We used to get...

R2. In the **past** we used to get, what? **35-45 minutes** depending on your age, per week.

A few positive highlights from the past library program included very basic functions of school libraries such as check out, read aloud, basic card catalog instruction, worksheets, and author studies. However, some teachers felt that the worksheets were monotonous and that more technology should have been used. According to the teachers' later estimates, there was a period of approximately 20 years in which they had services from a professional teacher librarian only one day a week, followed by a period of approximately 5 years with only a part time library associate.

R2. I know for little kids, she used to read them a story. She might do some very basic **card cataloging** type thing, but more **reading** and **checking out**, talking about some of the **awards**, you know, that some of the books had won and that. The older kids, I know they did more card cataloging and...

R8. But then again it was the same thing for the whole year, for the **26 years** I had taught. The **worksheets hadn't changed** from the day I walked in to... I wanted to see kind of a update in the, you know, using the **technology** and that the library has to offer.

R2. It allowed kids to **check out**.

R1. It allowed my kids to **listen to a book** and check out. I mean it was good just to enjoy listening to books.

Only one teacher recalled positive instruction. This teacher, who had been in the district for 37 years, remembered the author studies the former teacher librarian had done years ago. In subsequent years this teacher librarian was further stretched to cover the secondary library and the talented and gifted program in addition to her duties with the two elementary school libraries.

R7. Of course I go back a long time! Thinking back, years ago, up until we no longer had a library media specialist. She would do **author studies**, which I thought was great. She did, let's see Tomie DePaola. She had these wonderful learning centers so students could learn about various author styles of writing. And for the lower grades, she did Eric Carle and Amelia Bedelia, and some things with the Magic School Bus. I know one day, she had the fuzzy haired lady in the Magic School Bus books.... And she would have **a grand collection of books and a display of all the books and she would read them to the children. And the children would read them.** And then she had various **activities** to go with the author study. I know my 4th graders at the time did a **tall tale unit** and they had several tall tale characters and they had to go and do a variety of resources to find and they had an outline they had to follow to **write a report** on this tall tale character. And I thought that was good.

When asked if there were any ways the teachers saw the current library program fulfilling their ideal vision, there was a round of "no" responses. The primary teachers emphasized that their students could not get help checking out a book appropriate for their reading level.

R1. The one thing I wanted. The one concern I have, I guess, is often times the little kids especially, **the need to help them pick out books appropriate for them.** Because, and I know a lot of times it was so hurried with reading and the time wasn't there, but the appropriateness and that was one of the concerns I hear from parents too, was why did my child bring this book home? **So they didn't, you know, steer them toward age-appropriate books.**

The teachers complained that the school had not kept the library books updated and thus students didn't look forward to going to library classes. This teacher explained that the previous teacher librarian told her that \$600 had to cover three libraries from Kindergarten through twelfth grade.

R1. They didn't keep our **books updated** as much as they could have.

R2. It **wasn't the class the kids looked forward to** going to.

R1. No

R2. **not like PE and music.** They liked **checking out a book.** But I don't think they liked the rest of... I'm sure some did.

R1. They have **never kept up with a good collection of books** and wide varieties for the kids. I mean yes, they finally gave it this year, but I mean before, they used

to have \$600 to go between [two elementaries, the junior high] and the high school. That was their budget for library, she used to always say. That was all that they gave her, so that's not much, for that many libraries.

On a positive note, the teachers cited the 20 computers and the projector and screen in the current school library as positive contributions to the school library program. Several teachers expressed a desire to have more assistance with setting up video to be shown in the library. They talked about follies in the past when they had taken students to the library to view a video and were unable to access the United Streaming system or to get everything set up correctly. One teacher said that media specialists should help with this set up.

R1. The **computers** in our library.

R4. And we got a great, our **screen** and all of that, I mean, if we use it.

R5. I use that a lot.

R8. I would like to see more **media**. You know if you have a film or something, you know, to have it set up and ready to go.

R8. Just tell em. You know, **to me they're media specialists**. Otherwise **it takes time to dink around** and get it going, and get it to the site.

R4. And even to say, hey, this is what I'm working on, could you find me a...

R8. And we have **United Streaming**. We're just not using it that much now because we're just not.

R1. We did it once and it didn't work very well because we didn't know what we were doing. We didn't have the password.

Another positive comment made reference to the recent work of volunteers and the new associate in updating the library materials through weeding and replacement. One upper elementary teacher said that this year was the first time in years that her students wanted to go to the library for books.

R8. They're **wanting** to come down for the first time in years to look at the books. They never asked for the library to get a book.

One teacher said that she saw positive things happening in the current school library. She mentioned the addition of two new comfortable chairs. She thought this most noticeable sign that things were picking up was that now the lights were turned on. She saw this as a major improvement over the past situation. These improvements made her hope that she would be able to utilize the library the following year.

R6. I mean, I know they were ordering **chairs** for the library. And you know, trying to **make it somewhere where when you go, you WANT to be there**. And make it more of a **homey** feeling and not such a deserted place, because **honestly every time I go down there and the lights are off, it's like, okay. You know it's like are these even being used?**

R6. I'm hoping it's moving in that direction. I know my plans next year as fourth grade. I know I have **plans to utilize** that, whether it be through use of the **computers**, because that's where the computer lab is, or through **books** that are in there and stuff like that.

Library processes prevail over place. Throughout her comments about the current school library situations, the new library associate spoke primarily about the information specialist role (78%) and the process of preparing the library collection for the conversion to an automated catalog. These comments about the collection management processes differed from her earlier vision statement, in which she had emphasized the administrative functions that support the school library program as an active, useful place (83%). Her switch to the emphasis upon the collection management process was due to the massive weeding and organization project for which she was responsible in preparation for automating the library catalog.

She also had the impression that program administration components were being realized (22%). She observed that the facility and atmosphere of the library had been greatly improved over the last year through the efforts of the principal, volunteers, and

her work during her two months in the library. In general, she thought that the current Pembroke Elementary library fit her view of a typical elementary library collection with books and computers.

R9. Well I didn't really know that much about it. When I was interviewed for the position, [the principal] mentioned that the library was going to go through **automation** and I've never gone through automation before, so it's really new how this will be done. So I expected the kind of library that I've always been exposed to as a student. I knew it was going to be an elementary library and so that meant I'd have to become more informed of **children's literature** and current authors, and award winning books that the library should have on their shelves. And she mentioned there would be a computer **lab in the library** and I was fine with that, I'm used to having computer labs in the library all the time. So I pretty much had in mind the stereotype of an elementary library where it is sort of like a public library where you have the Easy reading books and the Nonfiction and the typical library.

R9. It seems to be well equipped as far as **computers** are concerned. I was surprised at the number of computers here.... I was impressed with the number of **books and the quality**. I know that a lot had been done, lot of **weeding** had been done and a lot of purchasing, but when I walked in here for the first time, I was pretty impressed with the number of books and the type and it was **organized** well and it was what I expected.

False perceptions of progress. The administrators' explanations of their current library program aligned with their ideal vision with 53% of their comments in each case pertaining to the Program Administrator role and close to 40% each time concerning the Information Specialist role. Their comments about the reality of their programs revealed some hesitance about meeting their visions. However, three of the four administrators were positive about meeting their visions. These three administrators, who displayed false perceptions of progress, were primarily interested in the facilities and resource management issues of the library.

The Odessa Elementary principal was pleased with the hiring of a new library associate. The secondary principal was hopeful that the cosmetic improvements would

convert the library atmosphere to one of an academic nature and that the associate would be able to begin to consult with the teachers about curricular support provided by the library program. The superintendent stated that he thought it was important for associates to communicate with teachers about library instruction and that it was fortunate that they were all heading in the same improvement direction.

The Pembroke Elementary principal expressed her relief in having a full time library associate, an increase over the half-time associate position at the beginning of the school year and three months with the library closed. However, she was not satisfied with this arrangement. She expressed apprehension about the new state legislation because it only required a certified teacher librarian in each district. She wanted to see a requirement for a certified teacher librarian for each building, and she wanted to see an end to the state waivers. She had reservations about whether her district would provide her school the professional teacher librarian services that she had discussed in her vision. She stated that it was unfair to expect professional services from the person who had been hired as a library associate.

A1. Well, I guess as glad as I am that we've got a full time person, I mean that's been huge just to even get the library open again. And I know that **our library person brings more skills** having had the experience in the library and the experience teaching, more than many associates would be. I think there's an **unfair expectation** of what they're expected to know and be able to do because they haven't had the training. **I've tried to advocate on a regular basis for a full time media person, trained, certified media, um to no avail.** And I'll continue to advocate it, you know. I'm hoping **this waiver** won't last forever, that there does come a point where we can't waiver out of it again. My concern is I know that there will be **one per district** and I know it will be **housed in the high school** because of the level of need at the high school level. But I'm hoping we can eek out of them some time ...But I'm hoping that with the teachers getting back into using the library and the expectation next year will be that they have a library time and it will not be optional and they will come with their kids to the

library, that we can start to do more integration. And we can start to increase the circulation and we can start to increase the awareness of what's available. But I don't know, I don't think I can reasonably expect that ideal knowledge base there because we didn't hire a library media trained person and that would be expecting more than they have the background to do.

The principal of Odessa Elementary school also spoke highly of her library associate. Initially, she seemed content with the current situation. Her vision was partially realized because they had enough computers for a whole class and because her new associate, who had a high school diploma, was interested in books and was checking things out and keeping things organized. However, this did not meet her vision for a school library program driven by technology with access to any information students need, available in any format they desire.

A2. Well, I think two ways. We have a **person** in the position that really sees a need for having current material. But that's still in a **traditional sense**, you know, current books, which obviously you want to have all kinds of resources. And we have enough **computers** so that if a whole class comes, there is one for each person. So in that way, I guess, our current library fits.

A2. We do have a **person there** now that is making it a **well-organized place** where kids come for any reason. ... Because they can come down and do their **checkouts** real quick and they have to do their **technology** another time.

The secondary principal did not think the past or present school library program met his ideal vision of an academic atmosphere, worthy of showing people new to the district. While he did acquire a local donor for some new library furniture, he did not think that the academic atmosphere had been achieved. He mentioned that the study halls scheduled in the library had hampered the academic atmosphere as well as blocked access to the facility by classes that might otherwise use the library during those times.

A3. (laughs). We're not to that point. I think this fall, with some **cosmetic types of things**, I think we're going to get closer to having it become **an academic centerpiece**. We aren't there yet. And that's not to say we're not going to get

there. Its just not. It wouldn't be the academic centerpiece I'd like it to be.... We're **replacing all the shelving and organizing newspapers and magazines in a better way**. Having a circulation desk that's not a combination of 3 or 4 old desks that somebody else has thrown out. You know **we'll have a real circulation desk**. You know just some things to make it look more like a library. I think that's going to help us out a little bit.

A3. From what I understand there was a time, maybe 4 or 5 years ago when **kids just kind of came and went**. Materials just kind of came and went. If stuff was brought back, that was great. If not, nobody really missed it. And, the **problem that we've had also is that our library associate has also been in charge of several study halls**. That's something that's current. I think **this fall, we're going to try and alleviate some of that, so that, it's been a study hall as well as a library**. So when there are 8 periods in a day and there are 4 study halls in there. **That hasn't helped the atmosphere of the library either....so it's full of students**. So when a teacher tries to bring a class in, then it sometimes doesn't make life easy if there are already 30-40 kids in there.

The superintendent said that the school library program had not been ideal in the past, nor was it ideal currently, but that things were moving in the right direction. The superintendent said he first became aware of the poor condition of the high school library when he served as the high school principal. When he became the superintendent, he learned that the elementary libraries were also suffering.

A4. You know when I was the high school principal, I knew the library out here, but 3 years ago when I became the superintendent, just getting a feel for what we had at the elementary libraries. I knew our **high school library was in bad shape, organization-wise, just the number of resources and those kinds of things**. I knew that we needed to do something about it, but then when I became the superintendent, you kinda got a grasp of the **elementary** libraries, and that they were even **worse**. I think it's gone on **for decades, just where the resources haven't gone in there that need to be there**.

When asked how he communicated with teachers about his expectations for the district school library programs, the superintendent said he communicated through the principals. He described these conversations in terms of the library facilities, resources,

improvements, and effective use. He did not describe any discussions about instructional components.

A4. I talk with the principals a lot. We've had a lot of **conversations** about **what a library should look like. You know when you walk into a library, what should parents or students or teacher see, as far as, you know, displays, or what kinds of books they should see out on the tables, or what kinds of books they should see on the shelves**, because, you know, up until this year, when we started **weeding** out all the materials that just shouldn't have been there in the first place, um, if I were a parent and walked into our school library, I'd have been pretty disheartened. It was **old material** and if I were a student, there wouldn't have been a reason for me to, really to go in there to dig in. It just **wasn't exciting**. I wasn't a good place to be.... It was just kind of a.... Schools are supposed to have a library. And we had a library, but it **wasn't used effectively** and we didn't have the resources in those libraries to be run effectively. So **I've had a lot of conversations with our principals about, basically, where we want to go, about putting resources into the library that need to be there. That's just not a one-year dump. We're going to dump a lot of money into our libraries. And that's what's going to happen here, but it's a continual thing too. I mean you have to keep maintaining and adding new resources and that type of thing and that hasn't happened for years.**

He said he was pleased to have three new principals, since he had become the superintendent, whom he said all shared his desire to improve the school libraries. He also said that he had budgeted money for libraries in the past that was never spent and that now he had put money into libraries and that he would continue to "dump" money into the libraries for the purpose of maintaining resources. It had also occurred to him that perhaps money should also be used for certified personnel.

A4. It was kind of surprising, you know, looking at our **budget** and those kinds of things year after year, we didn't spend anything in our libraries, nothing. **I'd budget money** every year, but it wasn't ever used. I'd ask about it, and it's just the way it was.

A4. So we've started having a lot of discussions about you know about what we want them to **look like**. And when I became a superintendent, you know, since that time we **have 3 new principals and we all kind of have the same vision about what we'd like things to look like**. It's going to take awhile to get there. But like I said, **at least we're going in the right direction**. And part of that, part

of **the money thing** with hiring a certified librarian with the situation we're in. We have **3 teacher associates**, kind of an additional thought I have is when we're putting resources into our libraries. ...**Do we put money into resources? Or do we put money into that person to run the place?** And **maybe both** is going to have to happen.

Participants' ideal visions of school library programs were not being realized in a district with minimal resources for library materials and without any professional teacher librarians. Effective library instruction and programming did not exist in the memories of the teachers, six of whom had been employed in the district more than 14 years. The process of managing the collection and preparing a disorganized, neglected collection for the library automation process monopolized the library associate's time and energies. The administrators saw signs of hope and progress in their school library programs through their recently hired, untrained library associates or some new library furniture. One administrator criticized the lack of student library instruction.

Question 1 Initial Interpretation: Minimalist Role for School Libraries

To what extent do the teachers and administrators feel their ideal vision of a school library program is being realized through their current program?

By definition, one would expect a "vision" to exceed the reality of a school library program. The vision is the ideal, imagined school library program with all aspects working together toward the mission identified in the national guidelines "to ensure that students and staff are effective users of ideas and information" (AASL & AECT, 1998, p. 6). With an ideal vision based upon the high standard of the national guidelines for school libraries, one could predict that even those programs with professional teacher librarians aspiring to this vision would fall short in some aspects (Kuhlthau, 1999; Lambert, 2004; Latrobe & Masters, 2001; McCracken, 2001).

In this study, however, the analysis of the ideal vision stated by these eight teachers, four administrators and library associate showed that the composite vision for this school's library program was relatively uninformed by the state or national school library guidelines (AASL & AECT, 1998; Iowa Department of Education, 2007b). Accounting for the gap between the guidelines and these participants' visions and the chasm between the participants' visions and the school's reality indicates the dismal school library programming of this district. The lengthy time period over which the library program has been ignored translates into the institutionalization of a minimalist role for school library programs in this school district.

There was a lack of local evidence in this district that would show the educational benefits of professionally delivered school library programming. Although many teachers had been in the district long enough to be able to recall the library program of the past, it was not always a pleasant memory. For twenty years, from the early 1980s through the early twenty-first century, one professional teacher librarian reportedly managed three libraries in three different locations with a total district budget of around \$600 for all three buildings. At some point, the teachers said, this teacher librarian was also assigned responsibility for the talented and gifted program in addition to the libraries.

Following this minimal professional staffing stint, the professional teacher librarian was eliminated and the three libraries were operated by full- or part time associates. Naturally, the newly hired, untrained associates were overwhelmed with collection management processes in an attempt to reorganize the terribly disorganized collection they inherited. The secondary library reportedly had no card catalog and both

elementary libraries had been dissected, reorganized, and portions of the collection had been removed to other locations in attempts by the teaching faculty to organize the library in alternative ways to accommodate their reading programs in the absence of teacher librarian support. In one case, the library had been split into those books for which the school purchased Scholastic Reading Counts quizzes and those for which they did not own quizzes. The Reading Counts books were removed to the office because the library lacked space. The associates were not able to maintain even basic library organization because things were in disarray and they had no training about what needed to be done.

In summary, teachers saw a need for library instruction, but were resigned to the belief that library instruction was a luxury, not in the plans for their school. Their reality was a school where library instruction had gone from boring, infrequent instruction to no instruction. The library associate sought an informed purpose for the school library as a place, but given the situation, she resigned herself to accepting the importance of the collection management process, in hopes that one day this might lead to a higher purpose for the school library, making it a place where people want to go.

Three of the four administrators held uninformed visions for a school library program and did not seem to expect anything better than what they had. One elementary principal wished she had someone to help her with a vision for technology in the library, but she made no mention of the lack of professional teacher librarians in her district. The secondary principal was resigned to getting by with an associate and stated his expectation that the associate should increase instructional tasks by taking on booktalks for classes and communicating with teachers about curricular needs.

The superintendent appeared to acknowledge that it could potentially be a waste of district money to “dump” funds into the library without a teacher librarian. He seemed confused about what to do. He said it was a “double-edged sword” because on one hand he needed money for resources, but on the other hand, he thought he might need the professional personnel to “run the place.”

The Pembroke Elementary principal was alone in her quest to have professional teacher librarians in the district whom she would expect to partner with teachers and students. This brief discussion about collaborative partnerships alludes to the broader difficulties and challenges collaboration has presented, even within established school library programs (Lambert, 2004; Latrobe & Masters, 2001).

Overall, the educators in this district were lacking the shared vision and philosophy of instruction that has been shown to contribute to success in school library programs (Kuhlthau, 1999). Administrators in this study placed more value on the administrative aspects of school library programs, not unlike the administrators in the study by Dorrell and Lawson (1995). Finally, limited visions are characteristic of educators who do not have training about how school libraries can benefit their instruction and the students’ learning (Alexander et. al., 2003; Dorrell & Lawson, 1995; Lambert, 2004; Moreillon, 2005; Naylor & Jenkins, 1988; Veltze, 1992; Wilson et al., 1993; Wilson & MacNeil, 1998).

Question 2: Understanding the Teacher Librarian Role

To what extent do the teachers and administrators understand the professional roles and function of the teacher librarian?

Following questions of visions and the reality of the library program and its ability to support school improvement, this researcher concluded the interviews with questions that concentrated on the specific responsibilities of professional teacher librarians and associates. For example, this researcher asked participants to explain their understanding of the responsibilities of a professional teacher librarian. Further questions probed for their thoughts about the most important responsibilities and which responsibilities would make a professional teacher librarian indispensable or sustainable. Similar questions focused the conversation on the expectations participants held for library associates.

The participants' responses revealed their slim understanding of the professional roles and function of teacher librarians and their confusion with library associate roles. They also disclosed their insights and hesitations about what might make teacher librarian positions and school library programs in their district sustainable without a state mandate.

Professional Invisibility

The professional qualities of teacher librarians, especially teaching and collaborative instruction, were invisible to virtually all participants. These invisible qualities allowed participants to overlook the absence of critical reading and information and technology resources and the instructional benefits for students and teachers. When this researcher began the inquiry asking how participants perceived the lack of teacher librarians at their school, she was surprised to learn that many teachers were not even aware they did not have teacher librarians in their schools.

The participants constituted two categories concerning their level of knowledge about the professional qualifications and expectations for teacher librarians: indiscriminating accepters and discerning maintainers. The indiscriminating accepters didn't differentiate between associates and professional librarians. Nine of the 13 participants were indiscriminating accepters. Some expected instructional tasks of the library associates and others expected only clerical work from a professional teacher librarian. Participants who did not understand the professional differences also blamed associates for not performing needed professional tasks. The discerning maintainers understood the professional qualification differences, but assumed that an associate could maintain things as well as a professional would, or they assumed that a slightly inferior program was good enough, or the best they could do, for their school. Only two teachers and two administrators out of the thirteen total participants were discerning maintainers.

Indiscriminating accepters. Over two-thirds of the participants, six of the eight teachers (75%), the library associate, and two (50%) of the administrators, confused the qualifications for a library associate and professional teacher librarian. These indiscriminating accepters either had not given much thought to the qualifications of a library staff member, or they believed they understood the difference, but did not accurately portray that understanding.

Only one of the eight teachers indicated on her background questionnaire that she was aware of the 2006 reinstatement of the requirement for a professional teacher librarian prior to this research study. She was also the chief negotiator for the local education association. Six teachers said they had learned about the year-old reinstatement

of the teacher librarian requirement during the previous few weeks; five of them stated they learned of the requirement from this researcher. Another teacher showed her utter confusion about the teacher librarian requirement in her statement on the questionnaire. She said that she had learned about the requirement between four to six months ago, “from having one hired at my school.” In reality, her school had not had a teacher librarian for at least five years and had received a state waiver for two more years. The library associate also learned about the 2006 reinstatement of the requirement for a professional teacher librarian during this research study. The four administrators indicated they had been aware of the requirement for the past 6-12 months.

Many teachers expected the associate to teach their students library research and technology skills. They also wanted the library associate to support their technology professional development needs. They tended to blame the library associates who had not upheld their expectations in these areas. The teachers, whose classes had received instruction from the previous associate, expressed concern that the new library associate had not yet taken their classes. They wondered whether the principal would allow them to send half or more of their classes down to the library with the new associate.

One upper elementary teacher repeatedly expressed her frustration and misunderstandings about why the previous library associate would not teach her class. She believed the associate wouldn't take her class because the students were “ornery.” She was upset by this discrimination against the older students because the associate had taught keyboarding to third grade students and had taken other younger students for computer time. Another teacher made repeated attempts to explain that the logical reason

the associate didn't teach her students library or technology skills was that the associate probably didn't feel qualified to teach older students because she wasn't a trained teacher.

R8. I'd love to have a program that would teach my kids, where the library would really teach them **research...but not everyone likes to work with the [upper elementary students]. They don't. They don't want to unless you're down there. See she wouldn't take my kids.**

R4. For keyboarding?

R8. Anything.

R4. Well mine was just keyboarding.

R8. I mean it wouldn't matter.

R1. Well she probably wasn't comfortable. You know she wasn't a librarian.

R8. You know they are [upper elementary students] and **they're not the most well-behaved** for anyone new.

R1. A lot of that would **depend on the person** and what they liked to do. Like [previous associate] liked to do the computer with the kids and she'd come over and ask what programs would I want. What did I want them to do on the computer and things like that.

R8. She never asked me. That's because of those **ornery [upper elementary students].**

R2. Well and your stuff got pretty difficult.

R1. Yeah, and she wasn't there for that.

R2. Ours are pretty entry level on the computer

R8. Was that it? Oh, because I thought it was because my kids were ornery.

R2. No,

K/R1. No, she wasn't that comfortable with..

R3. An **associate** couldn't be expected to know all of that, I don't think.

This upper elementary teacher instigated additional conversation about the newly hired library associate that further revealed her misunderstanding about the differences in qualifications and personnel expectations for library staff. She blatantly displayed her confusion when she asked her colleagues to help her understand what the role of a "librarian" was. Most teachers were unable to answer her question. All of the teachers in this focus group were anxious to get a clarification from the new principal about what type of instruction and instructional support they could expect from the new "librarian." What some didn't understand was that she had actually been hired as a library associate.

R8. What is she supposed to do? Like what is her **job definition**, has she been taking your classes?

R1. No.

R2. See I think **we need to sit down too and find out**.

R8. You know I never send my kids down.

R1. I don't either.

R5. Yeah, I don't know **what I'm supposed to send my kids down for**.

R5. Yeah just to be **one of the specials**.

R8. We can **only cover so much** in our classrooms. I mean that's all there is to it, there are **only so many hours** in a day.

R2. Well, and that's just it. I don't know what our rule is with the **principal** as far as, I'm not sure that she'd let us have our kids down there.

R1. Where before, they would go over.

R2. Before we could send **half our class** over to do **Reading Counts quizzes**. And we could man the other half.

R1. With 20, we used to do **half and half** simply because to put 20 [primary students] in that room or to try to make them share.... It would be chaos. So we used to share. And the associate would bring them over and do things with them. And I would have the other class, and we just rotated. On Tuesday this group went and on Thursday this group went.

R2. Yeah, we **need some direction** now.

R2. I'm **really not using it**.

Well, we don't know what's in there.

R4. We have new books, but we haven't even.

R1 (interrupting) seen em. Nothing.

R8. Right now, **I don't know**.... Do they get help when they come over here? I don't know, when my kids have asked to come down. (pause). **What's the role of the librarian? Our librarian? Does anyone know?** Does she help? Does she suggest books? Or, does anyone know?

R2. (interrupting) Mine have never been over here. Mine have not been in the library here this year. Well, I shouldn't, excuse me... When [previous associate] was here, they were in for computer.

R5. She helped a couple of the kids that were down who were looking for a certain genre.

R8. She knows a lot about the upper, like Gary Paulsen and those kinds of books...

R1. **We just haven't been informed from the upper....**

R2. And I haven't asked really either. It's just been a whirlwind year.

Finally, after numerous explanations, this upper elementary teacher came to understand that the former associate and the newly hired library associate were not certified teacher librarians.

R8. **Well what do we have now?**

R3. It's an **associate**.

R1. We have an associate, that's it.

Later in the focus group, when this upper elementary teacher was questioned about what should realistically be expected of one who was hired as a library associate, she conceded that it should be simply "maintenance" of the library.

R8. **Maintenance**, I guess.

R3. Because you really couldn't expect them to be an educated teacher, no.

R8. No I don't think you could. Not without a 4 year **degree**. I mean what does an associate have to have? Just knowledge, isn't it?

R3. No I don't think they have to have anything.

R1. Nothing. **Hired off the street**.

Another teacher had similar misunderstandings about the expectations for professional teacher librarians. She had spent many years in libraries of various types. Her family spent many hours in the public library while she was young. This teacher even recalled library classes as a child where she had learned a variety of library research skills.

R6. Growing up, I had a media center class. We went to the library as part of our **specials**, and now I know that's not [being done]...

R6. ...You learned **how to find books**, to **choose** books that are good for you, different **genres**, like what kind of things, research, just how to use the card catalog. This is how you use a dictionary. This is how you use an encyclopedia. The maps, just all kinds of different resources, I guess.

This teacher had also worked in the library during her college years, and she complained that many college students didn't know how to use libraries.

R6. I just think it's **interesting there are people that don't know how to use libraries**. Even when I came to **college**, **they ask you questions** and its like.... Okay... its alphabetized by author's last name if it's a picture book, or a chapter book. And then the non-fiction is all by number. I mean its just like, **its not rocket science, to me. And even out in the stacks, it's like, the signs just tell you where to look.**

An academic librarian had once informed her that many school librarian positions in the state were being cut. This concerned her because she said it was obvious they needed certified librarians to support the schools' emphasis on reading and the testing of students.

Although this teacher had spent years in libraries, had a close relative who was a librarian, held a reading teaching endorsement, was a library supporter, stated the obvious need for teacher librarians, and rationalized that need by connecting it to the importance placed upon testing students' reading skills; she was still unable to comprehend what benefits professional teacher librarians could provide to students. She admitted she didn't know what the background training of a teacher librarian was and that she believed they might not be very good teachers. Furthermore, even though she couldn't comprehend the instructional benefits, she still felt a teacher librarian was vital to the school because that was the person most knowledgeable about books. She had witnessed not only the poor condition of the collection in her school, but also the neglect and poor use of materials that resulted from the absence of a certified librarian. This led her to the belief that a school needed a certified librarian to develop and maintain the collection.

R6. I know that for a long time, the schools... that was one of the things they were cutting bigtime were the librarians and all of that....I can't believe how it's all changing and now that they're **starting to come back**. Obviously, they saw the need and, to me, **if you're going to place so much emphasis on reading and in terms of testing students and that kind of stuff, why would you get rid of the person that knows the most about books? I mean, maybe they don't have the best teaching skills** and how to teach all that stuff. I don't know what their background is. ...And I do think that the **people that you have in your library should have to be certified**. And I know that's not necessarily where it is right now, but I think eventually that that's what it. I think you need a certified librarian in each building because **I've seen what happens if you have nobody**. ...And

it's just, nobody is using anything. And it's just kind of like the books gather dust, and I mean, coming into our library before. A lot of it had been neglected and **there was just a lot of old junk.**

Interestingly, this same teacher had experienced a positive example of a school library program during student teaching, but she failed to understand the connection between the students' library skills and the role of the professional teacher librarian. The teacher noted that the fourth grade students in the school where she student taught were proficient in using the online library catalog to look up books. The students were then able to walk to the shelf to find their items, seemingly without assistance. However, she added that since she didn't actually see the librarian instruct these students about how to do this, she could not credit the librarian with teaching them this skill. Furthermore, she was unsure whether or not this school had a certified teacher librarian.

R6. When I was student teaching, they did this. So **I don't know if this was a certified....**But they would get new books in the library. And the **librarian would go around to the classrooms and share,** Oh these are the new books. And kind of get the kids interested, or wanting to read these new books that were coming in, so that they were aware there were new books coming in.

R6. We [in her student teaching placement] had, I don't remember if we had media time, but there was always **scheduled time,** at least once or twice a week, where all of the students would go down to the library. All the kids would get on the **computer.** They'd type in, these were 4th graders, they'd type into like a [online library catalog] system, type in what they wanted to find. And **they knew exactly how to go find the books.** And these are 9 and 10 year olds, you know, and so they knew how to do that.

R6. I mean there **wasn't necessarily a librarian. I mean they had a librarian,** but that person's job was more to, I mean, I saw her check out the books and, you know, interact with students more. I **didn't necessarily see a lot of teaching being done, but you know, obviously it was apparent that they'd been in the library enough times to know what they were doing and how to use it.**

R6. ...I don't know if she was a certified librarian. My guess is, maybe not.

While she was aware the retiring library staff member at her school had been an associate, this teacher didn't know that the person who had been hired two months earlier

was also hired as a library associate. She had the understanding that the new person might have some library qualifications or be working towards a qualification. She said she knew that the principal would expect this, and that the person wouldn't otherwise have been hired for the job. She was unclear about the certifications required for teacher librarians and was unaware that the district had sought a state waiver and had advertised for and hired another library associate, in spite of the 2006 reinstatement of the requirement for a certified teacher librarian in each district.

R6. I don't know if I totally know where the whole thing is now. I mean I've heard about it and that's why I marked on there that I know about it. **But I don't know what the qualifications are, if they have to be totally certified, if they just have to have an education degree....**

R6. Well...after we've had somebody retire, **now they've hired somebody to at least be in there. I'm not sure if this person has that endorsement. I guess I would assume they would have to, or be working towards it, if they hired them.** But other than that, I don't have a clue as a district. I know what her [Pembroke Elementary principal's] expectation is. But as a district, from the **higher up people, I don't know what their ideas would be or what their expectation would be for that.**

A final indication that this teacher was unclear about the difference between library associates and professional teacher librarians was her confusion about the joint teaching and collection development responsibilities of the professional teacher librarian. For example, when asked to pinpoint her expectations for one who had been hired as a library associate, she described something in between a library associate and a teacher librarian. She expected less teaching, but still wanted the associate to have knowledge of library organization, knowledge of materials quality and selection, an understanding of the purpose of a library, and the ability to teach students how to use the library.

R6. I think I would **expect less of the teaching** and then maybe like, **I'd still want them to show them the basics of the library.** They're **not going to have**

the wealth of knowledge of maybe books or how to tell if a book is **of quality**, **but still maybe knowing how to find that information**, or how to have access to it.

R6. No matter what, I would want them to **have an understanding of the library's purpose**. To just be aware that this needs to be used and how to use it and **showing students how to find books**. Having it **organized** and keeping it up. I mean, books are shelved, putting books back on the shelves and I mean, keeping it neat.

R6. I wouldn't just want some Joe off the street that didn't even know where the library was, or what a library was, to be in there. Somebody that obviously probably **had some work with kids**, because I think that's going to be the biggest part. But, other than that, I don't know, I guess my expectations aren't way up there. I don't know if that's bad or not.

Notably, the library associate, another indiscriminating accepter, had expected better from the State of Iowa; she'd simply assumed the Iowa Code had long had a requirement for certified school librarians. Throughout her application, interview, and hiring process, and even after learning about the 2006 reinstatement of the teacher librarian requirement through her participation in this study, she was still confused about the qualification requirements.

R9. This question about the school library requirement in the Iowa Code, you told me about that earlier. And that was to have a certified librarian in all districts, right? I'm surprised. I thought that was something, a given....because they want certified classroom teachers in every discipline, right? So why wouldn't they do the same thing with the library?

R9. Was there a – **I've known districts where they've had staff working on certifications or they've finagled the wording somehow to describe the teaching position without getting someone with full certification**.

R9. So essentially a **librarian** had to be a quote unquote **associate**, so they **had to have a degree of some kind, right?**

R9. I mean they **had to have, I mean, some sort of degree**, wouldn't they? I mean they didn't have to be obviously a library certification, but **they had to have something, right?**

R9. I wasn't sure because when **I saw the initial position** for a library associate at the [local] school district, I wasn't quite sure what that entailed so I, you know, **did it need certification in Library Science?** What did it mean exactly, and so I was surprised you know some months later to receive a telephone call for an interview, and I said well the **only thing that really qualifies me for this**

position is that I've worked in a public library. You know, I have my bachelor's degree in [education] and I've taught in public school districts for 18 years, so **I'm really beyond working at a public library and getting certified for that.** I didn't have university certification so I was a little bit surprised by that. But **then I realized, well an associate usually means,** and I was thinking back to the districts where I taught where it was our librarian, with a degree in library science and there was always an individual or two in the library working but they were usually not 4 year degree individuals. They were aides or associates, so that's when I put together and realized, **ok, they need somebody who has some knowledge about libraries and has a degree somewhere along the line, but not necessarily in library science.** So, that's where I was surprised with the state. **I just assumed it was part of the state code.**

The library associate also saw the level of service to be provided through a school library program as something higher than an associate. In fact, she did not want to be called an associate. However, like the two teachers described earlier, she was also unable to explain the difference in the instructional benefits to students that could be made by a professional teacher librarian.

R9. Well, I sort of dislike the term **associate** because I think it sounds less professional than librarian, so I would prefer. And I know an associate, you know, a library associate is treated on the same level as custodian or secretarial or any other associate positions in the district, and hence the pay scale is different too, so **I am glad to see the state is looking at the teacher librarian requirement in the Code. That was new to me. I didn't realize that. Um, I thought every school would have a certified librarian and a certified teacher in place.** And I know some schools require that and some districts get by without doing this. So I think the professionalism that is required of the librarian as well as the teaching that you would expect the teacher to have their degree in what their field is, and **I don't know why you wouldn't expect the same of the library.** So I really don't feel comfortable with the word associate. I think it is less. It seems to put it down a level or two. I mean, I would rather see, just plain librarian, because to me it sounds more professional. And then maybe, well anyway, I just think it **should be treated as a professional position.**

The Odessa Elementary principal and the secondary principal were also indiscriminating acceptors. Although they had both indicated their awareness of the 2006 reinstatement of the teacher librarian requirement prior to this study, neither of them

differentiated between associate and professional teacher librarian expectations through their comments. They also did not show comprehension of the instructional benefits to students that could be attained through a school library program run by a professional teacher librarian.

The Odessa Elementary principal praised the work her library associate was able to accomplish with no training beyond high school. In fact, this principal made the library associate responsible for developing the K-6 technology curriculum. She was also pleased that the associate was doing the ordering. She encouraged her associate to consult with teachers because they were unaware of any other collection development or evaluation tools that could be used.

A2. She's responsible for the basic **checking out and reshelving** of books. **Helping students find books** they like. She also likes the **technology** side of things. So she has the responsibility of carrying out, well **actually developing the K-6 tech curriculum**, which what we know about that now is that it really needs, what is happening in the classroom really needs to guide what happens with technology. All of those are her responsibilities. And **ordering**.

A2. Well she's done a good job because I first approached her about you know developing [technology] curriculum and what do we need to have in place? So I think that there's a **balance between what comes from her, like the typing practice, and things that come from the classroom teacher**. There's definitely always time for what the classroom teacher wants the kids to know and be able to do. And we're still really developing all of that because we just really started this year.

A2. Well because of the way we have it set up, I would say out of all of her job responsibilities, the **technology... is probably what I stress the most** with her. And I think the reason for that is because our library is functioning at a really **basic level**. The kids can take care of their own checking out, or the teachers can help. And I mean **ordering** books is really important for her too. And teachers have a lot of input into that too. **Because we don't really have anything else to go by, other than what books will fit our curriculum**. And um, (pause) Oh, **helping students access materials** too is another top priority. She has regular technology times for kids, but then there are also kids coming down trying to find resources on the Internet or on the shelf. They come down without a teacher to find something.

The Odessa Elementary principal sent the associate to two regional professional development workshops, one for professional teacher librarians and one for library associates. She noted matter-of-factly that the associate was much more comfortable at the associate training day.

A2. So it was kind of **relying on just her past experiences as a student**, and then any professional development that came up. There was a media associate conference...and a librarian-type conference at [the area education agency]. **She was much more comfortable at the media associate one** because the other one, it was like, everybody knew what they were talking about but me. But she really liked the media associate one because they all had a similar background and job descriptions.

The Odessa Elementary principal said she had no professional training herself in the area of school libraries. She compared her current district to two other school districts where she had taught, including one district with a professional teacher librarian in every building. Her librarian had offered to purchase resources to support her curriculum. She was aware of the tremendous resources and expertise that were available to students and teachers through her former school library. Through this comparison, she recognized that something was not right and that she needed someone with expertise in school libraries to help her.

A2. **We need people that know. I mean I never realized it before I stood in the middle of this library and I'm looking at these books and thinking I know this isn't right. But I don't know why. And I don't know how to fix it. And I don't have any body to tell me! So you just need the expertise. Absolutely you need the expertise and the budget. And somebody that is constantly collaborating because that library can't be. I mean it's the school library for a reason. It definitely has to be a part of...the curriculum.**

A2. ...I can just say that **I know our library isn't up to par because I compare it with other libraries where I've been**, at buildings I've been at. That's where I got that conclusion. And then I know that those libraries aren't really up to par because, just because there's so much that, I mean, they may be up to par, but

they can be more. You know, **I just think about what is going to be expected of our kids** when they graduate. And you know, when you think about all the manufacturing jobs and things, those aren't going to be around. So they **have to be able to create their own knowledge and learn how to be a learner....**

The secondary principal was also classified as an indiscriminating acceptor. He didn't discriminate between library associate versus professional teacher librarian expectations, and he struggled to comprehend the instructional benefits to students that could be attained through a school library program run by a professional teacher librarian. Like the Odessa Elementary principal, he praised his library associate for her willingness to help. She assisted students in finding books for the Accelerated Reader program used at the junior high level, supervised students in study halls, circulated materials, located materials for those teachers who used library materials, and helped to develop a silent reading type program for the high school.

A3. She's very willingly helps kids if they do come in with a **research topic**. She's done quite a bit with our 7th and 8th grade **AR [Accelerated Reader] program**, in terms of reading books, and writing some tests, and **supervising students** and those types of things. Again, locating materials for some teachers that do use those materials in that way. And like I said, she's been in charge of those study halls, which has, I think, been a tough thing.

A3. Yeah, and she'd done a lot this past year we've tried to get an independent reading program put in place for our 9-12 graders, just a silent reading type program and she's done a lot of work with that as well, just as part of our recreational reading program.

Again, like the Odessa Elementary principal, he seemed unclear about appropriate expectations for library associates. When asked if he felt that the tasks expected of the library associate were appropriate for an associate position, the secondary principal said he wished that the associate had more time to do student instruction. He wanted her to go into classrooms to do booktalks and to have more time to teach students how to do

research using library databases such as EBSCOhost. He said he wished she had more time to “not instruct,” but to “guide” students, and then followed that by reiterating his wish that the associate could be more of an instructional leader.

A3. I would like for her to have more time to promote recreational reading by going out and doing **booktalks** with classrooms. Or, you know, when she has access to kids like that. Or being able to have time to sit down and **talk to kids about how to do a search on EBSCO** or something like that. But I think a lot of her time is **spent just managing things**, instead of being able to **not instruct but, promote.... and guide**. Probably like a lot of us, **would rather be an instructional leader instead of a manager**, but I think a lot of the time is spent on management kinds of things.

The secondary principal was not confident that any library instruction took place. He thought that if it did, the teachers would have to do it. Ideally he thought it should be something the classroom teacher and the “person in the library” would do cooperatively.

A3. Um. If that takes place, probably the teachers would assume that. I think if that takes place, teachers would assume that role, I think, at this point, for us.
A3. I would think that ideally it is **something that could be done in conjunction or cooperation with the teacher and someone in the library, rather than have that be a singular person’s responsibility**. I think that **ideally it would be the classroom teacher that would have the content knowledge and the person in the library would have the research background and those two would work cooperatively to teach kids how to research certain things**.

The secondary principal saw the library as a supplement to the classrooms where students might go to expand their learning. He was aware that the junior high and high school library had no card catalog or any other means of accessing the materials other than to ask the associate where to look. He acknowledged that this was a shortcoming.

A3. I think [teachers view the library] as a **supplement** to their own instruction and to texts and materials that they use within their own classroom. As a place **where students can go to expand on what they’re working on** in the classroom, whether that’s researching a topic that they’re covering as a whole class, or researching a topic that they’re working on as individual students..... As a place to access current materials, I guess. And that’s part of our issue as well. I still

remember the first time I was going to look for a book and I went to our card catalog and I mean **there just wasn't a card catalog**. So when kids want to search for a book, they just ask [the library associate]--I need information on this. And she'll take them over and say, here's the section regarding that particular topic. And so, um, **at this point our students and our staff, I think, wouldn't be able to go into a library and be able to sit down and search for materials and know how that's organized or anything like that**. So I think that's a shortcoming we have too.

Furthering his thinking about the shortcomings of the collection, the secondary principal stressed collection development in his response to a question about his priorities for a certified teacher librarian, if the district were to hire one.

A3. Um, probably a good background in choosing **materials**, whether its fiction or non-fiction or experience in establishing **a plan to either improve or maintain current materials**. Just having them know how to pick out materials that school libraries need and an ability to maintain that would be important.

Like the Odessa Elementary principal, the secondary principal said he had no professional training about the purpose of a school library program. He attributed his understanding to his own experiences as a student and his eight years in teaching. He recalled the focus on resource identification from the "person in charge of the library" in his former district. He appreciated the content support this person had provided to him as a teacher and her willingness to help students and teachers access resources.

A3. ...I spent 8 years as a ...teacher...and so experienced a smaller media center there, but then also you know, my time at [the university]. I've spent some time in the library there. Not that I would ever expect to be in a school, obviously, that has a library like that. But the **atmosphere**, its **academic** position... So I think just experiences in a few libraries, I guess, is kind of where I have formulated that idea.

A3. I think part of that [effectiveness] was **the person in charge** of the library was very good **at identifying needs** of the teachers. So if she knew that I was working on *Huck Finn* or a certain research project that I did with *To Kill A Mockingbird*, she was **willing to search for resources for me**. She was willing to sit down with kids and **teach them how to access** some of those things. And then

we used the AEA [Area Education Agency]. Kids had opportunities to locate materials from our AEA and access them also.

A3. I think she did more of where she would sit down and talk to kids about this is **how you access** material and those kinds of things. I think she was more responsible for teaching students how to access materials in the library. And **her role in working with me was more of supporting my content needs**. So I think I took care of the content, and she would support me with my needs in that area. But she did more with teaching the students how to access materials.

Discerning maintainers. These participants differed from the indiscriminating accepters through their demonstrated understanding of the difference between school library programs provided by professional teacher librarians versus library associates. In spite of their understanding of the differences, however, these participants were still maintainers of the status quo because they were either unable or unwilling to change the district decision not to hire a certified teacher librarian.

Two of the 8 teachers and 2 of the 4 administrators comprised the category of discerning maintainers. One was the only teacher to indicate her awareness about the 2006 reinstatement of the teacher librarian requirement prior to this research study. She attributed this to her involvement with the education association. The second teacher said she was not previously aware of the reinstatement of the teacher librarian requirement. Both teachers joined in correcting the teacher described earlier who was so upset that the previous library associate had not taken her students for library or computer classes. They helped her to come to the realization that the previous library staff member was an associate, rather than a trained teacher. They were the only two teachers who clarified the situation for that teacher.

The Pembroke Elementary principal was the only discerning maintainer who stated initially that her ideal vision for a school library program included a

professionally-trained librarian to stay on the cutting edge and lead the school in literature and research instruction as well as collaborate with classroom teachers to teach their curriculum. Speaking from her years of experience interacting with teacher librarians in her previous district, she added that ideally she would want a teacher librarian with a passion for both literature as well as technology, though she thought this was a rare occurrence.

This principal was pleased just to get the library open again after three months without staffing, albeit with a full time library associate who held a teaching degree and some experience in a public library. Regarding the job description, the principal said that it was more than an associate should be expected to do because it was a combination of a professional librarian and a library associate job description. She thought she would be able to guide the new associate soon to implement story time and class visits to the library.

A1. ...The **job description required a high school diploma, so anything above and beyond that is kind of gravy**, so to speak.

A1. We provided a quite **lengthy** job description. It was **several pages** long. It was a bit much, but...

A1. Our superintendent pulled it off the web. I think it was either through the School Board Association or job descriptions, or another district or something like that.

A1. It was kind of a **combination because** it was library associate, but we **also looked at what a librarian can do** (laughter) you know. So it was kind of a **merging**. And then just a job that everybody gets in the building, you know, a recess duty and that gets tossed into it. But we tried to cull through those and see what would be most applicable.

A1. ...And I think as we go on, the expectations when we get the **classrooms coming in**, then we'll sit down a little bit more about working with the teachers and we'll get a little **story time** going for the primary kids.

The Pembroke Elementary principal felt alone in her desire to hire a certified teacher librarian for the purpose of collaboration and instructional benefits for students. She had not connected with the teachers regarding their insights about the students' needs for someone who could help them select books, someone to read stories to them, someone to recommend resources to them, someone to teach students research and Internet source evaluation skills, and in a few cases, someone to be a partner in teaching research. The only concerns this principal had heard from her teachers was that they wanted to simply have someone in the library to take half their class, to take over giving the Reading Counts quizzes to the students, to teach keyboarding, and to manage the CDs.

A1. I think it was good that we had, as bad as it looks, that we had shut the library down for that period of time. I think it was good that we had a bit of a break because I think that what I observed happening was that **the media associate's job was to help kids on some of those Reading Counts books, on the typing, and on just managing those CDs and the various computer drill programs. And then re-shelving the books when they came back in. That was the expectation.**

A1. That's what **was communicated to me.** When are we getting somebody? We want to **send half the class** down. We want somebody to **monitor Reading Counts.** We want somebody to keep.... I heard it from a couple of teachers that they wanted to send half their kids **because that would kind of help with management** because they could clear out half their class at a time.

Like the other principals, this principal said she had no formal training in school library programs. She credited her knowledge of school library programs to her previous interactions with teacher librarians. She recalled that her first teacher librarian was a great support to her as a classroom teacher.

A1. I don't know where she's at now, but **one of my early library people** went on to be a professor of library science in Ohio. So she was very much a **collaborating** librarian from early on, and was always coming around asking,

“What’s up next? What’s next?” And so we would be planning a month out. So that was good.

A1. When I was [working in another] school, all of the school library media specialists were master level and we would have a number of **conversations** about what they felt a library should be, which impressed me about that **goal** and also watching how they tried to attain it with **some degree of success**. And also listening to their **fears** of, like when the AEA went away with all of their **book resources**, you know, it was all going to go electronic, “we don’t need hardbound books anymore” and they got rid of them all.

Additionally, she explained the numerous reading and literacy initiatives that had influenced her thinking about reading instruction and libraries, though she didn’t credit any of the literacy initiatives with providing training about how to use school libraries with students. She said the Whole Language era might have come the closest to library promotion, but she thought her perspective also might have been an outgrowth of several programs.

A1. It **didn’t come from training**. I mean it wasn’t part of my professional preparation per se. I don’t know if it had to do more with the **conversations** with the library folks, or if it had to do with um. It might have been a positive outgrowth of having taught through the **Whole Language era**, where kids were reading all kinds of literature. But there was no non-fiction at that point and time. It was all **novel-based**. But at least at that point, it got reading teachers and teachers in general, **going to the library more** than they had. So it might have been a combination of an outgrowth of authentic literature and then the conversations that evolved through the **Every Child Reads – Just Read** program.

The Pembroke Elementary principal valued teacher librarians and the collaboration they could provide for teachers and the instructional benefits for students, she saw weakness in the teacher librarians’ knowledge of quality literature that she thought was caused by the influx of technology. She suggested that they were expected to have such a wide range of knowledge about literature and technology that it was almost too much to expect them to have a passion for both. She said the teacher librarians in her

former district had “gotten kind of out of whack with all the computer technology and stuff they were expected to know.” As a language arts coordinator, she had done in-services with the teacher librarians to help them reconnect with literature and the teaching of reading.

A1. And so we did some **in-services with them**. We did some **shopping trips with them up to** [the bookstore] to kind of see what were some of the new things out. Kind of **got them reinvigorated to go to the ALA conferences** that they had kind of waned on. And to kind of build back up their own literature skills, because **they'd gotten kind of out of whack with all the computer technology and stuff they were expected to know**, so I did a lot of **in-services with them and then also invited them to come to the reading ones**. And then the **classroom teachers were expected...to come to all the library classes that their kids went to**. It was not a free period. So anything that the... they **used the Big6 framework, so any of the research-based, research inquiry type lessons, any of the technology lessons, any of the story time, anything that their kids were exposed to, the teachers were there too**. So that was a way for the media specialists, the librarians, to weave their knowledge back in with the classroom teachers, because they had to be there. They were not dismissed to go do something else. They had to be an active participant.

As the final discerning maintainer identified, the superintendent showed that he understood the difference between the qualifications for a library associate and a professional teacher librarian, but he joked that in his district a library associate would ideally be doing everything a certified teacher librarian would do. In spite of their lack of training, he believed they must know what is in the libraries and communicate about that with teachers. He realized that they lacked the knowledge of what is out there beyond the library, but he felt that they were maintaining things within the libraries.

A4. Ideally, I would want them to be **doing everything a certified teacher librarian would be doing**, but you know, they **don't have the training**. They can have that **communication with the teachers. They can know what's in their libraries**.

A4. **Where we struggle with our library associates is knowing what's out there, beyond the library. They can know what's in their room, but I think**

it's hard for them to know, you know, when you're talking library loans and different research strategies and those types of things. They haven't been trained in it. So they just don't know. I think what we're doing now is **getting by**, more than anything.

The superintendent was hopeful that the district library situation, which he said had been overlooked for years, was improving. He said he had put more resources and competent associates into the libraries. He emphasized that the teachers must learn what was available and that it was their job to make the communication happen. Although he said it wasn't an ideal situation, he was confident that they all knew that they were headed for improvement.

A4. Well, I think, well, **we're starting to put resources in the library** that weren't there before. **We're starting to have some up to date resources and things.** You know, we had so far to go. I wouldn't say that the libraries we have now are ideal at all. You know, **we do have competent associates in our libraries** that are digging into what we have and finding out where the books are and what resources we have and weeding out the things that we don't necessarily need any more. And I think we have people in those positions that will gradually increase in communication with the teachers we have. Is it ideal right now? No, not by any means, but I think we're going that direction. It's not ideal, but I think **we all know where we're headed.**

A4. A certified teacher librarian, **which you know, we don't have** here, that kind of goes with what I was talking about as far as um, just they need to be **the knowledgeable person about what's in the library**, what resources the library can get. There needs to be **great communication** between classroom teachers and the librarian in my mind.

A4. You know, just kind of knowing what's going on in between what's going on in the classrooms and, you know, **constantly asking how they can help**, um, supplement **what's going on in the classroom.** And you know, that's not all the librarian's job. **That's partly the teacher's job** as well, is to get in there and make that communication happen. But that's the biggest thing for me. That's the biggest thing we're missing. We're missing that communication. I mean, **it's getting better**, but I think more than anything, our **teachers have to learn what's available** and the importance of having an effectively run... library.

Like all the other administrators, the superintendent said he had no professional training about school libraries. His recollections of libraries involved having materials

available. He recalled his own experiences with libraries as a student as a place for research and getting information not available in the classroom. He also talked about his teaching experience in the fine arts; he said he had a good librarian who provided materials. He said he was disappointed to find this was not happening when he came to this district as a principal five years ago. He observed that the library was separate from classrooms and students went there only for computer use. There was no connection between the library and the classroom, something he said they were trying to improve.

A4. Just thinking about my experience with libraries, going through K-12 school and doing research in my undergrad work and it really had. My experience is really with public libraries, public school libraries. They provide just, you know, **an aspect of education that the classroom can't give you.** They have, I guess, **I'm missing the word, the tools to give you ideas of different books and types of research you can't get any other place.** They're important for students to get in there and get more in depth and learn more about different areas and it's been important to me just to have that asset that you can use throughout your schooling. All the way to now. I'm still using the library at [university], sometimes more than I'd like (laughs). But it's important to have that research base as you're going through schooling.

A4. **I didn't have any classes** regarding this topic. It was basically through my teaching. You know, I was a [fine arts] teacher for 4 years. It was important for me. It became important for me to **know what was in the library.** And even as far back as when I was in undergrad school, and knowing what was in our college library.... And I carried that into my teaching. And that's where I really learned what a library should be because **we had a good librarian where I was teaching** and she was a great resource for us.... It was just nice to be able to go in there and **have resources** we could tie into what we were doing in the classroom. Really that's where I got my ideas of what it should be. And then when I became a principal, I became a principal here, and that wasn't happening. Basically, the **library was kind of on its own.** It was its own entity. Students went there for computer research, or um. It wasn't really, you know, for the books and other things that were in there. It just wasn't used. When you looked at our checkout list and those kinds of things. **Kids weren't checking out books.** And **no one was pushing that because there wasn't that connection between the library and the classroom.** It needed to happen. **We're trying to make that better.**

In summary, 6 of the 8 teachers were indiscriminating accepters and were unaware of the difference between the services a library associate and a professional teacher librarian could provide. These teachers had discussed observations about the instructional needs for students, the important reading, research, and technology skills that students were lacking and how this adversely affected the students. The teachers were observant of the students' needs, yet the teachers' lack of understanding about professional qualifications and their lack of understanding of state and national school library standards prevented them from being able to appropriately verbalize these observations. Instead, the administrators interpreted the teachers' suggestions about libraries as griping about their work load and as attempts to get another body in place so that they could get rid of half of their class at a time. Even those teachers who were discerning maintainers and were aware of the differences in qualifications were unaware of the background training of teacher librarians (mainly the teaching preparation) that could make them instructional leaders. Thus they were also unable to justify the need for teacher librarians in their district.

The 2 administrators out of 4 who were indiscriminating accepters thought their associates were performing the job functions of professional teacher librarians and were unaware of the teachers' and students' instructional needs. On the other hand, the administrators who were discerning maintainers were aware of the professional differences, but had not changed the situation. One principal reportedly had attempted to make change with no success, while the superintendent believed that change could be

made through either maintaining things or making things better through improved communications between teachers and library associates.

Sustainability Struggles

In addition to the above conclusion that participants misunderstood the professional qualities of teacher librarians, they also doubted the sustainability of teacher librarians in their district without a state mandate. Participants responded to the following scenario: "Suppose that the district had hired a professional teacher librarian to comply with the state mandate, but after several years, the state dropped the mandate. Is there anything you think the teacher librarian could do during those years to make the program sustainable without a state mandate in place?"

Participants suggested that strong teacher librarian communication and collaboration would increase sustainability. At the same time, participants described the elusiveness of the arguments for sustaining a teacher librarian and expressed a great deal of cynicism, doubt, and helplessness when considering the likelihood that the district would ever sustain a teacher librarian without a mandate. Finally, the superintendent added the insight that there was nothing elusive to him about a quality library program with collaboration and instructional leadership of a teacher librarian. However, he was not inclined to succumb to a substandard program with one teacher librarian stretched across three buildings as the state required and he was unwilling to pay for three full time teacher librarians when it was not mandated, even though he knew it would benefit the students. Notably, the state accreditation team that visited the school during the year of this study was uninterested in the school library situation of his district.

Communication and collaboration. Communication and collaboration with teachers were the most often cited suggestions for how to sustain a teacher librarian position in this district without a state mandate. However, negative feelings often outweighed any optimism about communication and collaboration. One teacher responded that the teacher librarian would need to be resourceful and use communication and co-teaching to become indispensable.

R6. I think the biggest thing they could do is just to **show how vital of a resource** they are by just making themselves... because I know for the most part, I think the **teachers in my building** haven't had a librarian or certified librarian around for a long time. I don't think they see that person as maybe a resource to go to for help and to find information. I think **they sound more as like I need to send some of my kids over to the library.** There is at least **an adult in the room to watch them.** I think that was just kind of my perception. But I think that the librarian in my district would probably have to **take it upon themselves to show really what they have to offer and the services that they can provide, and how useful and resourceful they are.**

R6. Just basically through that **communication** I guess. Whether it be through saying, well hey I can **co-teach** with you something or I have these ideas for this. Or **I know about this book** that would be really great to use in your room. **Just throwing yourself out there as a resource.** Because when you say that, it makes me think of the teachers this past year fighting for a guidance counselor and seeing the huge need for that to come back when it was let go. And obviously they saw a need for it. So I think in my district, that person would have to come in and show, not just I guess hibernate in the library, but **make themselves known and viewed. That would probably be what they would have to do.**

Another teacher also described communication and collaboration as part of her suggestion for how to sustain a teacher librarian position.

R7. I guess it all stems back to **children learning to read.** And you have to be able to read, no matter what you do in life. And **what better way to do that is to have your wonderful resource of books in the library.** And you mentioned **communicating.** I think a new person going into a school library needs to go to each teacher and say, I'm here. What can I do for you? You know, you open up that line of communication so that classroom teacher who is teaching something on whales. And you **say what are you teaching that I can help you with, to add to your curriculum?** What type of books are your children reading now? Are

they reading mystery books? What can I do to help you with that? And if you get new books like you have done, let teachers know. This is what we have. What would you like to have? You may not always be able to, but there may be some resources somewhere available.

Collaboration was also on the mind of the secondary principal in his response about sustainability beyond a state requirement. He said that the most compelling evidence of effectiveness that may convince the administration of the library program importance, would be the ability of the teacher librarian to work with teachers in support of the curriculum and to contribute to the academic atmosphere.

A3. I guess I would just say if they have an ability to **work cooperatively with the staff** in addressing the research needs is an example of for our students... And you know they're able to promote and maintain that **academic atmosphere** because of their experiences. I think that would make them untouchable. Yeah, I guess their ability to work with teachers and to work cooperatively with teachers in **support** of projects and learnings that are going on in the classroom I guess.

Elusive arguments and feelings of helplessness. The Pembroke Elementary principal said sustainability of the school library program without a mandate would require that teachers could see the instructional benefits. On the other hand, she was skeptical that the administration and the community would ever change enough to sustain the effort without a state requirement.

R1. Well, I think the **teachers**, if they saw the **benefit of what could be taught**. And **I don't know how the librarian was used the last time they were here....** So I think that if the teachers saw the benefit and the kids had benefit, it would be helpful....I don't know what would make it. **I've tried to plead my "just" case....And I struck out. And I even got into the whole business of "we're in the 21st century and a global economy and our kids need to compete with kids from China... you know....** And it's the information age and our kids...need access to information." And none of those arguments have worked at all. So **I'm kind of at a loss.**

R1. ...**I may be too pessimistic, but what I hear saying was, that was really nice while it lasted, but, it's not required any more and...**

R1. ... I don't know because **it's such a sports-minded community**. I mean, education isn't... overall education's not the community mind and this isn't... They want their kids to **do well**, but as long as I did okay in the past. You know, because this is a multigenerational community, and as long as it was okay for me, or it was okay for my grandkids. You know, **we're getting by just fine**. So, **why should it be any better?** I don't know. I'm feeling kind of **pessimistic**. But that's **my perception compared to being in a district, or a community that highly values education and wants every advantage** for their kids. I'm finding that **good enough is good enough versus let's make it the best we can**. And I don't know, you know, I'm hoping, over time, that when you get a taste of what better can be, that that will start to change soon. But I don't know. And maybe I haven't been there long enough to figure it out.

When asked if a part time teacher librarian in her building would be able to make a difference enough to be sustaining, she was again doubtful. It wouldn't be her ideal, but it would be better than nothing. She said she would search for ways to involve the teacher librarian in collection development as well as instruction.

R1. If we could have a full time person in..., I think that **would be wonderful** and I would be able to promote administratively as much support as possible for that.... And that's what worries me about **part time** is they would be **stretched** so thin, whether or not they can make a huge amount of difference in that time or not.

R1. **It won't be my ideal world**. It's kind of like how I feel about... we're going to have a part time guidance counselor, which is better than none. It's like having a part time reading person or anything. I mean, we're **working on a shoestring and my vision is a Cadillac**.

Many participants' thoughts about sustainability were influenced by their experiences in this district. Six of the eight participating teachers had taught between 14 and 37 years in this district, and most said they had not formerly experienced a stimulating school library program at this school. They cited problems with the collection, staffing, and library instruction. The last time they had a certified teacher librarian was at least five years ago and the certified librarian only was in their building 1-2 days per week. One teacher recalled that as of 22 years ago, the certified librarian was

assigned to the junior high as well as the two elementary buildings, leaving only one day per week to visit their building. These teachers were discouraged about any prospect of the teacher librarian situation improving in their school.

R8. We gave up.

R4. Do we count? We don't get a say in it? Not at all.

R1. It depends on what the **school board** is willing to... like I said, this lady was in three schools, so and you have two grades there and one grade here and you have the junior high,,,

R8. And she didn't even know she was getting pinkslipped then. We found it out. We knew it before she knew it.

A teacher who had been involved with the education association shared that although she knew the Iowa State Education Association (ISEA) supported teacher librarians and guidance counselors, she felt that when push comes to shove over limited money in the schools, that the group would favor classroom teachers over these special areas. She implied that the issue was financial and that libraries constitute an additional expense for which schools no longer receive funding.

R1. Unfortunately, you know, ISEA has pushed and pushed for it. They want the guidance and the librarian. But when it comes to push and shove, the money, then it's by the wayside, if it meets for teachers, or K-12 or area colleges and all of that. But they've tried to push for it, but it has to **come back to the legislation and getting the money back into the schools** and education. Because it's **probably not going to be the priority**. Hopefully it will be if they understand what they can use and do that for.

The Pembroke Elementary principal shared her vision for the democratic ideal for the library that she recalled seeing in a display in her hometown public library about liberating people through libraries. Unfortunately, her optimism was tested and she did not know how she could achieve her vision in this situation.

A1. I guess what has kind of become my mission or my passion or whatever was epitomized in a little saying...it said **that more people had been liberated**

through the library than through any war. And so, just the power of knowledge and reading books. And so I think it's ironic, not ironic, just one of my Ah-has that the root word of library, you know the Latin *Libre* or however you pronounce it, is the same as freedom as in liberate and I just **think the power of knowledge is incredible, so that's what I think of when I think what a library should be, is a storehouse of knowledge where people can go do inquiry and just open the world.**

A1. I'm just not sure how we can get my ideal world. And I've had **conversations with the Superintendent and I've said, you know I want it all. And he's like, Yeah, but you're not getting it.** (laughs). So I don't know. It will be interesting to see how it unfolds.

Like the Pembroke Elementary principal, the Odessa principal was overwhelmed with negative feelings about the possibilities for sustainable change in the school library program. Also like the Pembroke principal, the Odessa principal emphasized inquiry as well as reading motivation and reading to learn and for building background knowledge. She believed her students' social economic status (SES) was related to their lack of background knowledge and that background knowledge was related to standardized test scores. The combination of her recent professional reading and her experience in a previous district with a full time teacher librarian in each building and a \$12,000 annual library materials budget contributed to her linking the lack of students' background knowledge to her school's unfunded school library program. This principal considered the budget and staffing levels of her previous district, and she began to understand the discrepancy between the two district budgets, staffing and services.

A2. **You see we don't have a running budget.** We don't have an annual budget for books.

A2. We [current school library] got some funds from the PTO.

A2. **We need an annual budget.**

A2. I know at [previous district], they had a \$12,000 annual **budget.**

A2. That was probably pretty good. There were **new books** coming in all the time. She would do a **monthly booktalk** over the TVs in the school, of the new books.

A2. Well, she [teacher librarian] taught second grade for a long time. Then she went back and got, **whatever her MA was, in media**. And she was continuing actually beyond that when I was there.

A2. And then **she had a full time associate for just the library (laughs)**.

A2. The **Kindergarten got to check out every day**. And I'm not sure about the other schedules, but maybe first grade. Well, yeah, **first grade was every day**. And then the other older kids would come less often, but they could if they wanted to.

A2. They always had everything with technology. In fact the campus people, the campus data management system....And he said, **Anything you want to do with technology**, you can do, you just need to tell me. So it was very impressive.

Asked to consider how she would guide the teacher librarian if the district were to support a professional position, the Odessa Elementary principal replied that if she didn't have to worry about the facility and space, she would first ask the superintendent for \$40,000 for collection updates. Unfortunately she knew her district would apply for another waiver. Further, she was skeptical about the services they would receive at her elementary building if the teacher librarian position was split among three buildings.

A2. I'd ask [the superintendent] for about **\$40,000 and I'd have her update our collection**, based on our newest standards.

A2. The only, **I know what the district will do is, if it's possible, apply for a waiver again. And if it's not, ... hire a certified librarian that will be here (at the high school) and then we might have their support a little bit.**

When asked what she felt was the most compelling rationale for school library programs, she was hesitant to believe there was anything compelling about her conclusions about the relationship of students' background knowledge and test scores to school library resources. She placed the blame on political injustices and unfair school funding practices, but given the elusiveness she saw in her argument, she didn't see anything that could be done.

A2. I think just **looking at the data and the difference between a student from a low SES status and a student from not low SES status. And knowing that**

that difference is the background knowledge that they have when they come into Kindergarten. And how do you fix it? With information! And how do you motivate them? With stuff they want to know about. I don't know how compelling that would be, but...

A2. Do you think a **politician** would [understand]? (laughs) .I don't know.

A2. There is a certain amount of **injustice there when you look at school funding** in a place like [former district] and you think about school funding here. It's not right.

A2. Could I make a change in that area? I suppose through **advocating it with legislators**. But that process is stifling and frustrating too.

A2. **And I never thought really about how unfair it is because I never thought about it through a school library perspective before. But we're talking about access to information, and we're restricting our kids from that. And it comes down to politics. And that's just awful.**

Superintendent refutes elusiveness, supports quality instructional leadership. The

superintendent also emphasized collaboration in his comments about teacher librarian sustainability, but most importantly, he didn't see the arguments for having teacher librarians as elusive. Rather, he took it to the next level. He recognized the significance of the instructional leadership of the teacher librarian. He wanted a high quality program, which meant one teacher librarian in every library. He knew that one librarian covering three buildings would not have the same instructional impact. Although he was concerned about the price difference in having three teacher librarians, he wanted them to take teachers to the next instructional level and find new ways of teaching in a way that is informed by communication with a certified teacher librarian.

A4. At some point **it would be nice to have a teacher librarian on staff. But we've struggled with where to put that person.** You know with two K-6 schools, and you know we have another 7-12 school, um, do we need three teacher librarians? Maybe. Which, you know, **is a big price difference.** You know we thought about having one teacher librarian, you know, that can kind of work with all three associates. And I don't know if that would work either, because **it is really the teacher librarian that has the know-how and the training as far as taking us to the next level.**

A4. Well, I just think there are a lot **more resources** out there that we could be using. It seems like teachers can get so..... more or less locked into what they are doing. You know, they know their classroom. They know their content. They know what they're doing and how they're doing it from Day 1 to 180. And they can just get, **I don't want to say stagnant**, but it's the same thing over and over. To me, having that, you know, resource in a librarian, to me it could be **like a constant breath of fresh air**. Like it could be **a communication between that person and the teacher, kind of bringing up new thoughts, new research, you know, new resources that the teacher may not have thought of. I guess more than anything, its just new ideas**. We have this thing in the library now, can you use it in your classroom? More than anything, just keeping new ideas popping around.

Although the superintendent believed that collaboration with teacher librarians would improve instruction, he thought some teachers might not agree. Some would have varying expectations of what a teacher librarian could provide. He said that those with experiences in other schools, who have been in that ideal situation, would want more connection with the teacher librarian. He also thought that some teachers would prefer it just the way it is. He explained that teachers' experiences in other districts with strong school library programs could be an important factor in their ability to collaborate with a teacher librarian to change instruction.

A4. Well I think there's a **mix**. There are teachers out there who expect, um. I think there are teachers out there who have experience in other schools where there might have been a certified teacher librarian. You know, they kind of have that **ideal** situation like we'd talked about....My **wife's** been in that situation. You know, she's [an elementary] teacher now. And was in another school and had a certified teacher librarian and she knew, um, how that worked, and that communication between the librarian and the classroom teacher....She **wants more**. She'd like for there to be **more communication, more new ideas**. She'd like to be able to go from her classroom to the library, and **be able to explore deeper about what she's doing in the classroom** and those kinds of things. And it's tough when you have an associate who is just kind of maintaining, you know, treading water. And there aren't those new ideas and those kinds of things going on. Um, but we **also have teachers that probably think we're just fine the way we are**. We have teachers that have probably been here forever and that is all they know. You know, we have a library that kind of sits off on its own and if we need

it, you know, if we need you, we'll contact you, and that kind of thing. **They do their thing in the classroom. And the library would kind of be above and beyond what they would normally expect.**

The superintendent wavered about whether or not a teacher librarian would make a difference instructionally. He wanted a high level of excitement and communication about resources to support the classroom to take place between the teachers and the library associates. He praised the associates for what they are able to do without having any training. He wished the associates could move to the next level, but he conceded that maybe the teachers weren't excited about the library because they didn't have certified teacher librarians. He acknowledged that maybe having a trained teacher librarian would add a new dimension to the school.

A4. I think it **would be great.**

A4. I kind of go in circles. I think it would be great **if all our teachers embraced the library.** You know, **maybe that's the part we're struggling with** is that **we do have, we just have library associates** in each of those buildings. **So there isn't that communication.** Maybe if we had a teacher librarian in each of those spots. You know, there could be that communication that I was talking about. Here's a new resource. **Have you thought about using something like this in your classroom?**

A4. But when we don't have that, when we don't have that person... I don't know, **maybe it is hard to expect people to get excited about what we have.** And I don't want to downgrade our associates either. You know, they do well, for what they have been trained to do. **But I think a teacher, a certified teacher librarian would probably... I can't believe I'm saying this on a recording (smiles and laughs), would probably add a new dimension to our school. Um just having a trained person in the libraries to... cultivate what I've been talking about, to get those new ideas going.**

Not unless it's mandated. When asked if the unknown aspect of whether or not a teacher librarian could provide the leadership to make a difference instructionally was what prevented him from hiring one, the superintendent claimed that it was not the unknown, but the fact that they were maintaining things with the status quo. He said he

had seen what an effective librarian could do in his previous employment as a fine arts teacher. He again stressed that if he hired three teacher librarians for his three buildings, it would be a big financial commitment.

A4. I think the step we're not jumping over is that, we're maintaining right now with library associates. You know I have 3 libraries and if I were to have a certified teacher librarian in each of those buildings, it would be a big financial undertaking to make the change from associates to certified teacher librarians and I think, superintendents, and myself as well. I see us as maintaining what we have, you know, Maybe it's just jumping that hurdle, of diving into the idea that we are going to have certified librarians in our libraries. I don't think it's an unknown because I've seen it happen. I've seen what an effective librarian can do. I guess what we're stuck on is maintaining what we have versus, taking a huge financial step to get to what I know can happen. And I don't know if it makes sense or not, but I think that's what I'm stuck on, is Do we spend that extra money, when we're maintaining now?

He expressed concern about a negative image of hiring a teacher librarian that people might think would sit behind a desk all day, compared to a classroom teacher to work directly with students.

A4. I think there's a perspective out there that would say, you know, rather than putting that money into... And it's probably people who have never seen a library working in that way. But I think they would say, you know, rather than putting that money into a certified teacher that sits in the library all day, um, which is not the case, but you know it's a perspective out there. Rather than putting that certified person to sit in the library, why not put that money into all the kids, and you know, lower the class sizes, in the classrooms instead. I don't think it's the idea of parting with the money because school districts are parting with the money. It's just where are we going to put it? Are we going to put it into keeping our class sizes down? Or do we put it into this additional resources beyond the classroom? Um, does that make sense?

.A4. That's been the one thing I've heard that the Superintendents would like to use that money to keep their class sizes down and to provide more resources in the classroom, rather than paying for that person in the library.

He thought it was pointless to have a part time librarian because there would be no impact. When asked whether he thought the community was aware that the school did

not employ a certified teacher librarian, he quickly said, “no.” He reasoned that since the previous certified librarian was half time librarian for three buildings and half time TAG, this position had been a joke.

A4. No. I don't think they know any different. What was it... It was just before I came here. They had one certified librarian that... She was a **half time teacher librarian and half time TAG teacher** and she kind of, she went between the two elementary libraries, and that may have been when it was still required to... when it was required before to have a teacher librarian. Um, but that was kind of her job, and it was **kind of a joke**. Because it was almost like that position was, and I mean this is just heresy. I just heard stories about before I was here, that that position was destined for failure. When you have basically a half time librarian that is spending a quarter time in [one] town elementary and a quarter time at [another] town elementary. You know, she didn't get anything done. It was the position at that point basically leaned on the associates in those buildings. **The associates kept those libraries maintained**. I mean they didn't do anything new, but they were maintained at that point by the associates because we had that quarter time person in each position. And... the position just wasn't used effectively.

Reasoning again about priorities, the superintendent explained that it was difficult to decide whether to put the money into library resources or whether to invest the money in the personnel to maintain the resources. Finally, he acknowledged that perhaps both would be necessary.

A4. It is kind of a **double edged sword** because we can put **resources** into our libraries because, you know, they need it. But the principals and myself, you know, we're not certified, **we're not trained to know what a library should have, what kinds of books** we should have and those kinds of things. We have an idea just from going to other schools and those types of things. But we've put a lot of money into them. **Do we put money into resources? Or do we put money into that person to run the place?** And **maybe both** is going to have to happen.

Coincidentally the district five-year State accreditation visit took place during the year of this research study. The superintendent said the accreditation team did not ask about school libraries. He said he brought up the topic of school libraries during his

interview. He told them the district was trying to change the “look and feel” of the libraries and was adding more resources.

A4. **We didn't talk about teacher librarians.** We had two people from the Department of Education and then we had two people from the AEA. And then we had two principals from the area that were on our site visit team. And, they didn't ask anything specific about the libraries or teacher librarians or any of that. I know we talked about it. I had **an interview myself** and the principals had interviews. And they'd ask us, you know, about what we're proud of, **what we're not proud of, you know, what we're working on** and those types of things. We talked about it then as far as, um the state of our libraries, how **we're trying to change the look and the feel** of the libraries, **adding resources** and those kinds of things. But to my knowledge it wasn't in the report and they didn't ask anything specific. It was just when it was open for us to talk. It was something we brought up. They didn't ask anything specific.

When questioned about his intentions for meeting the new state requirement for a teacher librarian and school library programming, he said they have the waiver. He conceded that this interview had helped him to think about what the district could be doing for the students and teachers. However, he was still concerned about jumping that financial hurdle. He even considered the possibility that the district could support school libraries whether or not there was a mandate, but he said he didn't have any immediate plans for hiring a teacher librarian.

A4. I know what we could be doing, you know, for our teachers and for our kids. I guess more than anything, it's just jumping that **hurdle financially** and making it happen.

A4. The waiver's not going to stick around forever, and it shouldn't. If it is mandated, it is something that we should be doing. And it kind of, as I **sat here and thought to myself today**, it's **probably something we should be doing whether it's mandated or not**. Um, so my plan. **I don't have a specific plan** right now as far as hiring a teacher librarian. **I know it would be good for us.**

All or nothing mentality. This researcher entered into a discussion with the superintendent about librarian-student ratios and sustainability. He shared his frustration

with the ambiguity of the Iowa legislation requiring a teacher librarian in each district without a time requirement or a per student ratio requirement, leaving it open for districts to justify on their own. He said sharing a teacher librarian among three schools would diminish the effect of what he would want to accomplish by having a teacher librarian.

A4. I don't know. That's kind of what I've struggled with is with this new legislation, well it's not new anymore. It's already a year old. Where basically, **a school just has to have a teacher librarian.** There isn't a **time requirement.** The teacher librarian could be shared between five different schools and they could spend one day in our district, one day in ..., one day in ..., or what have you. There isn't a time requirement. We just have to have one. What would be effective? And a **number per student? It's tough. It just depends really on what you want to accomplish.** We have three libraries that are open all day long right now. And if you had a teacher librarian shared between three libraries, you'd also have to have those associates there as well. Your teacher librarian is there for two hours a day, and then they leave and go to the next library and spend two hours and then they move on. I don't know what they would be able to do, what they'd be able to accomplish. Maybe they would be able to do great things. I just don't know. I'd be skeptical about that because I think they'd just be **stretched too thin.** I even wonder about that, you know, just if we had a teacher librarian for the two elementary schools, and they were half time, you know, kind of like our guidance counselor is. It would be easier than three schools of course. I don't know. I guess just **the best case scenario is we'd have one in every library,** you know, just to be **part of each building staff,** and be providing that resource to all three of our schools, ...**whether we'd have to go that far. I don't know.**

On the other hand, he was skeptical that districts would be jumping to hire teacher librarians full time for one library. He was unaware whether or not the larger neighboring school districts had full time librarians in each school and asked me if I knew. He was surprised to learn about those that did have one in each building. He reasoned that if they had only one library for their district of 700 students, one teacher librarian would be sufficient.

A4. I just **don't see schools jumping to do that** though. Um, I don't know what large schools do. I really don't have any experience in what ... or ..., you know,

the big schools, whether they have certified teacher librarians in every library or not.

A4. Do they really? So I don't know. When we're talking Pembroke Elementary **when we have 120 kids**.

A4. Versus a [larger neighboring] elementary. I don't know... what the right answer is. **We need to do something better, but I don't know what that magic number is.**

A4. Well, yeah, because if we had one school, you know, one building of 700 kids K-12, I think one teacher librarian could swing that. **Our problem is we have three different libraries.** The elementaries are [many] miles apart. Um, I think the distance factor and just the fact that we have 3 separate libraries makes a big difference. You know, at Pembroke we have 120 kids and at Odessa 220, right at 200, I guess. Um, and here at Pembroke-Odessa Junior and Senior High School we have 320. But if all of those were combined, I think we could have one person. But since we're split up, I don't know what that means. I think that's what a lot of small schools are struggling with is what to do.

A4. I knew coming into this that I was going to be put on the spot (laughs). It was good for me. Because if you asked our two elementary principals, you know, they'd be all for having certified librarians in the buildings. **And I've been the one dragging my feet.** It's primarily just **spending the money.** It's kind of sad because I know exactly, not exactly, but I know there are many more things we could be doing. So, it's an internal struggle.

Need for social marketing. This researcher asked the superintendent whether he had any suggestions for ways for the association of school librarians or the Department of Education could help superintendents consider how school library programs run by teacher librarians benefit teachers and students. He said superintendents are stubborn. He thought superintendents resented the teacher librarian legislation and saw it as an unfunded mandate. He explained that the superintendents who had spoken negatively about the requirement thought they knew what was best for their districts and they resented the State making decisions for them. He drew a connection between the teacher librarian mandate and unfunded mandates of No Child Left Behind, which he said was great for kids because it pushed the school in an improvement direction. Finally he

suggested training superintendents in a social marketing style, such as this is your school with a school library program and this is your school without one.

A4. Well, one thing you have to understand is that superintendents are stubborn. They are. I mean when I go to superintendent meetings, most of them have a lot more white hair than I do. And I **don't know that they like things being pushed upon schools**. You know when this was coming through the legislature as far as teacher librarians being required again, they were... I don't know if it was bitterness, but I think it was just that idea of, **here's another thing we need to do**. There's no more **funding**, but it's another thing we have to do.

A4. I think there was some immediate resistance to that. And I guess the people that have talked negatively about it at superintendent meetings and what have you, has been more of a **resistance** as far as, **I know what's best** for our school. I think we can make decisions rather than the State making decisions for us, and those kinds of things. If we have a school of 120 kids, and a library associate's serving them effectively, we should have a right to be able to do that. It's just, I think, it's been mostly that it's just another thing being **pushed upon** the schools **without funding**. Because there's been a **lot of that** lately, as far as **No Child Left Behind** and those kinds of things, which, don't get me wrong, has been great for kids and our teachers, just to push us in an improvement direction. Um, I think training would help, to be able to show the superintendents, the people who are making these decisions... And I don't know how you do that, you know, **how to get those guys to listen**. But as far as **this is your school without, this is what your school could look like with** this program. And just being able to point out the differences. And I don't know how you do that, whether that's a superintendent meeting, or what that is, but just somehow show them what it could look like **because I'm sure a lot of them don't know**.

Not surprisingly, the participants didn't think the teacher librarians would be sustainable in their district without a state mandate. The teachers thought collaboration would help, but they felt powerless. The Pembroke Elementary principal hoped that teachers would be able to see the benefit of what could be taught if they had a teacher librarian, but she thought that the community would be unsupportive, wanting only the minimum of services. Similarly, the Odessa Elementary principal wanted to give students an advantage and provide a library program with abundant resources; however, she

thought the argument was too elusive and was discouraged that the situation was purely political and couldn't be changed.

The superintendent captured the ultimate predicament through his comments about sustainability. He was for collaboration, but added insight about the instructional leadership required and thus the significance of having full time teacher librarians in all buildings. However, he was not ready to put full time teacher librarians in the buildings without a mandate. His reasons were that teachers might not take advantage of the instructional benefits of collaboration, that it was a big price difference, that they were maintaining, and that his community would question his decision to pay for someone to sit behind a desk rather than putting money into classrooms where it would more directly benefit the students. He found fault with the state mandate because it did not specify a student ratio for teacher librarians and thus was quick to point out that the state mandate could be destined to fail. He saw no point to having one teacher librarian spread across his three schools. Finally, he added his insight about the perceptions of other superintendents who saw this as another unfunded mandate, something they were forced to do. He thought it would take a lot to change superintendents, but that the most likely influence might be to demonstrate what their school would look like with a teacher librarian and without a teacher librarian. Thus, he confirmed that the elusiveness of the teacher librarian's instructional benefits to students is the most significant inhibitor to superintendents' decisions to fund and sustain high quality school library programs.

Question 2 Initial Interpretation: Invisible and Unsustainable

To what extent do the teachers and administrators understand the professional roles and function of the teacher librarian?

This researcher asked participants about their expectations for teacher librarians and the most important responsibilities likely to make a professional teacher librarian indispensable or sustainable. The invisibility of the professional qualities of teacher librarians was directly related to concerns about sustainability. The participants had a slim understanding of the professional roles and function of teacher librarians, and they often confused library associates for professionals. The participants constituted two categories concerning their level of knowledge about the professional qualifications and expectations for teacher librarians: indiscriminating accepters and discerning maintainers. Over two-thirds were indiscriminating accepters who did not differentiate between associates and professional librarians. Some expected instructional tasks of the library associates, often blaming them for not performing professional tasks, and others expected only clerical work from a professional teacher librarian. Only two teachers and two administrators out of the thirteen total participants were discerning maintainers. The discerning maintainers understood the professional qualification differences, but assumed that an associate could maintain things as well as a professional would, or they assumed that a slightly inferior program was good enough, or the best they could do, for their school.

Participants doubted teacher librarians in their district would be sustainable without a state mandate. They suggested that strong teacher librarian communication and collaboration would increase sustainability. At the same time, participants described the elusiveness of the arguments for sustaining a teacher librarian and expressed a great deal of cynicism, doubt, and helplessness when considering the likelihood that the district

would ever sustain a teacher librarian without a mandate. Finally, the superintendent noted that a high quality program is not necessarily elusive and can be ensured through collaboration and instructional leadership of a teacher librarian. However, he wanted all or none and was not inclined to succumb to a substandard program with one teacher librarian stretched across three buildings as the state required. Further, he was unwilling to pay for three full time teacher librarians when it was not mandated, even though he knew it would benefit the students. Notably, the state accreditation team was uninterested in the school library situation of his district.

Question 3: Expectation for Library Support of School Improvement

To what extent do the teachers and administrators expect the school library program to support literacy, technology, and other content learning for student achievement and school improvement purposes?

Focus group and interview questions solicited information from participants about their expectations for how a school library program should support literacy, technology, and content learning for student achievement and school improvement purposes. For example, this researcher asked the participants whose responsibility it should be to guide students in their reading selections and to teach students research and technology skills. Participants also addressed questions about whether they saw their students as “tech savvy” and how they viewed the role of the school library program in support of early literacy, technology, content learning, and school improvement activities.

The data resulting from responses to these questions exemplified four themes depicting the disconnect between the school mission and the school library mission: (1) literacy programs without the support of a school library program failed to provide

students reading guidance; (2) tech-savvy students lacked the information skills needed to find and evaluate technological sources; (3) content instruction and research skills were taught separate from the school library, without the challenge of inquiry learning; and (4) school improvement initiatives were implemented without a consideration to essential school library resources.

Literacy Attempts Without Libraries: A Teacher Perspective

The teacher participants talked more about literacy programs (43% of coded curricular related statements) than they did about technology, school improvement or any other curricular area (see Table 3). Notably, however, these conversations were about literacy programs and not about the library. The district had attempted to improve their students' reading comprehension scores with at least four new, nationally-known reading programs or initiatives over the past five years. None of these literacy programs had an established connection to or support from the school library program. In fact, each one, in some way, served to separate reading materials from the library. No attempts were made to combine literacy efforts through a centralized library budget, materials collection, or collaborative instruction. In essence, these programs served as replacements in the absence of school library programming.

Table 3

Statements Regarding Library Program Role in School Curriculum

	Teacher	Associate	Administrator	Total Statements
Literacy	80 (43%)	39 (58%)	54 (42%)	173 (45%)
Technology	70 (37%)	23 (34%)	39 (30%)	132 (35%)
Content	18 (10%)	2 (3%)	11 (9%)	31 (8%)
School Improvement	18 (10%)	3 (5%)	24 (19%)	45 (12%)
Total Statements	186	67	128	312

Total Statements means the number of coded statements about each curricular topic by each group.

Percents shown represent the percent of total statements expressed by each group about each curricular topic.

When the teachers were asked how they viewed the library program's role in support of early literacy, they responded with their wishes for a library program with the most obvious services. They wanted the librarian to know the books and the students, have a wide selection of books, read the books, and recommend books to students. They also made it clear that they did not have this type of a library program in their school.

R4. I want the librarian to **know the books**.

R1. **Uh-huh!**

R8. **Read them.**

R4. To **know the books and my kids**, you know...

R5. You mean to be able to **recommend something?**

R4. Yup. I want them to **know the books**.

R8. **That's why they come to me with that bookshelf** up there [in my classroom], because I've read almost every book and they want to know for sure, and I know what they're like.

R4. Well [the **office associate**] was **awesome with Reading Counts**.

R8. Yeah, she reads every book that ever comes across...

R1. Introducing them to a **book and listening** skills and then getting eventually in to – just for a while, for 10 minutes, they **get to enjoy a book**. Because a lot of them don't get that at home, probably, but just that listening. If they **don't get it at home**, they'll get it there.

Reading Counts counting for the library program. Without basic library services, the teachers favored substitute solutions for reading programs, such as Reading Counts

that would replace the need for a teacher librarian to provide reading guidance. Further into the focus group, the teachers spoke passionately about their disappointment over the dismantling of their Reading Counts program during the past school year. They were quick to list the components of the Reading Counts program that they felt had benefited their students over the past several years, and which were not currently a part of their library program or any other reading program in their school: (a) someone who can recommend appropriate books, (b) reading reinforcement, (c) new books to choose from, and (d) a daily exchange of books. Only two of the teachers expressed concerns about the way Reading Counts had been implemented.

The first thing the teachers missed about Reading Counts was having the office associate help students choose books. Over the past few years, books that were on the Reading Counts list had been collected in the school office because there was no room on the library shelves. The office associate worked full time and read many of the books. The library associate was only half-time, so when students needed a book to read for the Reading Counts program, they went to the office and received recommendations from the office associate. During the past year, the new Pembroke Elementary principal had these books moved down to the school library. Fiction Reading Counts books were marked with a yellow dot and were inter-shelved with library fiction books. Paperback Easy Reading Counts books were inventoried in the library, but remained in plastic bins and were circulated to classrooms from the library. The library underwent extensive weeding in order to make room on the shelves.

Once the Reading Counts books were moved down to the library, the office associate was no longer able to help students select books. Teachers expressed concern that they could no longer send their classes down for help selecting appropriate-level books because the library associate wasn't there or wasn't able to help them. They wondered aloud what the newly hired library associate, whom they referred to as "the librarian" could do for them. They said they didn't care where the books were shelved. They simply wanted to be able to send their students to get books whenever they needed them and to have someone there capable of helping them find an appropriate book.

R1. The **Reading Counts books were upstairs simply because there had to be somebody to help the kids check them out.**

R8. And after [office associate] came in, she knew those books and read them all.

R2. And **we didn't have room** down here in this library.

R2. Plus **there was just nobody in here.** It makes me no difference [where the books are kept] as long as there is **somebody** who can help the kids **when we send kids over.**

R1. Because right now, I wouldn't **send my...**

R8. Right now, **I don't know....** Do they get help when they come over here? I don't know, when my kids have asked to come down. (pause). **What's the role of the librarian? Our librarian? Does anyone know?** Does [she] help? Does [she] suggest books? Or, does anyone know?

R4. (interrupting) **Mine have never been over here. Mine have not been in the library here this year.** Well, I shouldn't, excuse me... When [previous associate] was here, they were in for computer.

R4. Maybe **that's what was so wonderful about having [the office associate] upstairs with the Reading Counts is because somebody knew the books.** The kids were excited to go get new books.

R8. And you know she knew, what I liked about it... I witnessed this a lot, "No..., No..., No..." you know, **she knew if they were picking way too low.**

And she kept up with those books.

R1. I had one little kid who asked me when he got to do it.

R4. Get to do what?

R1. Reading Counts

R4. Yeah, **I miss Reading Counts!** I really, really do!

The second aspect the teachers said they missed about the Reading Counts program was reinforcement for reading and the motivation the students experienced through the program.

R5. My kids ask all the time. I get at least, still, 2-3 questions a week.

(Lots of talking with feeling.)

R2. They like to read the book and they like to take the test.

(more talking and interrupting)

R8. They like to see how well they can do.

R4. **It's just like running, it's like an athlete or something.**

R8. It's a **reinforcement**. It's a validated reinforcement that I did this, and this is what I got.

R1. Wouldn't that be good for **comprehension** too? Because I took some of those tests, like for Chicka Chicka Boom Boom and some of those tests are hard.

R1. Yeah. It's recall.

R2. But a lot of **beginning stories are recall, not comprehending.**

R4. They loved it.

R4. And the **pressure wasn't from the teachers** to pass the quizzes. I mean, if you passed them, great, if not, you know, get another book, and let's go.

R5. But they were pretty **self-motivated**.

R8. I don't know about you guys, but my **kids want to know each others' scores constantly**. They can't say them out loud, but boy they know everyone's by the time they've talked for 10 minutes, they know who got that and that and that....

A third component mourned by the teachers was the loss of the separate collection space in the office that was only for Reading Counts books. In essence this space had served as a promotional space for the new books. The library didn't have space for book promotion.

R4. **That's one reason the library went down** because if it wasn't one of those dotted books, they weren't going to get credit for it.

R2. They pretty much just read the Reading Counts books, but at the same time,...(lots of interrupting)

R4. But almost everything they wanted was up there. **They were all new books.**

R4. It's the ideal.

R3. I think too, **they liked those books because those were our newest books.**

A fourth component of the Reading Counts program that the teachers had enjoyed was the students' ability or motivation to exchange their books daily.

R2. But yeah, our kids were reading a book a night. They were excited. And **it wasn't checking out a book and you have the same book for two whole weeks. You got a new one every day, if you kept at it.**

Only two teachers shared concerns about the Reading Counts program. Their reservations about Reading Counts were that it didn't require critical thinking or higher level thinking skills; it "forced" students to read; it detracted from person-to-person contact and allowed teachers to not know their students; and it allowed teachers to send half of their class away from the classroom to take quizzes under the supervision of the library associate.

R7. I know it **doesn't ask** the right kind of questions. It's not the thinking questions, you know. You need to have those **critical thinking** skills. But those times I was in _____ 's room in 1st grade, those **kids took a book home every night** and they came in in the morning and they were **excited** and they could see whether they had read for comprehension. So I thought it was a good program. I really did, because it made the kids read, if nothing else. And they had some type of evaluation at the end. Whereas with, and this probably doesn't go along with what everybody else said. But you don't see that **with Guided Reading. You don't have that type of evaluation.** Yet, I know their questions are not critical thinking questions. They're just you know multiple choice. It's either black or white and that's not the type of questions we're supposed to be asking our children today.

R7. And **that should not have to be that we have to force anybody to read**, but if you've got these little kids and they don't necessarily want to read. They want to plop themselves in front of that TV or that Nintendo or whatever. But if they've got this book in their bag and they know they are required to do that or that they're going to have some type of special thing happening if they read so many books, then **I don't see anything wrong with that, if they're reading.**

R7. You know families today. They're off to dance and to music and to baseball, softball, camps and all these sports things. You know their lives are so much busier than they used to be. They schedule their children into everything. And I can speak to my own daughter with her kids. They're going every which way. You know with your own two. It's just beginning for you. And you're going to

have many years where you're running here and every which way. But you still take time to read.

R6. **I don't like it** [Reading Counts]. I think it's dumb. Sorry (laughs). **Because if you're trying to work on kids' comprehension and higher level thinking, it's very low level skills.** I've seen kids probably thumb through a book in probably 5 minutes and take a test and pass. I mean it's just, the questions are so simple. I just don't find any benefit to it. **And I think that takes away from the person-to-person contact.** It is student to computer contact and then they're taking a sheet of paper that tells the teacher, Oh, they're on this new comprehension level. Well, **I think that is allowing the teacher to not know their student.**

R6. Well **I know the teachers at my school** and that's one thing I said. They knew there was a teacher over there and **so they could send students to take their Reading Counts tests. They could still be working in the classroom so they didn't have to take time out of their day** to take the class over to do it....

One teacher concluded that to implement Reading Counts as it had been done in this school, there would be no reason to need a certified teacher librarian. This observation reflected the hidden truth that all the benefits of the Reading Counts program the teachers had listed were, in essence, replacements for what was lacking due to the absence of a teacher librarian: help for students choosing books, help in motivating student reading, book promotions, and students' daily exchange of books. Thus, the way Reading Counts was implemented in this school served to remove reading materials from the school library and encouraged students to visit the office, rather than the library for their reading materials.

R6. I guess when the school adopted that program and if they had a system appropriate for using it, I guess that's fine. But personally, **it's not something I'll do or I would use a librarian for. ... The only thing a librarian could do in that case would be to say, "Ok, here are all the Level 2 books in this box"....** And then the students get to choose.

R6. There is **no reason there would need to be a librarian for Reading Counts, other than somebody to maybe supervise, if you were going to send them to the library.**

Guided Reading missing reading guidance for independent level. The Guided Reading program had been funded with \$92,000 from the Pembroke-Odessa School Board and had been in place in this school for only one year at the time of this study. In response to a question about ways the library supports literacy in the school, the teachers expressed mixed feelings about the Guided Reading program. The primary teachers were most pleased with the use of leveled books for beginning readers, while the upper elementary teachers had concerns with the school's lack of support for the independent reading stage and with the emphasis on non-fiction.

One lower elementary teacher felt strongly that the \$92,000 one-time fund from the school board that was used to purchase Guided Reading books and materials had increased the excitement level of her students about books.

R1. My kids have enjoyed, coming a long ways with reading, and now taking it to the next level, and they're wanting to take it on their own. With all the books that we've had, like I said, we didn't have just that basal and one book. Those kids could go out. And I told the school board last night, you know we were lucky to give them **\$92,000 of books** because at this young age, it's just, they get to go in and pick 2, 3, 4, 5, 6 books and a lot of schools threw Guided Reading at them, and didn't put the books there for them to do it. And you know, everybody's out there doing it. **And they're excited right now, because they had so many books.** And while the basal was good and we gave them 3 books. That was it.

One upper elementary teacher raised a concern about the library's role in Guided Reading, saying the independent reading stage was the missing piece because their library didn't support students being able to choose books independently. Two primary teachers agreed with this statement and an upper elementary teacher added that her hope was that Guided Reading would make students better readers so that they might do more reading and find more enjoyment in the independent reading stage.

R5. You know if we're doing this **Guided Reading** in order to **improve their reading skills**. That's the goal of Guided Reading to make them **independent, critical readers**. If they don't have **access** to it, then, it's kind of, missing that final piece.

R5. Because that's the goal of the Guided Reading, to make them **independent, critical readers, and if you don't have the library there for them to choose...**

R2. The **opportunity for them to choose**.

R5. Yeah the opportunity, I mean.

R1. Let them choose the book. In the Guided Reading, I'm choosing the books for them. Then, now, can they go to the library now, and pick some books that they think they'll enjoy themselves.

R7. Well, I think the library's role is to provide **books**. They are available. I know that [the teacher] in [a lower elementary] grade, she always had her **bin of books from the library**. So they were always there. And I know when I subbed in that room last year, the kids always went to that bin to get a book to read, especially the non-fiction. And that's good. They really like those nonfiction books. You know, a 6th grader can enjoy a picture book. You don't have to have this thick chapter book. Just take, and let them take this picture book and enjoy it because it's literature. So I guess that's what with the **Guided Reading**, hopefully, **they can maybe become so much better a reader that they can use a greater variety of books and they can take books from the library and enjoy reading them**.

However, another upper elementary teacher expressed concern with the almost exclusive emphasis upon non-fiction. Two primary teachers agreed that they do not use only non-fiction.

R8. I don't know about you guys, but the Guided Reading is getting..., sometimes it is just not, the nature of it, my kids are getting really **sick of non-fiction**. They just want to read to enjoy.

R3. I don't do all non-fiction.

R1. I do 50-50.

R8. They're just getting so tired of it. But... all I can do is non-fiction. But, I think it would be nice if someone helped them get back to just enjoy, course, I do that reading aloud, I hope. It would be nice having her **introduce books, read a little bit, getting their appetite whetted**.

As a follow-up to the Guided Reading conversation, the teachers revisited several frustrations with the library that showed their desire to have a library program. Their

frustrations were the lack of someone to read stories to students and to have someone who could help students select books that were appropriate for their reading level.

R1. I miss having a library....because like I said, there are a lot of children that don't get to go to the library. And **if you don't put the book in their hand....**

R8. And will the librarian **be aware really what it is they can or can't read?**

R2. . . .Whether we talk about storytelling, or whether we talk about getting reading books, but rather than just me being the **old crabby teacher** reading them a story three times a day, go to somebody else and hear a really fun story.

R1. They get a different perspective.

Second Chance for Struggling Readers struggling with reading guidance. One of the teachers had also taught using a national program, Second Chance for Struggling Readers, at Pembroke-Odesa Junior Senior High School during the past school year. Although she said she had been trained to use her classroom library for students to select books, she had been forced to rely upon the secondary library because, as a new teacher in the first year of the program, she did not yet have an extensive classroom library. She said she was given only \$500 for this purpose. She described the difficulties students had choosing books: the students did not know how to choose books, the "librarian" was not able to help them find anything they liked, and the library organization was also problematic.

This teacher expressed her frustration with the students' inability to select books in the school library and the lack of "librarian" assistance. At one point, she questioned whether the students lacked the skills to select their own books because they had been schooled in buildings in this district without professional teacher librarians. She said students would usually walk in and say, "Find me a book," to the librarian. She said then

the librarian “starts offering suggestions and then, you know, you listen to the kids and... I don’t like that one. I don’t want that one. I don’t want that one....”

In spite of this teacher’s frustration that her students did not know how to select a book, she did not indicate that teaching book selection was the responsibility of a professional teacher librarian. She implied that book selection was something students should already know and that there was really no way to teach it. She thought students would have to learn to choose their own books and that there was no way to make them choose an appropriate book. “There’s no way to do that. That’s just a student thing. There’s no way to make students pick a book appropriate for them. I mean you have to teach them and then it’s their choice....I saw a lot of that. Because I had a lot of these students I can’t control.”

Bookrooms, classroom libraries separating books from libraries. One teacher had extensive experience working with struggling beginning readers. When asked about how she viewed the library program role in supporting early literacy, she responded that a librarian must be able to help all ability readers. She also expressed a concern that often libraries do not have many simple books and that not having simple books in a library gives struggling readers a bad taste about reading and libraries.

R6. I think a librarian needs to keep in mind that they have, are going to have **all ability readers**. I mean, they are going to come in and knowing nothing about reading. And you’re going to have students coming in knowing a lot about reading. And so, I think a lot of times picture books, **they’re not a lot of choices of picture books for students who hardly know anything that they could read themselves**. So I think that that needs to be a focus in their minds because just from having worked with students who can’t even read very simple sentences in pattern books. And I know **our library does not have a lot of that**. So if you do send a class or take a class to the library, you could have kids that are, you know, picking out books. And those kids, they really want to read. They are at the point

where they see all these books and they see their friends reading all these books and **they really want to read**, but they don't know how. And so I think it kind of **gives them a bad taste** from the beginning about books and reading and maybe the library because they get the feeling they're maybe not good enough.

One teacher said she did not see teachers taking their students to the library.

Rather, she saw the bookrooms of leveled books used as important supports for the Guided Reading program. Teachers gave students leveled books at their Guided Reading level to take home every night to practice their reading. This statement implied that at the primary level Guided Reading bookrooms had allowed teachers not to take their students to the library for book selection. Thus Guided Reading bookrooms served to separate reading materials students used from the school library.

R6. I didn't see teachers taking their students to the library. Not that that didn't happen because I was in my own little room all morning and I didn't see anybody and then I'd leave. So I don't know.

R6. We used the Guided Reading books, like our little, those bookrooms that we have....A student would have 1-2 books they would work on for a week at home.

When asked whether bookrooms and classroom libraries could replace school libraries, this teacher quickly said, "no" and offered reasons why all three were needed. One reason she gave was that every teacher's classroom library was not yet as good as it could be. She cited advantages and disadvantages of all three types of libraries. She compared and contrasted these libraries according to three issues: organization of materials, literary quality, and access (see Table 4). The school library accessibility issues cited in Table 4 show missed service opportunities for school library programs that are understaffed, underfunded, inaccessible, or nonexistent.

Table 4

Teacher Comparison of Classroom Libraries, Bookrooms, and the School Library

	Classroom Libraries	Bookroom	School Library
Organization	Genre-friendly	Reading level	Classified system
Literature Quality	Some are "junk"	New this year, selected by principal	Higher quality, fit curriculum and student interests
Accessibility	Student daily access	Teacher access only, send books home daily	Difficulties: No teacher librarian, no automated catalog, limited access to facility when computers are being used

According to this teacher, the varied organizational schemes for classroom libraries, bookrooms and school libraries were advantageous to students and teachers for different purposes. Classroom libraries provided a genre-friendly organization that was helpful especially for struggling readers. The leveled-book organization of the Guided Reading bookroom provided the convenience of buckets of books sorted by reading levels for teachers to choose books for reading instruction. Additionally, she said that it was beneficial to students to be exposed to the traditional library organization for selecting their own independent reading books.

R6. Oh, **yeah**. I think, well, they're **organized completely different**. My classroom library is organized by genre. Like I have my realistic fiction, my historical fiction, my fantasy, my science fiction, my mystery, my sports. They're all categorized. And my non-fiction I have all categorized. They're not by number at all. They're just by genre. And then going down to the library, obviously, you find it organized completely different, which in some ways may confuse students, but I think for a classroom library, that works the best because then a student **can think in their head, Okay I know I really like mystery, so I'm going to go to the mystery bucket and find a book there.**

R6. Our bookrooms, like I think you asked a question about. That's just where we keep all our Guided Reading books so teachers can go there and there are just

buckets full of all the As, all the Bs, and they're organized by fiction or non-fiction and you just pull books there for Guided Reading in your classroom. R6. That's for when we have Guided Reading in class and they come back to the reading table. And the **teacher has chosen the book**. Whereas obviously **when students go to the library, or in the classroom**, is when **they get to pick** their own books for more independent reading.

Second, this teacher compared literary quality aspects of classroom libraries, bookrooms and the school library. She said the school library books were higher quality and fit the curriculum and the interests of the students. She acknowledged that some things in classroom libraries were just "junk," but that she would keep them because a student might be interested in that. She had confidence that the books in the bookroom were fairly high quality because they were new this year and had been selected by the principal, who had a reading background.

R6. Well first of all, I think that not **every teacher has a very good classroom library**. I mean a lot of teachers... To me I see the **library as choosing books that are not only age-appropriate, going to meet the needs of the students, fit into the curriculum that is being taught, and fit into the interests of the students**. But they're going to be **quality**, that the librarian knows, that I know this is a quality book because, as you know and I know that there are authors out there that write kids' books and they are of no substance or quality. And they don't follow the book formula. And I think teacher **classroom libraries** focus more on, teachers will get, you know, a bunch of **free books from Scholastic**. And not that **some of them aren't good books**, but they aren't all going to follow that great book formula. And so I think that they're to me, yes, when kids are reading and they're choosing independently, as long as they're reading something, I guess they're having that experience. But I see it as **very necessary to utilize the librarian** to know that there're probably mostly quality books there.

R6. And in the **classroom libraries**, I know teachers will get 10 books for a dollar and its like, you know, you're probably not going to get the best books. Because I know the books that were left in my classroom this year, from the previous years were just **junk**. **But I kept them because, they're books** and if a student is interested in that... But you know, then hopefully I can find books for them too that will incorporate that. But whereas I know that our **Guided Reading bookrooms are quality because I know that [the principal]'s put a lot of time into finding books and using, you know, they're not all going to be the best,**

but I know they're not just randomly chosen. I know there's a rhyme and reason as to why those are the books that we have.

Third, she mentioned several unfortunate accessibility conditions of this school library that underscored the importance of the classroom library and the bookroom as alternatives to the school library. Those conditions included the absence of a teacher librarian, absence of an automated library catalog, and limited access of the library facility when other classes used the computer lab within the library, the only lab in the building. The absence of a teacher librarian provided an accessibility issue for the library because this teacher said she was not allowed to send students to the library because there was no one there to help them find appropriate books, thus limiting student access.

R6. When they go down to the library, that's where I think the librarian would come in to help facilitate. Well, in the library, this is how we find books. And then if we had a computerized system, we could type in mystery and then they could find the authors that wrote mystery books, rather than just a lot of them, seriously, saw a friend read a book. Or a lot of them just go up to the shelf and pull off a book and if the cover looks good, then I think they take it. So...there is a need for both because I don't think you're always going to be able to send students down to the library. That just may not be possible. I mean there might be a class in there. Or we have testing in there at times. So I think that books need to be available in two different places.

In summary, the teachers criticized each of the aforementioned literacy programs and they did not feel that any of these attempts had been completely successful. These programs were Reading Counts, Guided Reading, Second Chance for Struggling Readers, and classroom library collections. In each case, the programs had separated books from the school library and had been implemented without connection to the school library and without a centralized budget, collection development plan, or collaborative instruction. While the programs were attempts to substitute for a school library program, the parts the

teachers felt were missing from each of these programs were services that could have been provided by a school library program.

Reading Counts was the most popular program among the teachers. However, in the way it had been implemented, it separated Reading Counts books from the rest of the library. Also there were criticisms that it minimized reading because it didn't promote critical thinking, it forced students to read certain books, it allowed teachers to not know their students' reading, and it allowed teachers to send out half the class to take quizzes while the rest of the class did something more important.

Guided Reading was popular with the primary teachers, but the upper elementary teachers had growing concerns with the lack of school library support for the independent reading phase, which they felt was an essential part of the program. In other words, students had limited opportunities to choose high quality books for independent reading, with the guidance of a teacher librarian to help them select appropriate books. In fact, teachers admitted to using only the books from the Guided Reading bookroom and never taking classes to the library.

Second Chance for Struggling Readers, a secondary program which centered upon getting students to read, was floundering without an organized library facility or a teacher librarian to help students find books appropriate for their level and interest areas. Finally, the school's promotion and use of a separate bookroom and classroom libraries provided teachers increased opportunities to isolate students from the school library. Any positive assumptions about the advantages of these collections, such as genre-friendly or leveled organization, were subverted by the low quality and the reality that they were not

just alternatives to the school library; they were, in fact, replacements for the school library. The need for centralized services and teacher collaboration with a teacher librarian in the development of literacy couldn't be more pronounced than in the challenges of literacy programs implemented without effective school library programs in place.

Associate Anxious to Provide Access, Finds Apathy

The Pembroke Elementary library associate was anxious to provide library services for teachers and students with a strong interest in the library, but instead she found apathy among the teachers and students. The library associate said her first goal was to get the library functioning again. In her first two months on the job, she perceived the teachers as ill-informed about how to use a library. She said that she had the impression that the teachers all have their own classroom libraries and that the students needed to learn about the purpose of the school library. She expressed surprise at having been asked by the teachers to teach students keyboarding skills. She thought library programming, such as author visits and instruction about how to use the library, would be more important than keyboarding instruction.

Responding to who should help students select appropriate reading books, the library associate commented that the teachers have a better idea of what the students like to read, but that helping students select books should be a shared responsibility. When asked about classroom libraries, she said she did not particularly see the need for them unless they were small, around 20 books, and supported a specific unit. She preferred that students would come to the school library.

Administrators Assume Physical Availability Means Intellectual Accessibility

One thing the four administrators held in common when they were asked how the school library program should support literacy was their assumption that the mere physical availability of library materials was the equivalent of providing intellectual access to those materials. The national school library guidelines distinguish between ways the school library program provides physical and intellectual access (AASL & AECT, 1998). The goal for the teacher librarian in providing intellectual access is to “maintain current and in-depth knowledge about the complete range of educational and information materials, about the characteristics of students and teachers, and about ways of matching individual needs and interests with appropriate materials” (p. 85). Although physical access involves more than simply putting books on shelves, it was the importance of intellectual access, specifically the resource specialist’s knowledge of the collection and the students and the ability to provide reading guidance that was of primary concern in this study.

The teachers noted the lack of the most obvious components of a library program—someone to know the books, to read the books, to know the students, and to provide reading guidance to the students. However, the piece missing from the administrators’ conversations of literacy and libraries was any discussion of a teacher librarian to provide reading guidance, or intellectual access to library materials. Their prevailing assumption was that if the materials were in place, then that was the same as providing intellectual access to them. Perhaps these administrators assumed the teachers were able to take care of the intellectual access to library materials. The teachers said this was a basic service

that they wished could be provided. This chasm and the lack of provision for intellectual access to library materials meant that teachers and administrators alike sought solutions that would remove materials from the library in order to make them more directly accessible to the students in ways that would not require an intermediary teacher librarian to assist with intellectual access.

None of the administrators perceived any administrative obligation to facilitate intellectual access to a centralized collection of school library materials through policies, programs, and personnel that would restore school library programming a priority on their literacy improvement agenda. All four administrators regularly made decisions about reading materials organization and implemented various reading programs mentioned earlier that were operated outside the libraries because it seemed to them the right thing to do at the time. All four administrators discussed literacy programs that were supposed to make books more accessible to students, but that further separated reading materials from the library.

Three administrators discussed decisions that had been made that removed materials from the traditional library organization. Two of them shared their involvement in the reversals of these decisions to return materials to their former state in the library. Ironically, one administrator was confident in her decision to remove Reading Counts books from their school office location to join them with the rest of the books in the school library. Yet at the same time, she was a strong advocate for creating a separate bookroom for Guided Reading books and for building up separate classroom library

collections with materials purchased with classroom funding, outside the library budget that were neither cataloged nor inventoried through the centralized library facility.

Pembroke confounding intellectual access through decentralization. The Pembroke Elementary principal had the most to say, of all the administrators, about school library programs in relation to the school curriculum. She described her philosophy as one of balanced literacy and her training as a hodgepodge of a variety of reading programs. This administrator revealed her priority for building decentralized materials collections through her lengthy discussion of the advantages of classroom libraries. Her bottom line was student accessibility to books. Her belief that school library collections had irreversibly failed to provide adequate access caused her to focus first on solving the issues facing classroom libraries. These issues were numbers of books in classrooms, literary quality, fiction/non-fiction balance, and personal teacher funding issues. Although she had compromised by crating school library books to classrooms on a rotating basis in her former district, she did not resurrect this concession in her new district. Thus she was unable to give top priority to building the school library program through intellectual access to a centralized school library collection.

The Pembroke Elementary principal shared that her understanding of school library programs grew through her extensive interaction with the teacher librarians in her former school district. She spoke about tensions with the teacher librarians, and she recalled that they were fearful that her work in building Guided Reading bookrooms and classroom libraries would detract from the existing school libraries. She reiterated that the goal of teaching reading was always for students to become independent readers.

A1. When we were working on building our **Guided Reading libraries**, or **classroom libraries**, hearing the **fear** that that was going to take away from the school library, which it wasn't. It was just to provide more resources, but how the goal, our goal as a reading specialist for years and years and years. The **goal of teaching reading** isn't so they can read basal readers or Guided Reading readers, it is so they can be **independent** readers. So I think it was sort of an outgrowth of my conversations with them and my experiences being in libraries, and then **my own personal goal of why we teach kids to read**, from my background as a reading specialist.

Similar to the teacher who compared and contrasted the organization, quality and accessibility issues of various library types, this principal raised issues of quality literature, organization, and accessibility of the library in her conversation about classroom and school libraries, and she clarified that the former was not intended to replace the latter. She differentiated between school libraries, which provide rich literature options, and Guided Reading collections, which have controlled levels of text. She said she advocated for classroom libraries because there was research supporting accessibility.

She reported that the support of Guided Reading bookrooms and classroom libraries was not intended to diminish school libraries. She explained that in her former district the school budget did not support both classroom and school library collections, so a compromise was reached that allowed for the circulation of school library books to classrooms for classroom library collections. She did not repeat this compromise in her new district. She maintained that the teacher librarians had misunderstood the accessibility issue and that classroom libraries were not intended to decrease students' trips to the school library.

A1. They [teacher librarians] had a fear about the **budget** and they thought if we put money into **Guided Reading** libraries, which are more a "how-to-read," you

know, very controlled levels of text, versus the rich language that you'd have in a library. Or based on when we were trying to advocate for **classroom libraries**, because the research supported **accessibility**, that we were going away from a school library and going back to every classroom having its own library.

A1. And that wasn't the goal at all because what ended up happening is that **because of the limited budget**, in order to boost the number of books that were accessible to kids at all times and not just during their half hour of library, we started a program where they would select and **crate books to classrooms** on a circulating basis, so it was actually **increasing the circulation** of the library by getting those books. And it wasn't taking away from their resources. But it was the whole accessibility issue, but there was a **misunderstanding**. I was coming at it from **accessibility**. And they were afraid it was going to be **reallocation** of budget.

A1. Well the classroom libraries had always been and continue to be **personal teacher budgets**, you know they get books points from orders to Scholastic, or they have books the kids no longer read, so they drag them to school, and what we wanted to do through some work that I was, Well, Richard **Allington** does a lot of work with **accessibility** of classroom libraries...saying there should be about **500 books per classroom**, available at all times for kids, **aside from the numbers that are recommended by ALA**, you know, for school libraries and those sorts of things, per child.

A1. We found that in many cases we were woefully **underserved in classrooms**, or the **quality** wasn't necessarily all that good because it was whatever somebody picked up at the grocery store or things their kids didn't read any more so it was *Pat the Bunny* and stuff. Or otherwise there wasn't the **balance of fiction and nonfiction**, and with so many kids not wanting to read *Pat the Bunny*, and they want to read something from non-fiction, we just didn't have that balance. So a way of getting that, and because it was **privately funded**, we couldn't say to a teacher, sorry you have to start buying all these others now, so there was no control of quality or quantity.

A1. So in order to **increase the quantity and to enhance the quality with a way that we could control was to start getting books in there**. Well, **we still didn't have any more money, so we said rather than taking it away from the library, let's just take the books and get them rotated and increase the circulation**. So it wasn't to minimize their trips to the library. And it wasn't to create a separate library system. It was just to improve the **accessibility**.

The Pembroke Elementary principal reiterated that the research about accessibility of books for struggling readers called for well-stocked, genre-balanced classroom libraries (Allington & Cunningham, 2007). She also continued in greater depth about the ways in which classroom libraries support struggling readers who are too shy or

embarrassed to use the school library. She stated that classroom libraries also supported avid readers who were only allowed to check out a few school library books per week, and who needed to exchange books daily.

A1. He's [Allington] a reading researcher who is pretty prominent in the reading field and he just talks about things that really work **to help struggling readers**, and when you have books that kids can and will read **available** to them and you've got a **struggling reader who has to make some effort of going down the hall to the library** and then they're too **shy** or **embarrassed** of their reading level or whatever to ask for help or whatever. If they can just go over to the bookshelf and pull something, it's maybe less intimidating. And if its one of those things... or the **avid reader that might have finished the 3 or 4 books that they were allowed to check out** and it's Tuesday and their library day isn't until Friday, rather than just sitting there, then they can go and get another book.

In her previous district, each building had a full time teacher librarian. When asked if the teacher librarians were opposed to students visiting the library more often than their scheduled visits or to students exchanging books more frequently, she said that the librarians were most welcoming of this, but that some teachers placed restrictions upon the number of library books students were allowed to check out and limited library visits only to scheduled library classes.

A1. The **librarians were most welcome**, of drop in traffic....It was always welcome, but there were always some **classroom teachers** who would say, you can only check out two books, or we will only go on Wednesday, you know they **would set these parameters that weren't very reasonable**, but that's what they did.

The Pembroke Elementary principal set a goal to raise consciousness of classroom libraries' quality of literature and balance of fiction and non-fiction. She spoke in detail about the multiple reading programs and about struggling readers and strategies to help them become independent readers.

A1. And then really being very conscientious of that **accessibility** and **quality** and **currency** and **all those things that library people do all the time, but it really brought it to the forefront for me, when we'd actually start to inventory classrooms** Or like, one of the classrooms in our school now, the teacher told me she's got 4000 books for children. And I believe her that she's got 4000 books, but they're all fiction and there's no nonfiction available. So really being conscious of the **balance** piece and then also, probably partially **my own preference for nonfiction** over fiction.

A1. I think that's the **Balanced Literacy**. And that piece as far as having kids become independent readers. That part probably came from my **Reading Recovery** Training – of getting these **struggling readers**, who have kind of a bad taste in their mouth from day one, you know you're pushing them along at their reading level, what they can read, now provide all these books that they want to read because now they know how and it's practice for them, but its also sort of that liberating – wow I can really do this! **I don't need a teacher**. It's that fostering **independence** piece that's so important.

The Pembroke Elementary principal also recounted the ways she has communicated her reading philosophy and recommended methods for improving classroom libraries to the teachers in her current school.

A1. I've shared the philosophy, but I'm sure its one of those things that kind of went by, I mean I talk it all the time, but as we, because this whole **Guided Reading** piece is new.... I think more is going to come **this fall, because what I want to do is DO the classroom inventories, now that we've got a count from the library, we can look at our balance there, and then start, as we look at, what does quality non-fiction look like because we're just so out of balance from what I see in classrooms**. And then just start to talk more and more as we learn about "read aloud" and "think aloud" strategies, of look at this book and what I learned in it and how this coordinates.

Odessa overshadowing intellectual access with circulation concerns. The Odessa Elementary principal prided herself on implementing the requirement in her building that teachers must take their classes to the school library to check out books at least once per week. She was also satisfied that she had ended the teachers' reorganization of school library materials according to reading levels. These circulation and organization comments showed no concern for provision of intellectual access to the school library

collection. Perhaps there was an assumption that providing improved physical access to the library facility and its resources would automatically result in intellectual access, regardless of professional personnel or programming.

A2. Well, I don't know what the restrictions are, what it could be like. **There's not really a place to sit.** You know there's not really a place for kids to hang out and enjoy books. So I would say the best thing we have going for us is that they're checking books out every week. Because **before last year, they didn't check books out, because they just didn't** (laughs). **I thought, we need to check books out.**

A2. There was someone there to help. I think it was just, one more thing. So that's a step in the right direction (laughs). **I told them, at least once a week.**

Odessa Elementary also used the Guided Reading program. When the district spent the \$92,000 one-time fund to implement Guided Reading, this school also started a bookroom to hold these books. The principal commented that they would have put those books in the library if there had been room. She was opposed to reorganizing the entire school library collection using the Guided Reading leveling system. This had been attempted before she was the principal. Since the school also used the Reading Counts program, the teachers had previously pulled all the paperback books that were on the Reading Counts list and reorganized them alphabetically by title. She found this puzzling and said they were in the process of undoing that in order to prepare for automation of the library. Her preoccupation with the circulation and organizational issues of the library meant that she was unable make intellectual access to a centralized library collection a top priority.

A2. I think it was **someone from [nearby college] that was doing some professional development with the district, had introduced them to the Guided Reading concepts. And then they were kind of excited about it, but not everybody was excited about it. And there really wasn't administrative support to see it through. So it was just a few teachers that thought maybe it**

would be good. That was a couple years before I got there. And then when I got there, they told me, you know, 2 or 3 years ago, we started doing this, should we start doing that again? But it's not necessary.

A2. Anyway, **I didn't want them to level that library** because you don't want your whole library, you know, so a kid will say, well this is an "S" so I can't read it. And they probably could, you know, if they were really interested in it.

A2. **For SRC [Scholastic Reading Counts], they had pulled all the paperbacks that fit SRC and put them alphabetical according to the title of the book** (laughs). And I don't know why that was done. But with automation, we're in the process of undoing it.

Secondary confounding intellectual access with Accelerated Reader. The

secondary principal said that the library associate had been helpful in supporting the Accelerated Reading (AR) program at the junior high level and in helping to get a silent sustained reading program going at the high school level. She wrote some tests for AR and supervised students in study halls who read AR books. He wished the associate had more time to do booktalks for classes. He was unable to make intellectual access to a centralized school library collection with proper programming and personnel a priority.

Superintendent lacking awareness, responsibility for intellectual access. The

superintendent stated that the secondary school used the Accelerated Reader program. He also knew that in the past, elementary library books had been separated out for Reading Counts. He commented that, in hindsight, this didn't seem to make sense. He said it would have been better for students to actually be getting into the libraries to look around and see other things to read that might interest them. He knew the Guided Reading program was in the beginning stages in these buildings and he thought this meant that students were getting in to use the libraries for the independent reading stage of the Guided Reading program. He spoke about the importance of having quality library materials for students to read at the independent reading stage.

In actuality, teachers were able to skip the library because they did not have support and because their access to Guided Reading books in the bookrooms gave them the option of not using the library at all. He did not mention that anyone might need to provide intellectual access to students or teachers to help them find books and information for their reading or research interests, nor did he conclude that he might have any administrative obligation to assure intellectual access to a centralized school library collection.

A4. Well, out there I think it was 3 years ago, we started the **Accelerated Reader** program.

A4. Looking back, **it was kind of interesting because we took all those books, you know, those AR books** and at the elementaries it was Scholastic's Reading Counts, **and separated all those books**. You know, these are the AR books and these are the Scholastic Reading Counts books, and put them on their own. They weren't integrated into the library at all. **In looking back, I don't really know why we did that.** Looking back it would have made more sense to put them where they belonged in the library **so that students could have more experience with getting in there to look around and finding books** that interest them, regarding a specific content area.

A4. AR is [still being used] out here. Reading Counts, I believe, is done at the elementary level. That's gone and the books are now mixed in. Um, but you know, with the **Guided Reading** and things that are going on at the elementary level now and **just really got off the ground this year**. Students are getting into the libraries, and they need to, as far as their **independent reading work**. They're getting in there and finding out what's available. And **part of our job is, a big part of our job is to make sure that we have reading sources in there that they are interested in**, or books that are, you know, I don't want to say worth reading, because that's not right, but just...**quality materials**.

Literacy Summary

Literacy received more attention than technology or any other curricular area in discussions with participants concerning their perceptions and expectations for school library programs (see Table 3). None of the participant groups in their discussion of literacy advocated for improved school library programs. They spoke at length about

literacy issues most familiar to them. In conclusion, the teachers saw that the downfall of each of the attempted literacy programs was the lack of someone to provide reading guidance, or intellectual access to library materials. What they appreciated most about the Reading Counts program was the motivation it provided for the students to read books. The teachers wanted a resource specialist who would know the books and know the students and who could provide reading guidance to the students, but they didn't recognize that a teacher librarian would provide that service. The associate was anxious to provide access to books, but saw the literacy programs as reading teaching programs that only marginally involved the library. Her perception was that the teachers were accustomed to using classroom libraries and did not use the school library.

The administrators of the Pembroke-Odesa School District raised numerous issues about the accessibility of school library materials, although they were unaware that these were school library programmatic issues. The Pembroke Elementary principal pondered complex questions of accessibility to books for all students, particularly for struggling readers, but she saw this as an issue pertaining to classroom libraries, not the school library program. The other administrators discussed reading promotional programs without realizing that these programs lacked the provision for intellectual access to library materials or that administrators were responsible for policies, programming, and personnel in school libraries that could provide the intellectual access that teachers and students needed.

The struggles teachers had with the implementation of literacy programs without school library programming meant that they sought alternatives that they could manage

without a teacher librarian. They relied upon point-counting programs to motivate students to read and they separated books from the library, making leveled-book collections, or moving books to classrooms, to make them more accessible to teachers and students, in the absence of a teacher librarian. Having alternative ways to motivate students to read and alternative access to books made the school library even more irrelevant to their teaching. Thus, centralized library services and collaboration between classroom teachers and a teacher librarian were virtually absent from any of the participants' vision of a school library program. The one administrator who had mentioned collaboration was unable to prioritize school library programming in her literacy agenda. The result was a cyclical process that further disconnected school libraries from their mission of providing access to books. In spite of the presence of studies showing the importance of school library programming to improving student reading scores (Lance, Hamilton-Pennell, & Rodney, 1999; Lance, Rodney, & Hamilton-Pennell, 2000a, 2000b, 2001, 2005; Lance, Welborn, & Hamilton-Pennell, 1993; Research Foundation, 2006; Rodney, Lance & Hamilton-Pennell, 2002, 2003; Todd, Kuhlthau, & Ohio Educational Library Media Association, 2004), this school implemented alternative literacy programs that served to further isolate the idea of a school library program.

Teachers Envision Technology- and Information-Savvy Students

Like the teachers' observations about the lack of reading guidance, the teachers also directly related their comments about technology to the lack of technology instruction in their school. The teachers had listed the 18 computers and the projector and

screen in the library as the only part of their ideal school library vision that was realized through their school library program. An analysis of the teachers' comments about technology showed that seven of the eight teacher participants included technology in their ideal school library program vision, and they expressed the need for developing students' information literacy skills in conjunction with their technology skills.

In response to a question about their vision for an ideal school library program, all seven teachers who responded to this question included technology in their responses. Six of these seven teachers highlighted the combined information and technology approach, mentioning that they wanted the librarian to teach the Internet or websites in conjunction with books and research. Teachers also noted the need for help with computer programs such as KidPix, PowerPoint, Excel, as well as keyboarding instruction.

R6. I think of a librarian **as somebody that's going to help with you know, like technology and like including some of that, and showing you how to use the books to further what you want to know.** I mean, rather than here's the textbook, find the information, **here's how you can use the library to extend.**

R8. I'd love to have a program that would teach my kids, where the library would really teach them **research, how to use the books.** Now **they know how to get into the fiction and non-fiction, but not necessarily to research off the Internet....**I could really use that kind of resource....

R5. I think I would want a librarian who would be **able to take the helm** and teach those **research skills....**

R1. **websites** too.

R5. Yeah, **media** as well as books.

R2. ...where **to locate** different things in the library, and then the different **computer skills.**

R7. Then in the last few years, the library, once the **technology** became an integrated part of it. The children would go down for a period of time and they would learn a computer skill. The **keyboarding** and...**learn to use the Internet,** learn to use [regional education agency's] **website,** learn to **search their encyclopedia,** and such and the resources they have available.

R1. ...I was trying to look at the **KidPix** and there is so much on those computers that we don't even use.

R5. There is **PowerPoint** available, and **Excel**, and it's not something that's being used.

R7. And then [previous associate] taught the **keyboarding** and the use of the **Internet** and such.

In addition to the vision statements, when asked what characteristics or responsibilities they would like to see emphasized if the district were to hire a certified teacher librarian, 4 of the 8 teachers said they would want to see technology instruction for students and for teachers.

R2. At least for me, **technology**

R1. I would think **technology instruction**....

R2. That's where I'm weakest.

R8. Yeah, research and technology, and also, I expect them to have...an understanding of **how to find a book** in the library.

R7. Well, I'd say they'd have to be very knowledgeable of the different **genres** and the current books the next thing would be the **technology** part. I think they need to **be aware of that**.

R1. Kidspiration, Inspiration. All the digital cameras, All the tech things

One teacher noted the school improvement goal for technology. The teachers were frustrated because they wanted to meet the technology goal, but they were unable to teach students technology themselves.

R1. One of our points on our **school improvement** is **technology**. And I mean right now, we don't have. Yeah, we use. We don't have a technology person. I mean somebody there that... **We're supposed to be utilizing technology in our classrooms and things**. So it can be a reference to us and for our kids to learn basic, you know, how to run a computer or any other, I don't know, VCR, DVD, some of the varied things that we as teachers have to do too. We lack that. That is one strong case because technology is one of our what do you want to call it, **goals**, or whatever the school has, besides be proficient in reading, be proficient in math. And that's one thing we would like. And **not that it has to be a guru, just somebody that hopefully has more background than we do, that can help us. Just simple little things**. And that is important because right now, we don't have anybody here. **They took that away**.

R1. If even once or three times a year, if even the kids are exposed to that wide variety. And if they can **inservice** some of us to remind us, because its like I was

getting on this about Kid Pix. And I was looking on this and I was thinking I don't have a clue!

R1. But **they put some new programs on, didn't they this year, and I don't even know what they are.** We've never been...

R4. We've had them!.

R1. We had [outside trainer] there for a long time and we had **Kidspiration** and we did all that

R8. (interrupting) I know but if you don't use it and the kids don't use it, then you forget

R1. (interrupting) We had the **inservice** from 2:00 to 4:00! (laughter)

Six teachers who had also expressed the need for combined instruction of information and technology skills weighed in on the topic of students' sophistication with technology. These teachers indicated that in addition to being tech-savvy, students must also be information-savvy. They were eager for students to use technology, yet uncomfortable with students' blind reliance upon Internet sources and their lack of information skills necessary to help them discern the quality and safety of Internet sites. Most of these teachers seemed unable to state exactly what it was that students would need to know or how they might learn Internet evaluation skills, although one teacher used the Internet as one example of a way she would like to have a teacher librarian work in collaboration with her.

R4. You know the kids are so much more advanced than we are. But, though they're advanced, they also **aren't.... choosy.**

R5. **Savvy** or whatever.

R4. **And they need to know that. They need to be taught that.** And if we don't have access to the computers...

R4. **Internet safety**, yeah.

R2. I know with my own kids, if they can't find the information on the **Internet**, they're SOL! (laughter) You know....

R8. My kids didn't once go to them [encyclopedias in her classroom], not once. They all go hit that **computer**, and...

R7. Yes, I think they are [tech-savvy]. Many more so than I am. It's **amazing what they can find....**I feel you just **cannot rely on the Internet** totally. And you know sometimes things aren't always right. I mean they can go both ways. I

just felt they needed to have **a book to check numbers and dates and locations**. And they also needed to use **a variety of resources**. We're not going to rely on one resource. They needed to have a variety of resources. And they had to learn that we use the **encyclopedia** and we use the **atlas** and we use the **almanac** and what those are, and the **thesaurus** and that....**I ended up teaching that**.

R6. ...**I think that students need to not become so reliable on that**. They still need to remember that there are books, that you can use a book, that it doesn't have to come off the computer.... So **I would love for a librarian to come into my room** and if I was going to be teaching a specific content area, to come in and kind of share some information. Well if you look in this book, you can find information about this... Just **kind of share, give kids some guidance**. That would probably be one way. Maybe to help with some of the **technology aspects** of using maybe the **Internet** and what are some available resources or sites that we could find that might be beneficial and **have quality information**.

Library Associate Parallels Teachers' Technology Views

The library associate paralleled the teachers' comments about technology and the incorporation of technology instruction with information skills instruction. Whereas the teachers seemed hesitant about what exactly would need to be taught or who would teach about Internet source evaluation, this associate, with her teaching background, seemed confident of her ability to teach students about source evaluation.

She also included technology in her vision for the school library program. She commented that the Pembroke Elementary library was well-equipped with computers, and she hoped students would come to the library for both books and computers.

R9. It is important to have the computers and the teachers use different programs on it and so on, but I want to see the kids coming down here to enjoy the books and make it a **welcoming atmosphere**...

The library associate believed students were tech-savvy, but only with technologies such as music and computer games.

R9. ...A tech savvy kid can do a lot, but it **doesn't necessarily mean that they know a good source from a bad source**. So yeah, they are certainly much more capable than most of their teachers when it comes to using the computer for

gaming or music, but I think that using the computer to do a project is a little bit different ballgame and kids are concerned about the bells and whistles and so even in high school kids would spend an inordinate amount of time coloring their slides or coming up with some razzle-dazzle stuff and, you know, I was looking for content.

The library associate expressed a desire to teach students how to do research in the library, how to write in their own words, how to cite sources, how to recognize bias and how to use reliable sources.

R9. And I mean those are high level skills. Fourth, Fifth, and Sixth graders who would need this for reports and so on, and they can really see what the source is and **if it's a good source, or if it has any bias to it**. Again, these are high level thinking skills, and we're told these higher level thinking skills really don't start kicking in until about the middle school age, so ... we could debate that... but I think at least at the elementary level we can get the point across that if you've going to do a report, we want this **in your own words**. We want you to use **sources that are reliable**, not take everything as gospel that you find on the Internet. How to use books in your research. I guess even the teachers could use a refresher on how to ...cite sources.

The library associate based her expectations for teaching students research skills upon her high school teaching experience. She felt that technology was not "rocket science" and that any of the teachers should be able to teach students to use computers. She said the problem was teaching students how to use the resources to ensure quality content in a slide show, rather than simply making a flashy presentation.

R9. Yeah, Um, I know a lot of teachers are not terribly comfortable with the **technology** and the computers, and really though, you know, **it's not rocket science**, and I think anybody on our **staff can learn** to do what the kids do when it comes to technology... I know **PowerPoints** are very popular with kids and, you know, that's the kind of technology that, you know, the classroom **teacher can incorporate**.

Notably, like one of the teachers, the associate also suggested using technology as a starting point for collaborating. She said she was in favor of team teaching using PowerPoint for a unit such as a state project.

R9. You could do some **collaboration** between the librarian and the teachers here. If they're working on some special project, maybe it's Iowa or the **state project**. Maybe they're working in groups and maybe they're doing the **PowerPoint**, well here's the chance where they could come up to the library and the teacher and I both can team teach it.

Administrators Assume Associates Do Technology Instruction

The administrators' comments showed similarities and differences in comparison to the teachers' views about technology. Similar to the teachers, three of the four administrators included technology in their ideal school library program vision. Unlike the teachers, only one of the administrators stressed the need for student instruction about Internet source evaluation. The Pembroke Elementary principal said in her school library vision that ideally the computers should be adjacent to the library and they should be used to promote inquiry.

A1. ...And so I see the library as the place to go **for learning, for enjoyment**, um, and whether it be housed in traditional books or now with the technology and computers...I can see a **computer** lab adjacent to, so that the world's at their fingertips. So I see it as a place too, for **inquiry**. A place to **read** for fun. A haven of hanging out to read. That's kind of my vision.

The secondary principal included electronic resources in his ideal school library vision statement.

A3. **Current materials** that are available to students. Students that have an understanding about **how to access** those materials independently or with some assistance. Students that use, you know, books and magazines and newspapers as well as **electronic resources**.

The Odessa Elementary principal centered her entire vision statement upon the endless possibilities for a library vision, but she said she would need someone to help her create that vision.

A2. I think **I need someone to help me create that vision** because if it's like anything else with **technology**, I know the **possibilities are endless** and I would not want to rely on just my own vision to create that. But definitely **a place where kids can go and get their hands on any information that's appropriate**, that they want, in any format that they want. That's what I would love. You know if they could get a **podcast** so that every type of **media** is available to them. That's what I want.

The Pembroke Elementary principal was the only administrator who expressed the need to get beyond technology used primarily for drill and practice and to teach students how to recognize quality, credible Internet sources.

A1. And I, it's **going to take some education to be thinking about what how technology can be used beyond drill programs**. But that's what I think because now there are a couple people that are using United Streaming and some a few people were using some more research kinds of things as time went on. But at the **beginning of the year**, mostly the **library was used for skill programs....**

A1. ... And I would poke my head down there and say – tell me what you're learning today. Mostly it was to go down and use computers. I know the **4th grade went down with the state reports and their country reports, mostly it was to access the computers.**

A1. I've watched 6th graders get on YouTube fabulously well. They've been able to find all kinds of games to play and that kind of thing. **I don't think they have been taught or acquired the discernment skills** to know what's just somebody's posting vs. **what's legitimate or credible**. And that's based on some of the things they've self-reported.

The Odessa Elementary principal assigned the library associate technology responsibilities that included developing and implementing the K-6 technology curriculum. She wanted the associate to follow the teachers' lead and incorporate what they needed, but to provide instruction to fit what the teachers requested. She had done some technology professional development with teachers and had shown them some

available technology resources. However, she said she had not set a clear expectation for how teachers were to use the technology in their instruction.

A2. I think they think they know where to look for information. (laughs) But that's a huge instructional point too about looking at the source of your information and getting beyond the Google search or something like that. I taught them to use like some of those tools we have through the AEA....I don't think that I've ever really clarified that expectation for teachers. I just introduce them to the tools that are available to them. And I've kind of left it at that.

The secondary principal felt that the teachers in his school expected computer access in the library, even before expecting print resources; however, he was not confident that any technology instruction took place to help the students learn how to research using computers. He thought that, if it did take place, the teachers would be the ones who would need to teach it. He thought that tech-savvy students could encounter a library database and be able to plod through until they could figure out how to use it for their research.

A3. At this point, I think they [teachers in this building] expect computer access. And some might see it as a resource for print materials. But I think by and large the majority of teachers would see it as a place for computer access and a place to bring kids if they need to research something on the computer.

A3. In areas of technology that they've had exposure to, they're savvy enough. But to go in and do a search, you know, of a library database. I don't know if our kids could do that or not. I think they'd just be willing enough to just plod through until they figure it out. But I think in areas where they've had some exposure, they're savvy. They're probably as savvy as other Iowa small school kids.

A3. Um. If that [technology instruction] takes place, probably the teachers would assume that. I think if that takes place, teachers would assume that role, I think, at this point, for us.

When asked about technology and instruction, the superintendent stated that in their district, the associates knew the most about the building technology.

A4. In our schools, typically it has been the library **associate that knows everything about the technology** that's in the building? You know when a computer goes down, the first person people go to is the person in the library. Um, I don't really know why that is. I think it's just kind of a natural thing. And with the associates we've had now and in the past. They've known the most about how our computers run. And I don't know, when we just have associates, I don't know why that is because they don't have any more training than our teachers do in the area of technology. There is probably a lot of trial and error. But um, they've been the resource for our teachers.

When asked who was responsible for student instruction in information literacy and technology skills, the superintendent replied that it was a mix. He said the associate in the secondary library provided instruction in using the library databases.

A4. Right now I think it's a **mix** between the library associate and the classroom teacher. You know the classroom teacher goes to the library with their kids and it's kind of like, you know, with the library associate and the classroom teacher, with their powers combined, **they can kind of put things together with as you say, picking out books**. And you know the **classroom teachers, it has probably been a long time since they've had to train as far as, um.... Cataloging systems and those kinds of things. But that's how we've gotten by is having those people work on it together.**

A4. **Typically they [the students] know more than our teachers do about how a computer runs and those kinds of things....** Out here [at the junior high and high school], it's typically **the associate** that's in there. She's knowledgeable about those things. A lot of times, you know, when classes are working on research papers and those kinds of things. The teacher will bring their class. It's typically the language arts class. They'll bring them in to the library and the media associate or library **associate will give them a tutorial**, you know. **This is how you work this database** as far as what you're looking for and those kinds of things, which is good that she can do that.

Technology Summary

In summary, as with literacy, the teachers understood that students were lacking important technology and information skills instruction and they did not feel prepared to teach these skills on their own. They were frustrated by how much they were expected to

know and do with information and technology and by what students were missing in their current arrangement.

Technology instruction in media programs such as PowerPoint or KidPix, as well as keyboarding instruction was mentioned by the two elementary principals. The Pembroke Elementary principal also noted the need for Internet source evaluation skills. The administrators agreed that the associates had responsibility for the technology oversight and instruction.

Teachers Separate Content from Library, Resources Strictly Supplemental

These teachers in the focus group had very little to say about the library program role in content learning. Only three teachers had comments about content learning and the library program; they saw content learning as a classroom activity. In fact, even learning to research had become a classroom activity because it was taught through the Guided Reading curriculum, separate from the school library. The connections the three teachers made between content learning and the school library program centered upon materials: reading non-fiction, watching informational videos in the library, and supplementing informational units or author studies that took place in the classroom. None of the teachers suggested collaboratively teaching content along with research skills instruction through student library research activities.

One primary teacher acknowledged that the new non-fiction books that had been purchased during the past year could help students read better “true” books.

R1. Well, by **updating** what you’ve already done is bought the **non-fiction books** and things that will help them to **read better “true”**. And I think that helps the kids. Where we didn’t do that as much. Most of it’s fiction, and...

The same teacher also related the discussion about how libraries support content learning and the need for help with setting up the online video system. She described a failed attempt to use the United Streaming system to show a video about Pilgrims to the Kindergarten through Second Grade classes.

R1. Like I said the **United Streaming** or any of that. If we could take and use that technology for a day. We tried to do that once **for Pilgrims** and things, where you could actually go to... but we didn't get it, because like I said... you're introduced to it once and you're trying to handle 50 kids and you're trying to put on a technology that we hoped would have been set up and .. it wasn't (laughter) it didn't work! K through 2! So hopefully, you know, not necessarily be there, but hopefully, there is somebody that could set that up for us so that when we take 50 K-2 kids there, it's ready to go for them.

Two upper elementary teachers explained the need for extra materials for the teacher to support students' research on Africa and the United States and the need to provide books by one author for a classroom author study, but they did not connect these units with the opportunity to teach students how to do research. Interestingly, the prevailing assumption was that the teacher was expected to be able to provide resources for student research about Africa or the United States through the classroom and that the teacher could take library materials to the classroom to supplement what was available there. The teacher would then provide these resources to the students. The second teacher responded with an assumption that the librarian should be told what the teacher is teaching so that he or she could communicate the assignment to students who came to the library, that is, if the librarian couldn't give all the resources to the teacher for the classroom. These assumptions about the separation of the library from content instruction align with the minimalist view of school library programs described in the first research question above.

R7. Well I think I kind of alluded to that before. You know when you **have a lesson that you're teaching**, you want to have those **extra materials** available to the students **for them to do their own research**, so they don't depend... I had my [upper elementary students] do a Treasure Box on a country in Africa. Well **they depended totally on the Internet. And I don't like to see that**. Well, I shouldn't say they all did. I suggested they need to have a book too because... But the main thing is that they are able to provide materials for the teacher.

R6. Definitely as a **supplemental** type of thing. I know for example, this year, I'll be teaching the States. I don't have books on the States. I don't have, I mean **I have encyclopedias in my room from like the 80s**, you know, early 90s, that I know is going to have outdated information. So, I guess, to me the library's role is to have updated information, more so. Obviously **quality**, but **updated**.... I might **go down to the library and say, hey, we're going to be working on this region. Could I check out these books, and hopefully the librarian would be able to...take me to them or show me how to find them and ...let me check them out and make them available to my students**. Or if I couldn't have them all, to make sure that my students were aware that there was information down there. And that the librarian knew what I was teaching because I think then that helps them to know what to expect if a student comes in and maybe doesn't know what they're trying to say. The librarian's like, Oh I talked to your teacher and they said it was this. You know, so there's that **communication**, I guess too.

R7. Ah, maybe if a teacher is doing an **author study** in her classroom. Or she's got this box of books that came from the library, especially for the little ones. And the children have to take a book home to read every night. Not that they have to, but I think it's important that they do so that they become good readers. The teacher needs the media person to be aware of what those are and be able to provide when the teacher needs it. She's actually an **excellent resource for the classroom teacher**.

One teacher noted the upper grades' Guided Reading curriculum contained a unit on how to research. All students had to write reports on the Revolutionary War, but she only taught them how to take notes, write an outline, write a rough draft, and how to edit it. There was a requirement for the students to find a picture and to use a book. In most cases they found the picture on the Internet and used the encyclopedia for their book because they didn't know where to find another book about the Revolutionary War.

R7. I think that's the **librarian's job**. (Laughs) I don't know, is it? I guess it is. Because she has all of this at her fingertips. But then, you have to have a class down there. I know one of the **Guided Reading** books that **we did with the**

upper, for the better readers in the 5th grade was on how to research, **how to write a report**. And learning how to read and how to take notes. And how to write an outline. And how to put it together in a report. And how not to copy word for word, that this is plagiarism, that we have to learn to paraphrase and such. R7. They all had to do a Revolutionary War report. And I didn't get into it as much with the whole class as I did with those 4 who were in that Guided Reading group. But they all learned how to take notes, and how to write an outline, and then go from there and write a rough draft, and edit it, and write a final copy. And they needed a picture and they needed some artifacts about that particular character....That was a requirement. They **had to use a book**. And in many cases they **used the encyclopedia because they couldn't find, were maybe not able to find the book or whatever**, but they had to have some facet of the Revolutionary War....Many used the **Internet** for that [a picture].

Library Associate Concern for Collection to Support Content

Similar to the teachers, the library associate's view of content learning and the library program centered upon materials and collection development. In response to a question about how the library program should support content learning, the library associate spoke about the importance of selection and having quality, up-to-date books as well as the importance of removing books that are no longer useful in these content areas.

R9. Well we need to have **books that are up to date** and are relevant and current. My understanding was that the **science books were purchased because that was a priority** for the district was science education, so a lot of money was spent buying books to upgrade science throughout the library. I think we have to be somewhat **ruthless** sometimes when it comes to what we need in our library as far as content is concerned. We need to realize that **not everything can be saved**, not everything is valuable, that science and especially **technology becomes dated** quite quickly and the same thing with social studies, we want up to date, current books on countries for example....And I think kids coming into the library and seeing books that are obviously quite dated even upon their appearance, I think, discourages kids from wanting to use a printed source.

Administrators Split: Library as Supplement or Essential to Content

All four administrators acknowledged that content learning could be supported by library materials. The Pembroke Elementary principal stressed the essential nature of

library materials as she explained their use for the reading content area; the others saw library materials strictly as supplemental to content learning. She saw content learning as an issue that involved having quality non-fiction materials available in the school library for use with reading strategies, such as “read alouds” and “think alouds.” She cited evidence that showed a statistically significant difference in students’ reading test scores with using these methods in her previous district. When asked if this could have been done without the school library, she said it couldn’t because the library is where the teachers get the resources for the “read alouds” and “think alouds.”

A1. When we get to our “**read alouds,**” “**think alouds,**” that really [fit] into content areas because whatever you’re studying, you **find nonfiction to support with more information about whatever the content would be.** And so, you know, the “read aloud” may only be a sentence or two or not much more than a paragraph at a time because you’re teaching some really specific facts. You can come back to that book multiple times. But then it also... kids want to do their own “read alouds” and get their own information. And it becomes one of those “**did you know**” kind of things. And so then you start searching it out. Now that we’ve got some content decided and we’ll get that tightened up, then we can come back and fill in the holes.

The Odessa Elementary principal also emphasized materials as the way the library could support content learning. Her emphasis was upon the supplemental nature of library materials for science, math, and social studies. She wanted materials to be available at a variety of reading levels for student and teacher use.

A2. Well, I would love to be able to have again, **all different reading levels.** You know because that’s our reality. Kids are just at so many different levels. And just a ton of books **to support our science and social studies** curriculum. And **math,** they have a lot of math nonfiction books out lately. I don’t know how good they are but... So I would say that as a whole. That would be my ideal. So **kids can read more if they’re interested** or teachers can use them as instructional.

The secondary principal specifically stated that library materials were supplementary to the classrooms, or a way to expand the classroom materials.

A3. I would say, um, I'm trying to decide if I want to use the word **supplement or complement**. I'm not sure I know the difference between those two right now. As I would say, to supplement the materials that are being used in the content areas as a support for that, or as a way to expand upon materials that are in the classroom.

When asked about the school library support of content area subjects, the superintendent said that there was essentially no connection between the library and content learning at this time in his schools. He thought that it might happen by chance if a teacher happened to find something from the library to use in his or her classroom. He reinforced the idea that teachers viewed library resources as supplements to their classroom instruction and that they would most likely take materials to their classroom to share with students, rather than bringing students to the library for research. He was hopeful that they were beginning to build more of a bridge between the library and classrooms.

A4. Right now? In our school?**There isn't much of a connection there.** You know, kind of like I talked before. You know **we're starting to...** I think we're starting to **build that bridge between the library and the classrooms, but right now, I tell you, there isn't much of a bridge there.** Teachers may go to the library, off and on, to pick up a book or something, but they're taking it to their classroom to share with their kids and those kinds of things. It's not the teacher taking their classroom to the library to do research or look at books and those kinds of things. It's more of...yeah, the teacher going on their own and finding resources to take back to the classroom.

Content Summary

In summary, most participants saw the library as supplementary to content learning. The Pembroke Elementary principal described library materials in a manner that

demonstrated they were essential to the reading strategies of “read aloud” and “think aloud.” The three teachers who made connections between the library and content learning mentioned the presence of nonfiction and informational video as well as the availability of materials to support content instruction in units. However, the emphasis was upon the teacher taking materials to the classroom for student use. There was no mention of collaborative student research instruction. The associate and the other administrators also limited their comments to the role of the collection in supplementing the curriculum.

Teachers Struggle with School Library Connection to School Improvement

Thinking in terms of the library support of school improvement goals was an unfamiliar concept for many of the teachers. At first the question drew responses indicating that they were struggling to understand what this interview question was asking them.

R8. I’m trying to absorb that question.

R6. **I don’t know if I understand your question.**

As they continued thinking about how the library program supported school improvement activities, the teachers came up with the following four ways the library would influence school improvement: the Iowa Tests of Basic Skills (ITBS) reference test and reading tests, a technology goal of the school improvement plan, and general enrichment of everything teachers do. First, they described the connection to reading and reference test scores. One teacher also included the connection to vocabulary and spelling scores that this teacher explained were developed through reading.

R6. I know when it comes time to take **ITBS, they do get tested on that kind of stuff [use of reference materials]**. And I don't think that classroom teachers spend much time working on all those skills, maybe as much as they could. So I would think that would be something also. I think that librarians also have a wealth of knowledge about books. So **they'd be a great resource for teachers looking for something specific that maybe a librarian would have access, or more knowledge of, than just a regular classroom teacher.**

R2. I think the ITBS is covered because of **reference materials**, so we've spoken to that, but we would like a librarian to...

R2. It should be **supporting the whole pictures.**

R1. The picture of **reading** and everything that goes with every body being proficient by the year 2014.

R7. ...Those **reading scores** are so important. And the more things that we can put in front of our children to read, the better their vocabulary is. And **vocabulary** is always something that has been a problem. Their scores are not where they should be.

Another teacher took the connection of the school library program and reading test scores to the next level. She reasoned that if the school library program was to support school improvement and thus improve students' reading comprehension scores, then it would be essential for the librarian to know the books and know each student's reading level and interests. This statement reiterated the teachers' earlier observation that they wanted someone to provide reading guidance, meaning they would know the books, read them, know the students and be able to recommend something appropriate. This teacher reinforced that request, acknowledged that this would be a lot of work, and asserted this would be the only way she would see the library program contributing to school improvement.

R6. I think the librarian, just like the teachers, would **have to have a knowledge of reading levels**. You would have to know the students coming into your library. You would have to know their reading abilities, what they're capable of, you know, areas that they struggle in because you're going to be the person they go to for help....And **knowing how to locate those books for a student**. Or Johnny really likes mysteries, I need to be able to...show him how to find mystery

books.... **which would be a lot of work. But if you're talking about school improvement, I think that would be the best way.**

They also indicated that the school library role in school improvement was for the purpose of enrichment and support of everything they teach. One teacher even used the metaphor of the librarian as the grease needed for teachers to keep the wheels of education spinning, or even to speed them up.

R3. I think it **enriches** some of the things that we do...

R8. It is **enrichment**, as a complement, it is also introductory in some ways to what we carry on in the classroom.

R1. And provides a lot of those kids that don't have the **exposure**...

R8. We have a lot of spokes going out in the wheel. And we're all sending out spokes. But we need a lot of **grease** to keep that wheel going. And **a librarian could be so helpful**, and so many of those different spokes, **to keep that wheel spinning**. But there are so many times we're always sending... I feel I've got so many irons in the fire I'm going out. I don't know if it's all being put together, to get that whole wheel spun around once sometimes. I really think it would help us to get going, or help us to continue going, or speed it up or something. I mean I just think they **would do nothing but enrich** our...

Library Associate Connects the Collection to Increased Comprehension

In discussing the school library's role in improving students' test scores, the library associate suggested that maintaining current books in the math and sciences and getting students to read for pleasure in order to increase their comprehension scores were two contributions the library could make.

R9. Well, at one level, **maintaining current books** that are, you know, as far as **math and science** and we have books obviously in the library that are current and updated whether they're studying.... On the other hand, **I've been reading about this important issue and we need to have books in the library that they really want to come down here and read and I think reading for pleasure is really one of those items we missed out on when talking about test scores.** We're testing for different things and **comprehension** is one. I think that if students are in the habit of coming down here to read, and I would like to see them not reading just required things, but reading just for fun. I mean that can do just as much to improve test scores as anything, as these kids are visiting the library and using the

books that are already here. I think what the library can do as far as test scores are concerned is to **encourage the reading habit**, encourage kids to become aware of what we have, encourage them to **know the organization of the library**, get them to read books that you know you don't have to read this book, you can read something else.

Administrators Agree About Library Importance to School Improvement

The administrators agreed about the importance of the school library program to school improvement. One administrator became incensed as she reasoned that their lacking library collection was a major contributing factor to her students' low performance on tests.

The Pembroke Elementary principal said that the connection of the library program with the school improvement agenda was a "no-brainer," and that it was also supported by research.

A1. Oh, definitely, I see it as a no-brainer, but there's tons and tons and **tons of research that will support that a quality library program helps kids with their test scores for multiple reasons.**

A1. Well, I mean libraries have always been important. But **I don't see their role declining in any way, shape, or form, with the global world we live in.**

The Odessa Elementary principal became incensed by the discovery that her students were being deprived of background knowledge. She launched into an extensive discussion about a professional book by Robert Marzano (2004) she had read recently. She believed that some of her students' deficit in background knowledge was what caused them to do poorly on standardized tests. During the course of the interview, she connected the lack of background knowledge in her students to the poor quality of her school library program, and she became quite frustrated about the situation's negative impact on her students. She wanted students to have opportunities to participate in

inquiry learning or self-study situations, but she knew that in order to do that, the school library would need books at all reading levels on any topic in which any student may be interested. She also made it clear that student inquiry wouldn't be a one time experience. Rather, it would need to take place all the time in first through sixth grade.

A2. Well, if I could have my way. This goes back to maybe that library vision. **But I know when we see huge achievement gaps, it has everything to do with background knowledge.** And I think the best way to **improve students' background knowledge** is to get them really engaged in reading something that they care about. Because they talk about, you know, how are you going to develop **vocabulary** and develop **background knowledge**? Are kids going to read a huge amount of everything? Or a little bit of everything? Or are they going to go really deep into things that they're really interested about? And they're not totally decided about what is better.

A2. But the latest thing I read from an author I respect talked about, if you can **get kids interested in a topic**, and there are books at their independent reading level that they are interested in, and **they can do their own self-study**, then **that's how you build their background knowledge. That's how you eventually increase their reading achievement, and bridge the gap for SES status.**

A2. So you **get this big box of 20 books all on one topic.** You know, if we had a place to store those, and if we could have them for more than 2 weeks. You know that kind of thing. If we **had a lot of books on a lot of different levels**, it would make a big difference. And the key too, is it would have to be system-wide. We can't just do it in first grade, or in second grade, it would have to **be an experience that kids have all the time first through sixth grade.**

A2. **And then that fits into the library because we need this gigantic library so that any of our 200 kids could find the topic that they're interested in with books that are at their independent reading level, so that they can advance their own knowledge and learn how to learn better with the tools that they need.** So that is how it would fit in, if I could have my own library, you know, just the way I wanted to, we could almost do it.

When asked if she thought her rationale for student inquiry to build background knowledge would be compelling for the school improvement agenda, she further rationalized her logic by explaining that this was the key to improving student knowledge as well as motivation. She continued with her discussion of the disparity and unfairness of depriving her students of background knowledge. She stated that libraries played a

huge part in it, but she offered no concrete solution to make libraries and background knowledge stronger. She did not feel that this argument would be compelling to others, especially politicians. She joked instead about telling Oprah she needed money for her library.

A2. I think just **looking at the data and the difference between a student from a low SES status and a student from not low SES status, and knowing that that difference is the background knowledge that they have when they come into Kindergarten, and how do you fix it? With information! And how do you motivate them? With stuff they want to know about. I don't know how compelling that would be...**Do you think a politician would [understand]? (laughs) I don't know.

A2. In this book I read. It's called **Building Background Knowledge for... something... by Marzano**. That book is just so compelling.

A2. He's written a ton of books. He's a professor in Canada. **But that book. It's like yeah, duh. I mean it couldn't be more obvious. I mean they all have the skills to do it, all the rural schools' children have the skills to do it, to achieve at high levels. It's just a difference of the experiences they have at home and how much a school needs to make up for those experiences they don't have at home. And libraries play a HUGE part in that. But you're right, we don't mention them. And I don't know why that is...Interesting topic!**

A2. ...I keep thinking that I need to call **Oprah** or something, or have an Extreme School Makeover show (laughter).

A2. Could I make a change in that area? I suppose through **advocating it with legislators**. But that process is stifling and frustrating too.

The secondary principal said the school library program could or should address school improvement activities through support of reading and improvement of comprehension scores. He also felt strongly that the library should contribute to the academic nature of the building and the "rigorous and relevant" learning initiatives. He focused on the role of the library collection.

A3. I would say, in terms of kids in school. I would see it as a place that **could or should promote the value of reading as an example, improve reading comprehension scores** is part of everybody's CSIP. And so I would see it as a place that can promote the value of reading both for information and for recreation. But also....to help promote the **academic nature of the building**. I

think that is important. I think when you, whether it be math or science or reading. In order for students to do, not to do, but in order for student to take part in activities that are **rigorous and relevant**, they **need to have outside resources** in order to be able to do that. And so I see the library as a place where those can be made available to kids. So in terms of **reading**, but reading specifically, you know promoting that as a something you can do **for recreation or for information**. But in terms of **learning in other areas**, you know, schools can improve if we challenge kids, make their learning **rigorous and relevant**. **The library is the place to provide materials to allow teachers to do those kinds of things.**

Responding to a question about the library program's role in the school's

Comprehensive School Improvement Plan (CSIP), the superintendent indicated that the library is a resource to every program and that it has an especially important role for improving literacy and reading instruction. He specifically mentioned that students require materials for their interest area that are also at their reading level.

A4. I think, yeah, kind of like I talked about before. The library can be, it **could be a resource to every program** there is. When you're... kind of going back to **literacy**, we're trying to really give our kids what they need as far as **reading instruction**. Um, we need to be able to also give the kids the resources they need for that type of program. You know, we need to have **resources at different levels**, and all kind of different **content areas** that interest kids....

A4. I think the library is an **important part of everything that goes on in the school**. I don't know where it would specifically fit within the CSIP, where it would be listed or anything, but I think it provides an extremely valuable resource for everything that's in there.

Comprehensive School Improvement Plan

The district CSIP document was available from the Pembroke-Odesa district website. It was revised in the spring of the 2006-2007 school year. I analyzed this newly updated version. All Iowa schools are required to regularly update their CSIP for the Department of Education and to make it available to the district. The CSIP advisory committee was appointed by the school board at the November 20, 2007, Board meeting. The committee consisted of the superintendent, principals, guidance counselor, AEA

consultant, two community members, one Pembroke teacher, one Odessa teacher, one junior/senior high teacher, one board member, two students, one Title I parent, and one special education parent.

The nineteen-page document addressed four questions: (a) What data do we collect? (b) What do/will we do to meet student learning needs? (c) How do/will we know that student learning has changed? and (d) How do we evaluate our programs and services to insure improved student learning?

The first question included a list of student and professional data sources, such as the Iowa Tests of Basic Skills, numerous reading and math assessments, and technology-use survey for teachers, among others. This was followed by a list of prioritized needs. Those needs included the curricular areas of reading, math, science, and “integration of technology as a tool to enhance teaching and learning.”

The second question of the CSIP addressed what the district does to meet student learning needs. First, there was a list of district student learning goals: “quality producer, effective communicator, collaborative worker, knowledgeable person, problem solver/critical thinker, contributing citizen, healthy lifestyle, and positive character traits.” Then, each of the prioritized needs of reading, math, science and technology had a list of long-range goals stating the measures to be used, each using the percentage of students to be proficient on a test. The technology goal was, “Students will select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems across the curriculum.” The assessment was the “percentage of grade 8 students

who demonstrate proficiency on select skills as measured by the district-developed technology survey/assessment.”

The CSIP also listed the district’s current research-based practices to support the long-range goals. It listed 22 instructional strategies and 21 instructional programs or services currently used in the district. For example, some instructional strategies mentioned were: “Small-group flexible reading instruction, Question-Answer Relationships, Non-fiction Read Alouds, Non-fiction Talk Alouds, Fiction and Non-fiction Think Alouds, Picture Word Inductive Model, Second Chance Reading, Story Map Instruction, Graphic Organizers, Inquiry-based science instruction, and the 5E Model for Science Instruction”; some of the instructional programs listed were: “Problem-Solving Teams, Accelerated Reader, and Co-teaching.” Nearly all were said to be supported by research and/or local data.

One section of the CSIP was to describe gaps that exist between current practice and the research base, including plans for closing the gaps and strengthening research-based practices. Topics from the long-range goals of reading, math, science, and climate are all listed, along with technology integration. Reading lists a district focus on Question-Answer Relationships. Science lists a professional development focus on a state program, Every Learner Inquires and implementation of the 5E Instructional Model. The five Es are engagement, exploration, explanation, extension, and evaluation. Technology integration exhibited an interesting perspective in the district where only associates spearheaded technology integration to enhance student learning. Three administrators

said in their interviews that library associates were responsible for technology. The CSIP confirmed that idea:

Students, teachers, administrators, and support staff have exceptional access to technology. The gap exists in using the available technologies to enhance student learning. In order to close this gap, we have expanded our personnel resources to include a full time media/technology associate at each building and outsourced technology support. (district comprehensive school improvement plan).

Finally, the Actions for the goals contained a list of things that had already been done. Number 2 was “Enhance instructional materials and resources” and it noted the purchase of reading materials to support differentiated reading instruction, purchasing of textbooks for mathematics, purchasing technologies to support integration into instruction, and contracting the guidance counselor to support culture and climate within the building.

School Improvement Summary

Apparently the participants in this study assumed that the school library program was important to the district CSIP. However, this assumption did not ensure that library support was realized. A document analysis confirmed that the CSIP made no mention of the school library program as a strategy or resource and no goal mentioned the need for library reading guidance, student research, or information skills instruction. Technology was a district goal, but the CSIP verified the statement made by three administrators that associates were responsible for technology. Though initially confused by the question of how the library program might support school improvement, a few teachers suggested there was support for reading and reference basic skills tests, a school technology goal,

and enrichment for everything teachers do. The library associate was clearly prepared to support school improvement through the library collection.

The administrators agreed that the library program should support school improvement, however, they differed in their beliefs about whether or not that support was transparent. Three administrators simply stated the library importance to content. One explained her knowledge of research-supported evidence for school library programs; one noted the importance to academics, rigor and relevance; and one connected libraries to literacy. Most notable was the elementary principal who became incensed with her thoughts about how the lack of library resources was preventing her students from obtaining the background knowledge that was essential for them to improve their scores in vocabulary, comprehension and any other area in which they might test poorly.

Question 3 Initial Interpretation: Disconnect of Library, School Improvement

To what extent do the teachers and administrators expect the school library program to support literacy, technology, and other content learning for student achievement and school improvement purposes?

When asked about the library role in school improvement, all participants expected it should play a significant role. The general perception by the participants was that library support was so obvious for all curricular areas that it need not be stated in the school improvement plan. However, when I asked participants about the library's role in literacy, other content areas, and technology, they described a disconnect between the library and all areas of the school curriculum (see Table 3).

The teachers were anxious to discuss the highpoints of the Reading Counts program that they missed since they no longer used the program. They also shared their frustrations with the Guided Reading program, including an overemphasis on non-fiction and the lack of independent reading opportunities through the library. Teachers said the lack of independent reading opportunities to choose books and have guidance in their selections in the school library was the missing piece of their implementation of Guided Reading.

Seven of the eight teachers had mentioned technology in their vision statement for a school library program. Six of those teachers discussed the need for student instruction in important media software, library research and Internet source evaluation skills. Two elementary principals made references to the need for software instruction and one of them added the need for Internet evaluation skills. The teachers were clear that they were unable and unqualified to teach information and technology skills, in addition to the full curriculum they were already teaching, even though it saddened them to see the skills students were missing in their current arrangement.

One participant in this case study of a rural Iowa school district's library program described the library as essential, rather than supplementary, for content learning. Three teachers mentioned library support for nonfiction reading and informational video for their units, but they said the materials would be taken to classrooms for instruction. There was no mention, in response to the question about the library role in support of content, of a desire for collaborative content instruction through the library, although it was

mentioned at other times, when prompted specifically to provide examples of collaboration.

The teachers were confused at first by my question of how the library program might support school improvement initiatives. A few teachers suggested there was support for reading and reference basic skills tests, a school technology goal, and enrichment for everything teachers do. One elementary principal, citing Marzano (2004), became incensed with her thoughts about how the lack of library resources was preventing her students from obtaining the background knowledge essential for them to improve their scores in vocabulary, comprehension and any other area in which they might test poorly. A document analysis confirmed that the district CSIP made no mention of the school library program as a resource or collaborative strategy.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

The importance of the instructional role of the teacher librarian remains largely unrecognized despite repeated findings linking school library programming, including instruction by professional teacher librarians, to increased student achievement (Lance, Rodney, & Hamilton-Pennell, 2000a, 2000b; Rodney, Lance, & Hamilton-Pennell, 2002; Todd, Kuhlthau, & Ohio Educational Library Media Association, 2004; Research Foundation, 2006). The purpose of this qualitative case study was to examine the status of a school library program operating without a professional teacher librarian for several years, as the district prepared to comply with the recent reinstatement of the teacher librarian and school library program requirements. All eight teachers from one rural Iowa elementary school, their non-certified library associate, and the four district administrators participated in a focus group or individual interviews. Document analysis and participant observation also contributed to the findings.

The research questions addressed in this study were:

1. To what extent do the teachers and administrators feel their ideal vision of a school library program is being realized through their current program?
2. To what extent do the teachers and administrators understand the roles and function of a professional teacher librarian?
3. To what extent do the teachers and administrators expect the school library program to support literacy, technology, and other content learning for student achievement and school improvement purposes?

Three themes have emerged through the data analysis and initial interpretations for the three research questions in Chapter 4. These themes are (a) a minimal role for school library programs in the vision and reality of participants, (b) the invisibility of the professional qualifications and the collaborative instructional role of the teacher librarian needed to increase program sustainability; and (c) a disconnect between the school library program and school improvement curricular initiatives. Outweighing every participant's underlying desires for strong, functional school libraries, these themes of minimal role, invisibility of professional qualities, and disconnect from curriculum portrayed the participants' reality and thus the disparagement of district school libraries. In this chapter, I will discuss the connections between these themes and the literature and what implications for local, state, and national advocacy efforts emerge as a result.

Discussion

These themes of minimal role, invisibility of professional qualities, and disconnect from curriculum are contextualized within the literature including (a) developments in state and national school library guidelines, (b) stakeholders' perceptions and expectations of school library programs, (c) evidence of school library programs' influence on student learning, (d) supports and obstacles to successful school library programs, and (e) the role of school libraries in a democratic education.

Limited Visions Depict a Minimal Role for School Library Programs

The first theme depicted through the data is the minimal role for school libraries in the vision and reality of participants. The inseparability of the library program from the teacher librarian is apparent in the participants' comments as well as in the literature.

However, the program as a whole will be discussed first, while the specifics of the professional qualities of the teacher librarian will be discussed in the next section. Most participants' ideal visions for a school library program were uninformed by state or national school library guidelines (AASL & AECT, 1998; Iowa Department of Education, 2007b). Participants' visions aligned with their own job functions, emphasizing either the administrative or instructional roles of the teacher librarian. In all cases, participants acknowledged that even their minimal school library visions were not their reality, creating a chasm between state and national guidelines and this school's library program.

Elusiveness of school library programs. The participants held diverse visions of the ideal school library program (see Table 2). Only 1 of the 13 participants shared a vision that incorporated all four teacher librarian roles defined by the national guidelines (AASL & AECT, 1998). Keeping in alignment with their own job functions, administrators in this case study placed greater value on the administrative aspects of school library programs, such as facility and technology equipment management, while teachers stressed instructional components. They had nearly polar positions on the issue; 83% of the teachers' statements about vision related to the instructional function of the school library program and none were about administrative aspects. On the other hand, 53% of administrators' statements about vision pertained to administrative issues of libraries, and only 5% were about instructional issues. Sharing views about the library collection, 13% of the teachers' and 37% of the administrators' comments concerned the management of the library collection.

The teachers focused primarily on the instructional function of the school library program. They expressed the need for student instruction including the basics of library awareness and organization, storytelling, reading guidance, information literacy skills, keyboarding and technology skills such as media literacy and production. Although the teachers wanted library instruction in these areas, they were convinced that it was a luxury they could not expect in their school.

The administrators' vision statements focused primarily upon management aspects of the library facility and its technology equipment. The administrators in this district were resigned to the understanding that their school libraries would need to be maintained by non-certified library associates. They said they relied upon associates to manage the library collection, instruct students in library and technology skills, and to communicate with teachers about library and technology resources. They displayed false perceptions of progress in their statements about how their current library programs met their visions. They said the library associates exceeded the normal expectations for associates as they advised students' reading, purchased library materials, communicated with teachers about library resources, instructed students and planned curriculum. The district Comprehensive School Improvement Plan, a State document required of each Iowa school district, confirmed the district's reliance upon associates to meet the district technology goal.

In addition to teachers' and administrators' visions of school library programs that align with their own job functions, another example of the elusiveness of the school library program was the Pembroke Elementary principal's conclusion that in her

experience teacher librarians either had a passion for literature or a passion for technology, but rarely both. The literature confirms that stakeholders' perceptions of school library programs are disconnected from the national school library guidelines (Dorrell & Lawson, 1995). The literature also shows that principals, teachers, and teacher librarians, both as groups and as individuals, hold different images of the role of teacher librarians (Naylor & Jenkins, 1988).

Teachers and administrators are not the only ones to see elusiveness in the role of the teacher librarian. Studies have shown that teacher librarians also find their role to be confusing, particularly due to the overwhelming nature of the job. McCracken (2001) found that teacher librarians, without exception, felt unable to practice their roles to the degree they believed they should in order to be consistent with the national guidelines (Lack of Time to Implement Roles section, para. 2). Finally, Lambert (2004) summed up the elusive nature of the teacher librarian roles with this statement, "The success of the [school library] program rests on the strength of the partnerships among the [teacher librarian], administrators, and teachers; services should match the needs and preferences of the school community" (p. 131).

Remnants from the past. Merely drawing upon images of school library programs from remnants of their past personal experiences contributed to the chasm between the state and national guidelines and this school's library program. None of the administrators in this study had received professional training about school library programs, so they relied upon experiences, or missed opportunities, for interaction with school libraries. Although the four district administrators were new to administration and

to this district within the past 1-5 years, they held varied experiences with school library programs from the districts where they had previously taught. One elementary principal had 5 years of teaching experience in a district with a reputation for strong school libraries with a full time professional teacher librarian in every building. The other elementary principal had many years of experience in another district that also had full time professional teacher librarians in its schools. She described collaborating with her teacher librarian as a positive experience where the librarian regularly asked her what units were approaching and supplied her with a wealth of materials. Both districts are within a 100-mile radius of the case study school.

Due to the low percentage of principalship-preparation programs that include the topic of school libraries, most principals' and subsequently superintendents' perceptions of teacher librarians are based on their "on-the-job experiences" as principals or as teachers (Alexander et al., 2003, p. 12), and their "remnants of a personal classroom teacher relationship with the school librarian" (Naylor & Jenkins, 1988, p. 235). The administrators' lack of training about school library programs is common. Wilson and MacNeil (1998) found that fewer than 9% of National Council for the Accreditation of Teacher Education (NCATE)-accredited university principalship-preparation programs included information about school libraries. Likewise, fewer than 10% of the principals surveyed in a study by Alexander et al. (2003) said they had ever had a college course about collaborating with a teacher librarian.

Stagnancy of this program. Six of the 8 teachers in this school had taught in this district between 14-37 years. During this time, the case study school district had at least a

20-year history of inadequate professional teacher librarian staffing with one teacher librarian covering three buildings, in addition to the talented and gifted program. According to the teachers' recollections, this may have been preceded by a teacher librarian covering the two district elementary libraries. The teachers explained that after increasing her building load and adding talented and gifted, the former teacher librarian was eventually "pinkslipped" a number of years prior to her intended retirement. This stint was followed by a 5-year period, just prior to this study, with only untrained associates in the three district libraries. At the time of this study, the district had obtained waivers for the current and the upcoming school years to allow them to avoid hiring a professional teacher librarian or implementing a school library program.

The district libraries were out-of-date, disorganized, unfunded, partially dismantled, and without intellectual access or updated catalog access to materials in either an electronic or print card catalog format. Additionally, the teachers described the past library instruction as too infrequent and un-engaging for the students, and they described the current instruction as "zilch." There has been a wealth of research showing reading test scores rise with the following increases in the following: total library staff hours, print volumes and periodicals per student, budgetary planning, collection development, professional and support personnel functions, policies and procedural planning, facilities usage, program evaluation and leadership, instruction and collaboration (Lance, Hamilton-Pennell, & Rodney, 1999; Lance, Rodney, & Hamilton-Pennell, 2000a, 2000b, 2001, 2005; Lance, Welborn, & Hamilton-Pennell, 1993; Research Foundation, 2006; Rodney, Lance & Hamilton-Pennell, 2002, 2003). Therefore,

the stagnancy of this school's library program prevents the six teachers who have taught in this district between 14-37 years from gaining a vision for understanding effective school library practices that could empower them to act as advocates for their program.

Limited Experiences Yield Professional Invisibility and Sustainability Issues

The second theme depicted through the data for this case study is the invisibility of the professional qualifications and the collaborative instructional qualities of the teacher librarian needed to increase program sustainability. The Library Power study connects teacher librarian instruction and collaboration with the ability of the library to enhance opportunities for student learning (Kuhlthau, 1999). Given that schools hold student learning as their core mission, teacher librarian instruction and collaboration are essential for sustainability of school library programs. Much in the same way that participants held a minimal expectation for the program role, they held minimal expectations for the professional teacher librarian role. They did not emphasize instruction. Additionally, they had significant doubts about sustainability of a school library program in their district without a state mandate.

Lack of shared vision for school library instruction. Participants in this case study had a limited understanding of the connection between the teaching and partnering roles of the teacher librarian and the resulting student learning opportunities. Although the teachers frequently cited the need for library instruction for students, their comments often revealed another side to their desire for student library instruction—a need to lighten their own workloads. Two administrators noted that they had heard teachers' requests for library instruction and that they interpreted these as teachers trying to unload

half or all of their class. Many teachers' comments in this study did combine the need they saw for student library instruction with their own needs to have someone else to take care of technology and library instruction and to recommend books to students so that they wouldn't have this added to already overloaded list of responsibilities. One teacher also commented that she interpreted some of the teachers' interest in having a person in the library as a desire to clear out half of their class so that they could do more individualized and small group reading instruction with the other half. Given that this had been the practice in the past, when the former library associate took half of a class at a time for keyboarding instruction or to complete Reading Counts quizzes on the computers in the library, the teachers would require a great deal of support to change that vision.

Elusiveness of collaborative instruction through the library. In addition to this lack of shared vision for school library instruction, most participants had no comprehension of collaborative instruction between classroom teachers and professional teacher librarians. In their conversations about their visions for school libraries, only 4% of the teachers' statements coded from the discussion and 5% of the administrators' statements focused on the collaborative instructional role of the teacher librarian. Not surprisingly, none of the participants mentioned partnering in their conversation about their school's actual library program.

Nine of the 13 participants were labeled as indiscriminating acceptors in this study. Indiscriminating acceptors were unaware of the professional qualities they should expect from a teacher librarian. Six of the eight teachers were not aware that they did not

have a professional teacher librarian at their school. Likewise, six of the teachers and two of the administrators were unable to differentiate between the responsibilities of professional teacher librarians and associates. Several teachers described the highpoints of school library programs they saw in their student teaching. However, they mostly recalled students checking out books and they were unclear about instruction or the professional qualifications of those “librarians.” The following studies have shown administrator (Alexander, et. al, 2003; Dorrell & Lawson, 1995; Naylor & Jenkins, 1988; Veltze, 1992; Wilson et al., 1993), teacher (Moreillon, 2005), and teacher librarian (McCracken, 2001) obliviousness and/or belittlement of the teaching and partnering roles of the teacher librarian.

Doubts of sustainability without a mandate. Participants doubted the sustainability of teacher librarians in their district without a state mandate. They described their arguments as too elusive to convince the higher authorities to sustain teacher librarians and school library programs without a mandate. Teachers argued for high levels of communication and collaboration between classroom teachers and teacher librarians. The Pembroke Elementary principal thought that teacher evidence of the instructional benefits would best rationalize the need for teacher librarians. During her interview, the Odessa Elementary principal became incensed about the unfairness and the politics surrounding her students’ deprivation of library materials for self-study and background reading as advocated by Marzano (2004) to improve test scores for students of low social economic status. Yet, she believed no one else would be convinced of this need.

The superintendent contradicted the suggestion that teacher librarians have an elusive or unknown quality making them difficult to sustain. He said he had experienced a high quality library program in a previous district and did not doubt the potential of teacher librarian collaboration and instructional leadership to move instruction to the next level. However, he sought waivers from the mandate and delayed hiring a teacher librarian in his district because he wanted a high quality program that would make a difference instructionally, and he knew that stretching one person across three schools would mean a substandard program. Further, he was unwilling to pay for three full time teacher librarians when it was not mandated, even though he knew it would benefit the students, because the community would question his decision to pay for someone to “sit behind a desk” rather than reduce class sizes.

Finally, he thought it would be difficult to change other superintendents’ beliefs that this was an unfunded mandate. When asked, he responded that the most likely influence might be to demonstrate what their school would look like with a teacher librarian and what it would look like without a teacher librarian. Notably, the state accreditation team had visited the district the year of this study and was uninterested in the school library situation of his district. All administrators reported that there were no questions or comments about the library program. The superintendent reported that he raised the issue and explained the improvements they were making with facilities.

Enablers and inhibitors of high quality library programs. Three studies concerning enablers and inhibitors to successful school library programs shed light upon the struggles of this school (Kuhlthau, 1993; Lambert, 2004; Latrobe and Masters, 2001).

Various personnel, administrative, social, economic, and school factors influenced the effectiveness of the school library programs in these studies. Considerations in these studies to improve and sustain school library programs included the following: implementation of a process approach to learning information skills, integral administrator involvement, and clearly defined roles of all team members (Kuhlthau, 1993); increased teacher participation and teacher librarian actions (Latrobe & Masters, 2001); and increased communication about school improvement and the role of the library program (Lambert, 2004). Notably, these three studies examined school library programs led by professional teacher librarians, unlike the case study school where the libraries have been operated by associates for five years and by associates with a professional librarian visiting once a week or less for more than twenty years prior to this study. Implementing the considerations named above that have been shown to increase sustainability would require significant effort and transformation of knowledge where school library programs have not traditionally been part of the school mission or culture.

The above three studies exemplify the tenuous nature of school library programs given that educators' understandings of school library programs vary according to the happenstance of library program quality in their current or previous districts. Similarly, participants in this case study collectively held visions of a minimal role for school library programs that were uninformed by state and national guidelines. Even their minimal visions were not realized in their school situation. In conclusion, the minimal role of school library programs in the collective visions, past experiences, and current reality of this case study school's teachers and administrators, signifies this school's

disparagement and thus the challenges to sustainability a new teacher librarian will face given the cultural context of this school.

Standardized Assessments Disconnect Libraries from Curriculum

The third theme depicted through the data for this case study is a disconnect between the school library program and the mission of the school implemented through school improvement curricular initiatives. In this section, I will draw connections to the literature relating to the disconnect of libraries from literacy, technology, other content areas, and school improvement initiatives.

Literacy requires physical and intellectual access to libraries. Literacy received more attention in curricular conversations with participants (45% of curricular-related statements) than technology (35%) or any other curricular area (8%), or school improvement initiatives (12%) when discussing their expectations for the school library program role in support of the curriculum (see Table 3). The teachers shared the advantages to student motivation they saw through the Reading Counts program. They also shared their frustrations with the Guided Reading program, including an overemphasis on non-fiction and the lack of independent reading opportunities through the library. Teachers said the lack of independent reading opportunities to choose books and have guidance in their selections in the school library was the missing piece of their implementation of Guided Reading. Another teacher echoed this sentiment because she had completed a research unit in the classroom with her top reading group using the Guided Reading curriculum and she wished she had been able to have the students find and use library sources.

Technology-savvy students need information skills. Six of the 8 teachers included technology in their school library visions and made connections between their lack of technology instruction and the need for technology-savvy students to learn information skills in conjunction with library research and Internet source evaluation skills. Two elementary principals made vague references to the need for software instruction and one of them added the need for Internet evaluation skills. The teachers were clear that they were unable and unqualified to teach information and technology skills, in addition to the full curriculum they were already teaching, even though it saddened them to see the skills students were missing in their current arrangement.

Content is king, libraries are strictly supplemental. Suggestions for how school libraries should support content instruction received the least attention in conversation (8% of curricular related statements) of any curricular issue (see Table 3). Most participants simply said the library should supplement the classroom. Only one participant, a principal, in this case study described the library as essential, rather than supplementary, for content learning. This principal said the library was essential specifically for the reading strategies of “read aloud” and “think aloud” because they required the use of library sources. Three teachers mentioned library support for nonfiction reading and informational videos to connect to units, but they were clear that the materials would be taken to classrooms for instruction; there was no mention of a desire for collaborative content instruction through the library.

Current school improvement threatens libraries. My question of how the library program might support school improvement initially confused the participants. They

asked me to repeat the question, and I provided clarification that I was asking about the library role in improving student achievement as stated in the district Comprehensive School Improvement Plan. A few teachers suggested there was a need for support for reading and reference basic skills tests, a school technology goal, and enrichment for everything teachers do. One elementary principal, citing Marzano (2004), realized during her interview that the lack of library resources was preventing her students from obtaining the background knowledge essential for them to improve their scores in vocabulary, comprehension and any other area in which they might test poorly. Krashen (1994) holds the argument for background knowledge obtained through reading opportunities. He stated that a child who has read and lives in a print-rich environment has an advantage because he or she typically knows the majority of the spelling words assigned each week from having read those words, but students without access to books may know few of them.

All participants assumed that the school library program was important to the district CSIP. However, my document analysis confirmed that the CSIP made no mention of the school library program as a resource or collaborative strategy for reading guidance, information skills, or technology instruction. Although one principal stated her knowledge of the research base supporting school library programs (Rodney, Lance, & Hamilton-Pennell, 2002), it was not included in the CSIP research-based strategies.

Technology was a district CSIP goal, but the CSIP validated the three administrators' interview statements, that associates were responsible for technology in this district. The CSIP technology goal was for students to "select and use appropriate

tools and technology resources to accomplish a variety of tasks and solve problems across the curriculum.” The district also stated that the existing gap was using available technologies to enhance student learning. However, the district solution to “close this gap” was to expand “personnel resources to include a full time media/technology associate at each building.” Ironically, the CSIP also listed “read aloud” and “think aloud” and numerous other strategies for literacy and other content areas that implied the need for libraries and inquiry-based activities, but the CSIP made no mention of the school library program.

In summary, the literature about stakeholders’ perceptions of the importance of school libraries in the curriculum shows that there is a need to improve understanding and perceptions of school library programs in teaching and learning. Dorrell and Lawson (1995) found that given a list of skills or tasks for the school librarian, principals placed “curriculum planning and instruction in a subject discipline” in the lowest category (p. 75). Moreillon (2005) also found confusion about content instruction and the role of libraries among pre-service teachers. Similarly, Lambert (2004) also found that his participants didn’t believe school improvement to be an issue that involved the library (p. 119). Shannon (1996) and Alexander et al. (2003), writing about school library programs in relation to the Kentucky Education Reform Act, have pointed out that even teacher librarians who were leaders in the state association struggled to maintain relevance when the Act did not require or “specifically outline a role for [teacher librarians]” (Shannon, 1996, p. 40). Alexander et al. (2003) warned that the principals’ low prioritization of the

learning and teaching role of the teacher librarian could mean libraries were placed outside the school's core mission.

Lehmann made an insightful comparison between two major contributing factors to the school library crisis as districts nationwide face budget cuts that call into question, "the role of the librarian—not to mention media centers themselves" (p. 20). Those two factors commonly thought to threaten school libraries are the Internet as part of the "changing nature of information" and the movement toward high-stakes testing (p. 20). Of the two, Lehmann was adamant that high-stakes testing was the "poison pill for school libraries" noting that librarians easily adapt to technology and the "democratization of information," but the real problem is,

An assessment system that prioritizes multiple-choice answers that identify a single "correct" response, rather than contemplation, research, thoughtfulness, multiple perspectives—all vital elements that a library can bring to a school. This is the challenge that we face. Our school librarians are the keepers of the progressive flame. They are the "guides on the side," helping students to find information, make sense of it, and craft meaning from multiple sources. But more and more schools are moving away from these values in favor of preparing students for the standardized assessment that NCLB [No Child Left Behind] demands. (p. 20)

Immroth and Lukenbill's (2007) study of the influence of social marketing strategies applies to teacher collaboration with teacher librarians. They showed that teacher librarians, "as marketers of a socially useful service, need to build trust for themselves and promote the collaborative process as a socially and professionally rewarding activity" (para. 1). They offer a strategy to improve the understanding among stakeholders about the importance of school library programs and instruction by professional teacher librarians.

Conclusions and Implications

American school libraries have historically been described as pillars of democratic education (ALA, 1945; AASL, 1960; AASL & AECT, 1975) in the same way that American public libraries have been described as “democratic institutions created to assimilate and integrate the diverse ethnic and cultural groups that have come to constitute America” (Marcum, 2003, p. 98). Yet, the reality of this case study school’s library program denied their students learning opportunities essential for a democratic education. This case study showed that students were denied learning opportunities, such as information and reading, which were dependent upon library access to a wide variety of materials, a budget adequate to support that access, and collaborative instruction between the teacher librarian and all classroom teachers to make that access possible. The data from this case study support conclusions about the inability of the local school district stakeholders to create or sustain high quality school library programs without a State mandate. Data also support the conclusion that the current State mandate stops short of mandating high quality school library programs. Finally, the data support conclusions about the national *No Child Left Behind* agenda that demands standardized assessment based upon correct answers to multiple choice questions in place of student inquiry, thoughtfulness and multiple perspectives that require access to a wide variety of library materials. These conclusions lead to implications for library access, adequate budgets and collaborative instruction to be standardized at the local, state, and national levels.

Students Need Access to a Wide Variety of Library Materials

First, participants' assumptions that supplementary, decentralized, physical-only access to inadequate library materials was sufficient denied students access to high quality library materials for independent reading and building background knowledge. The implications for local schools and states is to mandate state guidelines and local district policies already in place (Iowa Department of Education, 2007b; Johnson, 2004) to ensure that students have physical and intellectual access to high quality school library collections.

Library access requires centrality. In order to provide a collection that meets the needs of students and staff for independent reading and building of background knowledge, the school library collection must also be centrally located, centrally developed and centrally organized and accessible through an electronic library catalog. Centrality refers to the physical location of the library facility as well as the central educational purpose behind library materials selection and use. Materials may be circulated through the library and remotely through classrooms or online access.

Centrally developed collections assure that materials are purchased in accordance with board policy, *Selection of Instructional Materials* policy on the district website. This six-page policy delegates materials selection responsibility to the "professionally trained and licensed employees of the school system," specifically "school media specialists or other appropriately licensed persons" (p. 1 of the policy on the district website). Guidelines for selection include specifications for materials to represent major religions; a diversity of race, custom, culture and belief; sensitivity to men and women without

bias; diversity in age groups; primary and factual information on ideologies; literary merit; and various views. The procedure for selection states that materials should support the curriculum and students' interests as well as the fine arts and support democracy and life-long education. Materials should be held to established standards of authority, reliability, and cultural diversity, be without bias, and be compatible with the reading level of the students for whom the materials are intended.

District and state collection guidelines that support centrality of the library collection are in place, but are not being followed. Local school districts and states must mandate district school library collection guidelines, such as those on the district website, as well as state collection guidelines (Johnson, 2004) and state school library program guidelines (Iowa Department of Education, 2007b). Furthermore, state accreditation visits to schools must make schools accountable for the provision of a high quality school library program. All four administrators in this case study confirmed that the state accreditation team that visited during the year of this study did not inquire about any aspect of the district's school library program, nor was it mentioned in the accreditation report.

Library access is both physical and intellectual. In addition to a centrally located, centrally developed and centrally organized library collection, a high quality school library program cannot be realized without intellectual access to the collection. Intellectual access requires a teacher librarian, trained in education and library science, who holds "knowledge about the complete range of educational and information

materials, about the characteristics of students and teachers, and about ways of matching individual needs and interests with appropriate materials” (AASL & AECT, 1998, p. 85).

Teachers in this case study explained that the downfall of each attempted literacy program was the lack of a person in the library to provide student reading guidance and motivation for independent reading. At times, teachers and students needed intellectual access to books by student reading levels, subject, title, genre, and student interest area. In an attempt to compensate for the lack of a teacher librarian to help them, teachers reorganized books and moved some to the office and their classrooms, and relied upon the new Guided Reading bookroom, rather than using the school library. To replace the motivation of browsing books of interest in school libraries, the district paid money annually to purchase Reading Counts quizzes to motivate students to read for points. One teacher bluntly stated that there would be no need for a librarian to implement Reading Counts in the way they used it because it basically ran itself. This case study showed that decentralized, physical-only access to inadequate library materials relegated to a strictly supplementary role did not meet the information needs of students or teachers. As was noted by teachers and administrators in this study, students had no access to high quality library materials for independent reading and building background knowledge.

The implication for local school districts and states is to assure that physical and intellectual access work in unison. The State must increase the minimum levels of teacher librarian staffing in the *Iowa School Library Program Guidelines* and enforce all of the teaching and learning guidelines that affect intellectual access such as program and

evaluation, teacher librarian staffing, curriculum support, information literacy curriculum collaboration, technology and learning, reading and literacy, and community connections.

Library Access Requires Adequate Budgets

Second, assumptions that they were helpless without a state mandate prevented participants from seeking district budgetary solutions. The implication for States and local school districts is to mandate an adequate budget to ensure students have physical and intellectual access to central school library collections as described above.

Adequate budgets provide centrality. There was no budget to ensure physical or intellectual access to library materials at Pembroke Elementary School. In fact, the Pembroke Elementary principal pondered complex questions of accessibility to books for all students, particularly for struggling readers, but she saw accessibility to books as an issue for classroom libraries, not for the school library program.

This principal credited her understanding of accessibility to Allington and Cunningham (2007) who have a limited view of school libraries and assume libraries irreversibly inhibit access to books. They commented,

School libraries are often inadequately stocked with books and other information resources, understaffed (no one is readily available to help children find the perfect book), and largely inaccessible during and after the school day (only weekly class visits are allowed). In some of these schools, children are not allowed to take the library books out of the school.” (p. 63)

The Pembroke principal said she had adopted Allington’s standard of 500 books per classroom and she has personally begun inventorying and counting books in classroom libraries to evaluate quality and balance of fiction versus non-fiction. She found the classroom libraries were “woefully underserved.” She said teachers used

personal teacher budgets for building classroom libraries. One teacher stated that she was given \$500 that year to build her classroom library. Although the principal's previous district circulated library books to classrooms, she did not implement this practice. She also asked for and received \$95,000 from the School Board, a "one-time" Guided Reading fund. The elementary principals stated that they did not have a district budget for school libraries, although one principal received funding for the school library from a school fundraiser and a community foundation. The teachers reported that the previous librarian used to receive \$600 annually to fund the three district libraries. Given this comparison, this one-time expense could have continued to fund district libraries at their current rate for up to 150 years.

The Pembroke Elementary school library was also woefully underserved. This library had no district budget. The principal was forced to rely upon a foundation grant and a fundraiser. Iowa's *Plans for Progress* (Johnson, 2004) states that an elementary library should have a minimum of 6,000 titles, with at least 70% of them having copyright dates of 10 years or less. This library had just over 6,000 titles, with the non-fiction average age of 20 years old and only 20% of the titles published within the last 10 years. The non-fiction collection consisted of only 1.5% of the recommended titles listed in *Children's Catalog*, a standard catalog for elementary libraries. Thus, in order to fund an adequate library collection, this school must first replace 50% of its approximately 6,000 titles to meet the standard that at least 70% are less than ten years old. Using the estimated average book cost of \$20 per book, this library needs \$60,000 initially to replace half of its titles with more current materials. Secondly, to keep the collection up-

to-date, *Plans for Progress* recommends a replacement cycle minimum of 5% per year for this size and level of library. This means a minimum yearly budget of \$6000 for this library would be required to maintain the collection. Schools and states must enforce already existing school library collection guidelines and budget requirements.

Adequate budgets provide both physical and intellectual access. Finally, a professional teacher librarian is vital to developing and organizing the collection and providing intellectual access in addition to physical access to materials. Metaphorically speaking, David Loertscher (1993) summarized this idea in his comments about the importance of the role of the teacher librarian highlighted through the first Colorado study. He said, in regards to having a facility unstaffed by a professional, “It is easy to go to the store and buy a shovel, but that doesn’t guarantee that a hole will get dug” (p. 126). Thus, putting money into library materials without a professional teacher librarian to provide expertise as an information specialist, program administrator, teacher and instructional partner would stop short of providing students and teachers with physical and intellectual access to a staple of a democratic education. Moreover, the U.S. Department of Education’s evaluation report of its grant funding in the *No Child Left Behind* Improving Literacy Through School Libraries program concluded that to “improve the literacy skills and academic achievement” students need: “increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and well-trained, professionally certified school library media specialists” (Michie & Chaney, 2005, p. xi).

Unfortunately, this practice is the exception, rather than the norm. The case study school had no teacher librarian for the past five years and had minimal services from a teacher librarian travelling to three buildings for and assuming the duties of the talented and gifted program prior to being “pinkslipped.” From 1996-2007, there was a 29.3% decrease in the number of full time teacher librarians in Iowa, a reduction of 206 positions, decreasing from 703 in 1996-97 to only 497 in 2006-07 (Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, 2007). During this same time frame, the number of school districts in Iowa decreased by only 5% and enrollments in K-12 schools decreased by 6% (Iowa Department of Education, 2007a). The ratio of teacher librarians to the total students enrolled in Iowa schools was on average 1 teacher librarian to 781 students in 1996-97 and 1 to 1040 students in 2006-2007, and many students had no access to a librarian.

During the first year after the 2006 reinstatement of the teacher librarian requirement in Iowa, the teacher librarian count continued to decline from 508 to 497 teacher librarians, and the ratio of teacher librarians to the total enrolled students decreased from 1 to 1020 students to 1 to 1040. Thus the survey shows that fewer than one third of Iowa schools employ a full time teacher librarian. In actuality, many teacher librarians are traveling to multiple buildings. Therefore, very few schools in Iowa have full time teacher librarians available on a full time basis to students and teachers within their schools (Iowa Department of Education, 2007a).

As was noted in the participants’ comments in this case study, teachers and administrators were skeptical that a school library program would be sustainable without

a State mandate. Most notably, the superintendent indicated that due to community misunderstandings about the school library program, along with pressure from other superintendents to fight unfunded mandates and demands of the national *No Child Left Behind* program, the district would be unable to implement a high quality school library program with the current state mandate. This means at the time of this study, he had secured State waivers that allowed the district to not meet the requirement for a teacher librarian or school library program because he thought one teacher librarian in the district was not enough to provide a high quality program. This case study provides the implication for the State to increase the minimum teacher librarian staffing requirement to one full time teacher librarian per school with up to 750 students and an additional half-time appointment for every 500 students beyond the first 750 as specified in *Plans for Progress* (Johnson, 2004).

Library Access Requires Collaborative Library Instruction

Third, the case study participants' assumptions that library instruction was a special luxury serving to lighten teachers' workloads denied students information literacy and inquiry learning skills that are essential for finding and using information as active participants in American democratic processes and in a global society. Only one of the participants had experienced a model of school library program centrality in student teaching or previous work experiences. When some participants shared examples of school library models, they emphasized teacher librarians providing resources for teachers to use with students outside the library or taking students for library instruction separate from the classroom activities, thus allowing the teacher more time to focus on

their own instructional tasks. Collaborative instruction between classroom teachers and teacher librarians was the subject of less than 5% of the total statements participants made about their ideal vision of a school library program (see Table 2). Further, collaborative instruction was not mentioned in the discussions of the school library role for student content learning (see Table 3).

Numerous studies support the importance of the comprehensive school library program to improve student learning and achievement (Kuhlthau, 1999; Lance, Hamilton-Pennell, & Rodney, 1999; Lance, Rodney, & Hamilton-Pennell, 2000a, 2000b, 2001, 2005; Lance, Welborn, & Hamilton-Pennell, 1993; Research Foundation, 2006; Rodney, Lance & Hamilton-Pennell, 2002, 2003). Specifically, studies have provided evidence in support of collaborative instruction in school libraries (Garland, 1995; Heinstrom, 2006; Herring, 2006; Kuhlthau, 1988a, 1988b, 1988c, 1989a, 1989b, 1993, 1999, 2004; Kuhlthau et al., 1990; Neuman, 2004; Todd, et al., 2004).

If a new model is to be created for Iowa educators, the State and schools must incorporate school library program goals into the required district Comprehensive School Improvement Plan (CSIP), require that the teacher librarian be a member of the CSIP team, and mandate that all teachers work in collaboration with teacher librarians to meet school library goals. Further, schools and states must enforce the *Iowa School Library Program Guidelines* already in place such as the professional teacher librarian staffing to provide reading guidance and motivation to support literacy, information and source evaluation skills to support technology-savvy student researchers' needs for authoritative

information, and content instruction using inquiry learning and information processing to support teachers and students in all areas of the curriculum.

Given the school library staffing and program crisis situation in Iowa, in which few schools have a full time teacher librarian working in one building, most teachers and administrators have not had the opportunity to experience a high quality school library program with teacher librarian instructional collaboration. In order to make change in this crisis situation, school administrators and teacher librarians must work in partnership.

School administrators must receive training in school library programs through educational administration preparation programs as well as through required state professional development. Based upon their finding that fewer than 9% of universities accredited by the National Council for the Accreditation of Teacher Education (NCATE) include information about school library programs in their principal-preparation programs, Wilson and MacNeil (1998) suggested that advocates contact NCATE and recommend a standard for school library programs be added to the accreditation requirements.

Teacher librarian preparation programs must provide extensive leadership training about how to work in partnership with school administrators. Alexander, et al. (2003) brought attention to the predicament created by the assumption that teachers and administrators will learn about high quality school library programs from programs that may not meet the national guidelines. They stated, "Since the major source of a principal's knowledge about the library media center comes from the [teacher librarian], the responsibility for informing principals about the role of the [teacher librarian] rests

with the [teacher librarian]” (p. 10). There are three issues with this scenario: (a) a communication barrier exists for a teacher librarian to train work supervisors such as administrators, (b) a teacher librarian is typically the only one within an entire school or district who fully understands the role of the school library program within the school culture, and (c) a teacher librarian who is assigned to cover multiple buildings and is thus performing the function of collection manager for multiple buildings, will have difficulty demonstrating collaborative instruction for administrators or teachers in order to convince them of the benefits.

This study does not intend to imply that existing national and state guidelines for school library programs are insufficient for teacher librarian and administrator guidance in this planning process. In fact, those guidelines are essential and this case study provides further evidence for the importance of such guidelines. However, guidelines are not mandates and school libraries have been set aside in favor of education efforts that have been viewed as more critical, such as improving reading scores and improving content learning. This researcher hopes that the evidence from this study might prompt educational leaders to understand the centrality of the school library program in the total school mission.

Implications Summary

This qualitative case study has led to implications for local, state, and national leadership for the sustainability of school library programs. The implications described above are as follows:

1. Local school districts and the State to mandate district school library collection guidelines as well as state collection guidelines (Johnson, 2004) and state school library program guidelines (Iowa Department of Education, 2007b) to ensure that students have physical and intellectual access to high quality school library collections.
2. State accreditation visits to schools to make schools accountable for high quality school library programs and to enforce the requirements in the *Iowa School Library Program Guidelines*.
3. Local school districts and the State to mandate an adequate budget to ensure students have physical and intellectual access to central school library collections.
4. The State to increase the minimum teacher librarian staffing requirement in the *Iowa School Library Program Guidelines* to one full time teacher librarian per school with up to 750 students and an additional half-time appointment for every 500 students beyond the first 750, as specified in *Plans for Progress* (Johnson, 2004).
5. Local school districts and the State to mandate inclusion of school library program goals into the CSIP, require that the teacher librarian be a member of every district's CSIP team, and mandate that all teachers work in collaboration with teacher librarians to meet school library goals.
6. School administrator preparation programs and institutions providing professional development for administrators must incorporate training in school library program expectations and the leadership necessary to meet those expectations.

7. Teacher librarian preparation programs and institutions providing professional development for teacher librarians must incorporate extensive leadership training about how to work in partnership with educational administrators to meet state and national guidelines for school library programs.
8. School administrator and teacher librarian preparation programs must join with the State to provide professional development and support tailored for the administrators, teachers, and teacher librarians in districts like the one in this case study without an understanding of what a school library program should look like.

Mandates and Hegemony

The superintendent's understanding of the predicament schools are in with a state mandate that stops short of mandating quality is indicative of Apple's (1990) definition of hegemony. Likewise the Pembroke Elementary principal felt the impact of hegemony when she said she believed libraries have liberated more people than any war, yet she was unable to provide her students this opportunity. Additionally, the Odessa Elementary principal described a hegemonic effect when she realized that political forces were preventing her low social economic status students from obtaining the background knowledge they needed in order to improve upon standardized tests. Apple defined hegemony:

The idea that ideological saturation permeates our lived experience enables one to see how people can employ frameworks which both assist them in organizing their world and enable them to believe they are neutral participants in the neutral instrumentation of schooling...while at the same time, these frameworks serve particular economic and ideological interests which are hidden from them. (p. 22)

Schools and society today have been immersed in accountability and school improvement, while school library programs have been a casualty of their reform agendas.

According to Apple (1990), in an ideological hegemony, schools are expected to “create people (with appropriate meanings and values) who see no other serious possibility to the economic and cultural assemblage now extant” (p. 6). Hegemony is what most people in a society perceive as “reality”; whenever one does not wish to try to change, one blames “reality” for preventing the change (p. 5).

Apple (1990) claimed that the hegemony of which schools are a part is not deliberative. Although throughout history few people in power have consciously manipulated schooling, the problem is more complex. Hegemony involves most school personnel as well as the society and what society views as the purpose of schooling. The influence is sometimes as subtle as “real men and women like ourselves—as they go about their day-to-day lives in the institutions which organize these lives” (p. 4). Hegemony is even known to limit the commonsense of people under its influence. If it were only for the manipulation of social, political, and cultural ideas by some “outside force,” it would not be nearly so difficult to change (p. 5). The problem is that hegemony has become our “only world” (p. 5). It dominates every area of our practice. It is how we live. It is a sense of “reality” (p. 5).

This placing of the library outside the school’s core mission supports Apple’s (1990) view that education often attempts to make curriculum more tolerable to the views of the political and economic institutions of the society through both the “overt and

hidden curriculum” (p. 127). He said the curriculum field is “too accepting of forms of thought that do not do justice to the complexity of inquiry and thus it has not really changed its basic perspective for decades” (p. 127). Further, he said it is the “behavioral objectives movement and in the quest for taxonomies which codify ‘cognitive,’ ‘affective,’ and ‘psychomotor’ behavior” that he says is limiting and “historically and empirically inaccurate” (p. 127). He argues that what is taught in school is “socially legitimate knowledge” and that even when a school claims to teach inquiry, it is not for the purpose that students could inquire into the important questions such as, “*why* a particular form of social collectivity exists, *how* it is maintained and *who* benefits from it.” (p. 7). Rather students are given assignments in critical thinking about topics that are “often vacuous, ahistorical, one-sided, and ideologically laden” (p. 7). Most school curricula do not deal with conflict. For example, history is much more likely to cover elite and military history and to ignore labor or woman’s history. (p. 7). His point here is that schools are not “neutral” enterprises; they serve as “powerful agents” in the “economic and cultural reproduction” of society (p. 8).

One selection from Apple (1990) is particularly representative of the thoughts of the Odessa Elementary principal about the political forces that have prevented her school from having an adequate library program and thus have kept her students from opportunities to read and develop their interests that leads to improved background knowledge. She argues that a broad base of background knowledge would help to increase their test scores. On the purpose of schooling, Apple believes that it is a myth that schools act as a meritocracy, where social mobility is possible depending only upon

ability. He argued that selections are not neutral, that ability is not a criterion above social class, and that schools are not actually organized to teach in a way that gives each person an “equal chance at economic rewards” (p. 19). Schools are “less concerned with the distribution of skills than they are with the distribution of norms and dispositions” (p. 19).

School libraries are institutions of resources, intellectual pursuits, thoughtfulness, and inquiry. Any educational system that attempts to avoid the essential components of physical and intellectual access to libraries, adequate budgets to support libraries, and collaborative instruction in accordance with state and national guidelines is merely pretending to provide students access to a democratic education.

Future Research

Suggestions for future research include replicating this case study for purposes of comparison with various school library professional staffing configurations. Since this case study school did not have a teacher librarian in the district, it should be replicated both in a school with a traveling librarian, serving three or more schools within a district, and in a similar size school with a full time teacher librarian and an established school library program.

In addition, multiple case studies using programs with varying levels of library service as described above could be studied and compared incorporating an assessment of student inquiry and information literacy skills such as the SLIM assessment (Kuhlthau, Maniotes, & Caspari, 2007) or the Student Information Literacy Skills Assessment (Todd, 1995).

Finally, the research about social marketing for libraries (Immroth & Lukenbill, 2007) should be implemented with this case study school or at sites similar to this school with minimal or non-existent library programs. Social marketing research could be targeted either at teachers, as was done with Immroth and Lukenbill, or it could be targeted at administrators in the manner suggested by the superintendent interviewed in my case study. He suggested that other superintendents would benefit from seeing examples of how instruction would improve and generally, what their schools would look like, in schools with a quality school library program, as compared to schools without a quality school library program.

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APPENDIX A

FOCUS GROUP AND INTERVIEW QUESTIONS

Teacher Focus Group and Interviews

1. What thoughts come to mind when you think about libraries in general – any type?
2. What do you think the ideal school library program would be like?
3. Tell me about your building's school library program, either in the past or in the present. How has the program changed through the years you've taught here?
4. In what ways does your school library fit your ideal description?
5. Suppose that your school was hiring a certified School Librarian as a teacher with teaching certification and the state endorsement as a Teacher Librarian. What skills or abilities do you feel this person must have?
6. What responsibilities do you feel this person should assume first, and next?
7. How do you view the library program role in early literacy?
8. How do you view the library program role in content learning, e.g., science, social studies, math, or information research skills?
9. What would be your preference for the organization of library books? Would you prefer to see them in the library or in the office?
10. How do you view the library program role in school improvement activities e.g. in light of the discussions at your school about testing data?
11. What, if anything, would keep you from using a school library?

Focus Group Topics Initiated By Teachers and Improvised Questions

12. What expectations do you feel are realistic for a library staff member working for associate-level pay?
13. Would you want to plan collaboratively and co-teach with a certified school librarian? If so, how?
14. How do you feel about the Guided Reading program?
15. How do you feel about the Reading Counts program?
16. How do you feel about classroom libraries and school libraries?
17. Do you feel the kids are tech-savvy?
18. Supposing your district hired a certified school librarian and then the state legislature offered additional waivers. Is there something that the teacher librarian could do while here that would seem convincing enough for that position to be sustained?
19. Do you feel a part time teacher librarian could accomplish this?

Library Associate Interview

1. What thoughts come to mind when you think about libraries in general – any type?
2. What do you think the ideal school library program would be like?
3. How or where have you developed your perspective about what to expect in a school library program?
4. Tell me about this building's school library program, from your perspective as someone who has only been here nearly 2 months.
5. In what ways does this school library fit the ideal school library program description?
6. As you were interviewed and as you've started your work here, what specific skills or abilities do you feel have been emphasized by the administration? Principal? Superintendent? Teachers?
7. What responsibilities do you feel have been emphasized?
8. What do you feel are the most important skills or abilities for this position?
9. What do you feel are the most important responsibilities in this position?
10. What responsibilities do you feel are realistic and what responsibilities are the ideal?
11. How have you come to these conclusions?
12. Do you feel it is more the teacher's or the librarian's responsibility to guide students in their reading selections?
13. Do you feel it is more the teacher's or the librarian's responsibility to teach students research skills?
14. Do you feel it is more the teacher's or the librarian's responsibility to teach students technology skills?
15. Do you feel the kids are tech – savvy?
16. How do you view the library program role in early literacy?
17. How do you view the library program role in content learning, e.g., science, social studies, math, or information research skills?
18. In light of the grant funded project you talked about, do you think that your school library played an adequate role in what you did or could have it been improved?
19. Would you want to plan collaboratively and co-teach with the teachers? If so, how?
20. How do you view the library program role in school improvement activities e.g., in light of district discussions about testing data?
21. From your knowledge of Guided Reading, where do you see the library fitting in?
22. What do you feel are positives or negatives of programs like Reading Counts or Accelerated Reader?

Administrator Interviews

1. What thoughts come to mind when you think about libraries in general – any type?
2. What do you think the ideal school library program would be like?
3. How or where have you developed your perspective about what to expect in a school library program? Describe your libraries as a student, teacher, etc.
4. In what ways does your school/district library fit the ideal school library program description?
5. Tell me about your school library program here past and present.
6. What do you believe are the responsibilities of a certified teacher-librarian?
7. What would be the primary responsibility of a certified teacher librarian?
8. What are the job responsibilities of your library associate?
9. What would you say is the primary responsibility in the job?
10. What responsibilities do you feel are realistic for a library associate and what responsibilities are the ideal?
11. How have you come to these conclusions?
12. What do feel your teachers want from a school library program?
13. How do you expect teachers to make use of the school library program and the librarian?
14. How do you communicate with teachers about expectations regarding the library?
15. Do you feel it is more the teacher's or the librarian's responsibility to guide students in their reading selections?
16. Do you feel it is more the teacher's or the librarian's responsibility to teach students research skills?
17. Do you feel it is more the teacher's or the librarian's responsibility to teach students technology skills?
18. Do you feel it is more the teacher's or the librarian's responsibility to assess students' technology skills?
19. Do you feel the kids in the district are tech – savvy?
20. How do you view the library program role in early literacy?
21. How do you view the library program role in content learning e.g. science, social studies?
22. How do you view the library program role in school improvement activities?
23. What are your plans for future budgeting for library materials?
24. During the State Accreditation visit, did the school library program come up anywhere throughout the visit or in the report?
25. What are your plans for meeting the reinstatement of the teacher librarian and school library program requirement?
26. How do you view the library program role with regard to Guided Reading and Reading Counts programs?

APPENDIX B

DATA CODES

Roles of the Teacher Librarian

AD--	Program Administrator
CM--	Information Specialist / Collection Management
P--	Instructional Partner
T--	Teacher

Program Administrator

ADVis	Visioning (Library Program)
ADCom	Communication (Public Relations)
ADBud	Budgeting (Library Materials)
ADFac	Facility (Access/Atmosphere)
ADTec	Technology Equipment Management
ADImp	School Improvement Support

Information Specialist

CMR	Collection Management Resource Specialist
CMS	Collection Management Selection
CMW	Collection Management Weeding
CMO	Collection Management Organization
CMC	Collection Management Circulation and Shelving
CMA	Collection Management Automation
CMT	Collection Management Teacher Resources

Instructional Partner

PAR	Partnering (Collaborative teaching)
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Teacher

TEA	Teaching (general)
TEC	Teaching Technology
TRE	Teaching Research
TRG	Teaching Reading Guidance
TGR	Teaching Guided Reading
TRC	Teaching Reading Counts
TST	Teaching Storytelling / Read Aloud
TLO	Teaching Library Organization
TLE	Teaching Library Exposure
TLB	Teaching Library Behavior
TCO	Teaching Content
TSE	Teaching Source Evaluation

TIS	Teacher In-service
TAS	Teacher Assistant (helper, take class, specials)
TIQ	Teaching Inquiry

Non-Role Codes

ZROL	Professional Role Confusion
ZTIM	Full/Part Time in Building
ZLEG	Legislative Issues
ZENR	Enrichment/ Supplemental Purpose
ZOBJ	Testing/Objectification of Education
ZNEG	Negative Feeling-nonspecific
ZPUB	Public Library Connection
ZDEM	Democratic Ideal
ZPRI	Priorities (District Budget)
ZCLL	Classroom Libraries
ZBGR	Background with Libraries

Interview and Focus Group Questions and Topics Codes

SLLib	Libraries in General
SLVis	School Library Vision
SLPro	School Library Program (past/present)
SLPer	School Library Personnel
SLExp	School Library Expectations
SLCom	School Library Communication
SLTec	School Library Technology
SLLit	School Library Literacy
SLCon	School Library Content Learning
SLImp	School Library School Improvement
SLBud	School Library Budget
SLAcc	School Library State Accreditation
SLLeg	School Library Legislation
SLTim	School Library Part/Full Time
SLOrg	School Library Organization
SLBgr	School Library Background experiences

Interpretation Codes

INV	Invisibility of Professional Librarian Roles
IDE	Identity Crisis of Teacher Librarian
BLA	Blaming Others
DIS	Disconnect Values from Own Actions
MIN	Resulting Minimalization of Teacher Librarian Role
HYG	Hegemony

APPENDIX C
EDUCATOR QUESTIONNAIRE

Please complete the following information. Your participation is voluntary and respondent anonymity is guaranteed.

College Degrees: ___ BA/BS Area(s): _____

___ MA/MS Area(s): _____

___ Ph.D/Ed.D Area(s): _____

___ Other Area(s): _____

All areas of certification (e.g., endorsements) _____

Grade level taught during the 2006-07 school year: _____

Other grades taught _____

Total years of experience in current grade level assignment _____

Total years of experience teaching at current school _____

Total years of experience as an educator _____

Describe any experiences (positive or negative) you've had with libraries in general, meaning any type of library, public, school, college? _____

How did you first find about the reinstatement of the Teacher Librarian and School Library Program requirement into the 2007 Iowa Code? _____

When did you find this out?

___ During the past few weeks

___ 1-3 months ago

___ 4-6 months ago

___ 6-12 months ago