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School librarians are teachers too!: University of Northern Iowa teacher education majors and their perceptions of the role of the school librarian

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School librarians are teachers too!: University of Northern Iowa teacher education majors and their perceptions of the role of the school librarian

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Abstract

The problem identified by this research is students in the University of Northern Iowa's teacher education preparatory programs may not understand the role of the school librarian as a teacher and instructional partner. This research was a quantitative investigation into the perceptions of undergraduate students enrolled in the Teacher Education Program at the University of Northern Iowa regarding the role of the school librarian.

School Librarians are Teachers Too!

University of Northern Iowa Teacher Education Majors and Their Perceptions of the Role
of the School Librarian

This Graduate Research Paper

Submitted to the

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by

Colleen Nelson

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Titled: School Librarians are Teachers Too! University of Northern Iowa Teacher
Education Majors and Their Perceptions of the Role of the School Librarian

Has been approved as meeting the research requirements for the degree Master of Arts.

Date Approved

Graduate Faculty Reader

Date Approved

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Abstract

The problem identified by this research is students in the University of Northern Iowa's teacher education preparatory programs may not understand the role of the school librarian as a teacher and instructional partner. This research was a quantitative investigation into the perceptions of undergraduate students enrolled in the Teacher Education Program at the University of Northern Iowa regarding the role of the school librarian.

This research used the survey methodology. The population was limited to undergraduate students completing student teaching through the University of Northern Iowa's Teacher Education Program. Data was collected from 29 students participating in student teaching at the Waterloo and Cedar Falls student teaching centers through the University of Northern Iowa during the spring semester of 2007. This research did not include graduate students, students pursuing a second bachelor's degree, or students who have previous teaching experience or have held a teaching license in other states.

The research found that teacher education preparatory courses at the University of Northern Iowa infrequently and inconsistently discuss the role of the school librarian with students. It also found that the majority of participants perceived the roles of school librarians to be resource providers and program administrators. The data indicated that while participants identify many people as fellow teachers, they do not relate that identification to school librarians when planning for instruction.

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Chapter One

As the essential link who connects students, teachers, and others with the information resources they need, the library media specialist plays a unique and pivotal role in the learning community. To fulfill this role, the effective library media specialist draws upon a vision for the student-centered library media program that is based on three central ideas: collaboration, leadership, and technology (American Association of School Librarians & Association for Educational Communications and Technology, 1998, p. 4).

Librarian/media consultant—Develops [sic] plans for and manage [sic] the use of teaching and learning resources, including the maintenance of equipment, content material, services, multi-media, and information sources (National Center for Education Statistics, 2005, p. H-3).

Introduction

These two definitions of what a school librarian does, or the role of the school librarian, illustrate a common and continuing problem for today's school librarian. The large discrepancies between these definitions show just how misunderstood the role of the school librarian is in our society. The AASL definition clearly spells out the librarian's role as a teacher, information specialist, instructional partner, and program administrator, yet the NCES definition seems to indicate that the role of the school librarian should be limited to only administrative duties. To understand what a school librarian does, one must look beyond the idea of the school librarian as a mere keeper of books and understand how a school librarian works everyday as a teacher, information

specialist, instructional partner, and program administrator. This research investigated the perceptions of undergraduate students enrolled in the Teacher Education Program at the University of Northern Iowa towards the role of the school librarian.

School Librarian as Teacher

As a teacher, the school librarian performs many of the same duties as the classroom teacher. He/she plans curriculum, prepares lessons, gathers materials, conducts student assessments, and evaluates student work. In addition, school librarians actively collaborate with classroom teachers to plan and implement units of instruction.

Information Power (AASL & ACET, 1998) states that, “Collaboration between the school library media program and the other partners in the learning community enriches both the program and encourages communication in all directions” (p. 125). Since classroom teachers and school librarians perform many of the same duties as teachers, collaboration between them would seem to be an easy and natural process, yet that is often not the case.

Oberg (1990) found that classroom teachers are often reluctant to collaborate with school librarians because of the nature and practice associated with teacher education programs. Teachers train to work in isolation, receiving few opportunities to work with more experienced teachers, and teachers’ personal experiences as students influence their actions and behaviors as teachers (Oberg, 1990). These factors can become huge impediments to collaboration between classroom teachers and school librarians, but they are possible to overcome through education and advocacy.

School librarians are not alone in their efforts as advocates for collaboration. Although recent research (O’Neal, 2004) has found that some school administrators do

not promote collegial partnerships between teachers and school librarians, many school administrators are seeing the light about the benefits of collaboration. As a school principal, Sanders (2002) strongly supports collaboration as a way to improve student learning and achievement, and encourages other school principals to make their schools' librarians important members of their teaching teams. Sanders also acknowledges that collaboration is more than deciding who will do what; it necessitates students and teachers seeing the school librarian in an active teaching role and recognizing that the school librarian acts primarily as a teacher.

School Librarian as Instructional Partner

Closely tied to the teacher role, the instructional partner role extends the school librarian's responsibilities to include educating and assisting teachers in the instructional process. The school librarian is responsible for collaborating with and instructing the teachers in his/her school. As an instructional partner the school librarian, "...works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards" (AASL & AECT, 1998, p. 5). This puts the school librarian on equal terms with the classroom teacher and reinforces the team dynamic necessary for student success and achievement.

Collaboration is one way for the school librarian to fulfill the role of instructional partner. Reflecting on the standards and guidelines from the AASL, Morris (2004) asserts that in order to collaborate effectively with teachers, the school librarian must be familiar with instructional design. There is also a need for more information about the collaborative process by school librarians. This researcher would add that as partners

with school librarians, classroom teachers also need more information about the collaborative process.

Research in Iowa has documented the importance of school librarians to student learning and achievement (Rodney, Lance, & Hamilton-Pennell, 2002). However, in Iowa and across the country the role of the school librarian continues to be misunderstood by teachers and administrators. These are the people who work most closely with the school librarian and whom one would expect to have the clearest understanding of the role of the school librarian (O'Neal, 2004). In order to change this, the school librarian must work closely with administrators and teachers to demonstrate the roles of teacher and instructional partner. One way to achieve this is through collaboration.

Although the Iowa State Legislature has yet to formally recognize the importance of a certified librarian in every school, in 2006 the legislature reinstated a 1966 mandate for a teacher-librarian in every school district (<http://nxtsearch.legis.state.ia.us/NXT/gateway.dll/IAC?f=templates&fn=default.htm>). The Department of Education has acknowledged the importance of collaboration in the Iowa Teaching Standards and Model Criteria (<http://www.iowa.gov/boee/stndrds.html>). Standard Eight is concerned with teachers satisfying the professional obligations established by their districts. The model criteria for this standard states, "Collaborates with students, families, colleagues, and communities to enhance student learning" (<http://www.iowa.gov/boee/stndrds.html>). As a colleague, the school librarian is an ideal person with whom teachers can collaborate.

Promoted often as a way to improve student achievement and learning, collaboration has added benefits for teachers and school librarians. Milbury (2005)

suggests that collaboration allows the school librarian to model teaching methods and practices to classroom teachers and work in a role not often seen by classroom teachers. Milbury also suggests that collaboration can lead to work with student teachers; this work demonstrates the power of collaboration and the role of the school librarian as an educational leader to future teachers who will seek out and expect similar services when they begin to teach. In order to change the perception about the school librarian, teacher education programs must inform students about the work and role of the school librarian.

University of Northern Iowa Teacher Education Program

Since 1876, the Teacher Education Program at the University of Northern Iowa has educated and trained highly qualified and sought after teachers. According to the Iowa Code the University of Northern Iowa as part of its mission, “provides leadership in the development of programs for the preservice [sic] and in–service preparation of teachers and other educational personnel for schools, colleges, and universities” (681.§14.1[262]). The Iowa Code also states that the University of Northern Iowa’s teacher preparation program is to take a leadership role in the field of teacher education (681.§14.1[262]). To fulfill this role the University of Northern Iowa must stay current with changes in the field of education and adjust instruction to reflect the changing needs of society.

The Interstate New Teacher Assessment Support Consortium + technology (INTASC + 1) standards adopted by the University of Northern Iowa for teacher preparation reflect the University’s commitment to uphold the mission given them in the Iowa Code. The eleven INTASC +1 standards reflect the UNI teacher education program’s theme, “Preparing reflective, responsible decision makers in a global and

diverse, democratic society" (<http://www.uni.edu/teached/index.shtml>). These standards offer guidance for students to reflect on their progress towards acquiring the tools and attributes they will need as a teachers.

Rapid changes in technology have had a substantial impact on the field of education. INTASC + 1 principle eleven requires students to become familiar with technology, and as teachers to integrate it effectively into their classrooms (<http://www.uni.edu/teached/students/standards.shtml>). Students in the Teacher Education Program are required to take one of two educational media courses where they learn about various technologies and how to integrate them into the classroom. This researcher has completed one of those courses, and while it offers a solid overview of technology, it is the researcher's opinion that it is not effectively educating students as to the range of technological resources available to them as teachers. Specifically, the course fails to inform students of the various technological support personnel they will be working with as teachers including the school's librarian. The nature of the coursework is to train teachers to work as individuals who depend on themselves to learn about technology and how to integrate it into the classroom.

This practice in isolation is in sharp contrast to INTASC + 1 principle nine, which concerns the practice of reflective decision-making (<http://www.uni.edu/teached/students/standards.shtml>). Part of this principle conveys that students must cultivate the professional colleagues and leadership skills educators need. There is no definition given for the term professional colleagues, however, this researcher asserts that those relationships could include one with the teacher's school librarian. Certainly, that kind of professional relationship or teaching partnership would offer an

immense help to the teacher in terms of instructional design, technology implementation, and fulfilling the Iowa Teaching Standard Eight (<http://www.iowa.gov/boee/stdnrds.html>) which requires teachers to engage in professional collaboration.

In September 2005, the University of Northern Iowa's Office of the Registrar reported 2,741 undergraduate students enrolled as teaching majors. These 2,741 undergraduates will leave UNI as teachers, but what understanding will they have about the role of the school librarian as a teacher and instructional partner? More importantly, how is the Teacher Education Program at UNI preparing these 2,741 future teachers to understand these roles?

Problem Statement

Students in the University of Northern Iowa's teacher education preparatory programs may not understand the role of the school librarian as a teacher and instructional partner.

Research Hypotheses

1. None of the teacher education preparatory courses at the University of Northern Iowa discuss the role of the school librarian with students.
2. The majority of teacher education majors at the University of Northern Iowa will perceive the role of school librarians to be resource providers.
3. The majority of teacher education majors at the University of Northern Iowa will perceive the role of school librarians to be program administrators.
4. None of the teacher education majors at the University of Northern Iowa will identify school librarians as teachers and instructional partners.

Definitions

School librarian/media specialist/teacher-librarian – A librarian trained to deliver library services to students in a school library media center on a walk-in basis or at the request of the classroom teacher. In addition to managing daily operations, the library media specialist supports the curriculum through collection development, teaches research and library skills appropriate to grade level, assists students with reading selections appropriate to reading level, helps classroom teachers integrate library services and multimedia materials into instructional programs, establishes standards of behavior for the library, and assists students in developing information-seeking skills and habits needed for lifelong learning. Certification is required in many states. Synonymous with school librarian [*sic*] (Reitz, Online Dictionary for Library and Information Science, http://lu.com/odlis/odlis_s.cfm, 2005). This paper will use the term school librarian.

School library/media center/library media center – A library in a public or private elementary or secondary school that serves the information needs of its students and the curriculum needs of its teachers and staff, usually managed by a school librarian or media specialist. A school library collection usually contains books, periodicals, and educational media suitable for the grade levels served (Reitz, Online Dictionary for Library and Information Science, http://lu.com/odlis/odlis_s.cfm, 2005).

This paper will use the term school library.

Assumptions

It is assumed that the researcher is competent to create, administer, and interpret the findings from the data collected. It is assumed that as a student in both the School Library Media Studies program and the Teacher Education program at the University of

Northern Iowa, the researcher is familiar with the course of study in both programs and the value and practicality of this research.

Limitations

This research was limited to undergraduate students pursuing a teaching license. Included are: early childhood, elementary, middle, and secondary programs offered at the University of Northern Iowa. Data collected was from students participating in student teaching at the University of Northern Iowa during the spring semester of 2007. This research did not include graduate students, students pursuing a second bachelor's degree, or students who have previous teaching experience or have held a teaching license in other states.

Significance

This research could reveal deficits in the teacher education programs at UNI, which if corrected could lead to increased collaboration between classroom teachers and school librarians. In addition, this research could aid current school librarians by giving them a glimpse of the attitudes and perceptions of the role of the school librarian held by students who are soon to enter the teaching profession and whom they encounter as student teachers in their schools. This would enable them to better focus their collaboration and advocacy efforts with teachers and administrators.

Chapter Two

Literature Review

Introduction

The purpose of this paper is to investigate the perceptions of undergraduate students enrolled in the Teacher Education Program at the University of Northern Iowa towards the role of the school librarian. Students in the University of Northern Iowa's teacher education preparatory programs may not understand the role of the school librarian as a teacher and instructional partner. Research shows that recent related studies fall into three areas; state surveys on the impact of school libraries on student test scores and achievement, rates and effects of collaboration, and perceptions of teachers.

Importance of School Librarians to Student Achievement – The State Surveys

Students' learning and achievement demonstrates the importance of school librarians and classroom teachers working together as professional teaching partners. Several states have undertaken research to explore the impact school libraries have on student learning and achievement. These studies have looked at several factors, including what constitutes quality school library programs, how collaboration benefits students, and how quality school library programs affect student test scores in reading.

Multiple state studies have found that student test scores in reading improve as the quality of the school's library program improves. In 2000, Lance, Rodney, and Hamilton-Pennell conducted a follow-up to their 1993 Colorado study, "The Impact of School Library Media Centers on Academic Achievement." The purpose of this second study in Colorado was to determine if the finding of the original study were still true using a

different kind of test as the indicator of academic achievement. The second Colorado study also explored the role of technology in achievement and the types of collaboration most likely to help students meet academic standards (Lance et al., 2000, p. 12).

Lance, Rodney, and Hamilton-Pennell's 2000 Colorado study employed a survey of school library programs that focused on library hours, library staff and their activities, technology, library usage, library resource collections, and library finances. The population included 124 (14%) of the public schools in Colorado that serve grade four, and 76 (19%) of the public schools in Colorado that serve grade seven (Lance et al., 2000, p. 29). For the study the schools were viewed as two separate sample groups, one serving each grade given the Colorado Student Assessment Program reading test which is routinely administered to fourth and seventh grades (p. 34).

The second Colorado study's findings supported the original study's findings. Specifically, the study found that CSAP reading scores increased with an increase in library program development, information technology, collaboration between teachers and school librarians, and individual visits to the school library (Lance et al., 2000, p. 77). The study also found that these increases in scores could not be explained away by other school or community conditions (p. 77).

The study identified library program development in terms of the library's level of staffing, the library's variety and quantity of resources, and the library's level of funding (Lance et al., 2000, p. 39). The study found that in 1998-1999, 54% of the elementary school library programs with higher staffing levels reported average or above average levels of fourth grade students reading at grade level (p. 39). This is contrasted with the three out of five elementary school library programs with less staffing who reported

below average levels for that same time period and population. Similarly, 55% of the middle school library programs with higher staffing levels reported average or above average percentages of seventh graders reading at grade level, and again at the middle school level 54% of the school library programs with less staffing reported below average percentages of seventh graders reading at grade level (p. 40). This finding would indicate that students in schools with higher staffing levels in the library are more likely to read at grade level.

The study also found that Colorado Student Assessment Program (CSAP) reading scores and staffing levels are related regardless of other school and community factors (Lance et al., 2000, p. 64). Regression analysis showed that staffing, collection, and funding levels have positive and statistically significant effects, even when controlling for other school and community factors. For example, even when years of experience decline for elementary and middle school teachers, CSAP reading scores climb as weekly library staff hours increase (p. 67).

Technology also had an impact on student test scores. The ratios per 100 students of networked computers providing access to library resources, the number of networked computers providing access to the Internet, and the number of networked computers providing access to licensed databases had positive and highly statistically significant relationships with each other (Lance et al., 2000, p. 51). At both the elementary and middle school levels, all three ratios loaded highly on a single factor explaining more than 72% and almost 85% of the variation in those computers-to-student ratios (p. 55). Clearly, technology tied to a strong library program by access to library resources and licensed databases impacts student learning and achievement.

The study also identified collaboration as having an impact on student test scores (Lance et al., 2000, p. 48). At the elementary level, the collaboration activities found to have positive and highly statistically significant relationships are identifying materials for teachers, teaching information literacy skills to students, and providing in-service training to teachers. At the middle school level, these same relationships existed, as well as planning with teachers and managing information technology. By working together as educational professionals, teachers and school librarians helped student test scores improve.

In conclusion, the study found that schools with higher Colorado Student Assessment Program reading scores have stronger library programs as evidenced by their collection, collaboration and leadership, and technology resources. For a 50% increase in the library program's investment in these three areas there is an associated 100% increase in a school's percentage of grade level readers (Lance et al., 2000, p. 74). The study also found that there are as high as 25% gains when the library's staff takes a confident leadership role, teaching information literacy skills and encouraging a feeling of collegial collaboration with teachers and administrators (p. 74).

The Colorado study recommended that library programs be adequately staffed and funded. In addition, library staff must assert themselves as leaders in their schools and administrators must do as much as possible to ensure that staff supports the librarian and the library program in the school. The study concluded that administrators should adopt policies and practices that encourage communication and collaboration between school librarians and classroom teachers, that make information resources widely available to

teachers and students, and that provide access and training for the use of high-quality licensed databases.

A similar study conducted in Iowa (Rodney, Lance, & Hamilton-Pennell, 2002), reached many of the same conclusions as the second Colorado study (Lance, Rodney, & Hamilton-Pennell, 2000). Iowa Area Educational Agencies led by the Mississippi Bend AEA conducted this study in an effort to see whether the research done in other states on the impact of school libraries on reading scores could be replicated in Iowa. The study sought to identify characteristics of library programs that affect academic achievement, to assess how collaboration impacts the effectiveness of library programs, and to examine the role of technology in library programs.

The problem identified by the study was a decline in Iowa school library programs and the purpose of the study was to document the impact of school libraries on student achievement and share this information with school boards, superintendents, teachers, and school librarians across the state (Rodney et al., 2002, p. 1). To study this a survey was conducted of 169 (23.6%) of Iowa public schools serving fourth graders, 162 (40.3%) of Iowa public schools serving eighth graders, and 175 (47.3%) of Iowa public schools serving eleventh graders (p. 29). Library programs received this survey, the focus of which was library staff and their activities, library hours of operation, technology and library usage, library resources and collections, and library funding. Data was collected about students, teachers, and the Iowa Test of Basic Skills reading scores of the fourth and eighth graders and the Iowa Test of Educational Development for eleventh graders (p. 33). For the purposes of the study, these three age groups were treated as separate samples. The study used bivariate correlation to examine the relationship and strength

between possibly associated factors, factor analysis to establish relationships between associated variables, and regression analysis to assess the relationships between multiple predictor variables (p. 36).

From these analyses, the study found several library predictors related to reading scores. At the elementary level, reading scores tended to be higher when there was a library program with the following characteristics: more staffing hours, staff who spend more time working collaboratively with teachers to plan and implement units, and staff who spend more time managing school computer networks (Rodney et al., 2002, p. 42). Scores at this level also tended to be higher when library collections included more volumes per student, more magazine and newspaper subscriptions, more videos per 100 students, more recent copyright dates especially for reference materials, and higher levels of in-library usage of materials (p. 42).

At the middle school level, reading scores tended to be higher when there was a library program in place with the following characteristics: longer library hours before school, when the library has more weekly hours of library staff per student, and when the library is used more frequently by students overall (Rodney et al., 2002, p. 43). These same schools also reported higher levels of students visiting the library with a class, of students receiving instruction in information literacy, and of students using library information resources that may not be available to them outside the school (p. 43).

At the high school level, reading scores tended to be higher when the library program included the following characteristics: there are more weekly hours of library staffing per student; the library offers more hours of reading incentive activities for

students; and the library has larger collections of audio materials including audio cassettes and compact discs (Rodney et al., 2002, p. 44).

These predictors combine to form a single library media development factor used in the study. The study concluded that Iowa reading test scores rise with the development of the school library program. The relationship between the two could not be explained away by other school or community conditions at the elementary level, by other school conditions at the middle school level, and at the high school level there was insufficient variation to make further claims (Rodney et al., 2002, p. 73). Specifically, Iowa reading test scores rose with the library staff hours per 100 students, total staff hours per 100 students, print volumes per student, and periodical subscriptions per 100 students (p. 73).

The study concluded that school and community differences could not explain away the impact of library programs on student success. The school differences examined by the study included school district expenditures per pupil, teacher/pupil ratios, and the percentage of classroom teachers with master's degrees. The community differences examined by the study included the number of children in poverty, racial/ethnic demographics, and adult educational attainment (Rodney et al., 2002, p. 73). Consideration of these other factors indicated that the library program's development alone accounted for about 2.5% of variation in Iowa reading scores for fourth and eighth graders (p. 73).

The study also concluded that a strong library program is one that is adequately funded, staffed, and stocked, whose staff are actively involved leaders with collegial and collaborative relationships with classroom teachers in the school, and whose staff embraces networked information technology (Rodney et al., 2002, p. 74). The study

states, “Students succeed where the LMS [sic] is a consultant to, a colleague with, and a teacher of other teachers” (p. 74).

In light of these findings, the Iowa study recommends library programs receive appropriate funding for the necessary professional and support staff, information resources, and information technology. In addition, school librarians must assert themselves as leaders in their schools, working collaboratively with teachers and taking responsibility for teaching information literacy skills to all students. Like the second Colorado study, this study asseverates that administrators adopt policies and practices that support the school library program and encourage teachers and school librarians to work collaboratively as educational professionals (Rodney et al., 2002, p. 91). The study states that the library program must be a fully integrated part of the school in order for students and teachers to receive information literacy instruction and to have access to the best possible information resources and technology (p. 91).

While the second Colorado study and the Iowa study examined the impact school libraries have on reading scores of standardized tests, there has been other research conducted to investigate the ways in which school libraries can help students learn. The Ohio state study (Todd & Kuhlthau, 2003) sought to provide a detailed look and statistical evidence of how school libraries can facilitate student learning, and to suggest recommendations for further research, educational policy development, and tools for school librarians to track how their school library impacts student learning (p. 2).

This study utilized the concept of *helps* provided to students by their school library to investigate its impact on student learning. The study looked at both the nature and extent of these helps in relation to student learning as well as measuring the extent of

these helps as perceived by students and staff (Todd & Kuhlthau, 2003, p. 2). It is important to note that the population for this study consisted of thirty-nine schools in Ohio identified by the researchers as having an effective school library programs and credentialed school librarians. The researchers used the Ohio Guidelines for Effective School Library Media Programs and a validation from an Ohio Experts Panel to select the participants (p. 3). Since the research was not studying the actual impact of the school library on student performance, but rather best practice and the impact of an effective school library program and students' and staffs' perceptions of its impact, this population was appropriate for the purposes of the research.

The study used two web-based surveys to collect data from students in grades three through twelve and staff. The student survey focused on identifying the ways in which the library helped students with their learning, and consisted of a Likert response to forty-eight statements of help and an open-ended critical incident question that allowed students to state specific examples of how the library helped them (Todd & Kuhlthau, 2003, p. 3). The staff survey focused on academic achievement, and consisted of the same forty-eight questions with a change in person as well as an open-ended question that allowed staff to identify evidence supporting their perceptions of how the library helps students (p. 3).

From the student survey, the study found that statistically 99.4% of the sample indicated that the library and its services, including the role of the school librarian, helped them in some way, with their learning as related to the survey's forty-eight questions (Todd & Kuhlthau, 2003, p. 5). In schools identified by the researchers as having

effective and appropriately staffed library programs, the vast majority of students reported the library as being helpful in their learning.

The top three helps identified by both students and staff were, “find and locate information,” “using computers in the school library, at school, and at home,” and “use information to complete school work” (Todd & Kuhlthau, 2003, p.19). Interestingly, students identified “find and locate information” as the biggest help followed by “using computers in the school library, at school, and at home” and “use information to complete school work,” while staff identified “using computers in the school library, at school, and at home” followed by “find and locate information” and “use information to complete school work.” Notably, the most important helps for students and staff remained the same even though the way they perceived their importance differed.

The open-ended question identified nine additional helps provided by the school library. The study states these nine helps are:

saves me time doing school work...enables me to complete my work on time...
helps me by providing a study environment for me to work...helps me take stress
out of learning...helps me know my strengths and weaknesses with information
use...helps me think about the world around me...helps me do my work more
efficiently...provides me with a safe environment for ideas investigation...helps
me set my goals and plan for things (pp. 13-14).

In this regard, students identified the ways in which the school library enables them to plan and achieve academic goals and successes.

The Ohio study found that effective school libraries are a dynamic force in students’ learning (Todd & Kuhlthau, 2003, p. 20). The participants’ responses

demonstrated how school libraries do more to help students than just providing access to information. The study states, “What is clearly perceived to be of help is the library’s part in engaging students in an **active process** [*sic*] of building their own understanding and knowledge – *the library as an agency for active learning* [*sic*]” (p. 20). Rather than being a passive place where information is stored, effective school library programs are dynamic and are instrumental in teaching students the information literacy skills needed for academic success and achievement.

The study concludes that three areas are essential for effective school libraries. The study asserts that the school library should be informational, transformational, and formational (Todd & Kuhlthau, 2003, p. 20). It is a place where students and staff go to find sources of information, to learn the skills needed to effectively use and find information, and to use technology. It should also contribute to students’ knowledge creation, use of information resources, and appreciation of literature and reading.

Todd and Kuhlthau’s 2003 Ohio study recommends that all school library programs include a credentialed school librarian who is an active and practicing teacher of information literacy skills to students (p. 24). In addition, all school librarians should practice ongoing collaborative teaching with classroom teachers to increase students’ learning (p. 24). The study acknowledges that school librarians must have a clearly defined role that the school’s staff and administration understand and support. The school library needs to have a strong basis and appropriate support for technology. Finally, the study concludes that in order to make all school libraries effective places of learning for students, an open and active dialogue must continue between everyone involved in the educational field (p. 24).

The researchers (Todd & Kuhlthau, 2003) also reflect upon possible implications for this study. They suggest, “The dynamics of the school librarian as an information learning specialist...particularly through effective school libraries needs to be positioned as mainstream educational best practice in both programs of teacher education and education of school librarians” (p. 25). The researchers go on to suggest that these programs include a comprehensive instruction on the role of the school librarian in regards to instructional design and implementation as well as instruction on the role of the school librarian as a reading expert. While the research found that school libraries and librarians have a great impact on students’ and staffs’ perceptions of help, there is much more to do to ensure that effective school library programs are available to every student.

Rates and Effects of Collaboration between Teachers and School Librarians

In studying collaboration between teachers and school librarians, researchers have identified several factors that either motivate or inhibit collaboration. Teacher perceptions of the role of the school librarian, the school’s culture, and teacher ethos pertaining to working collaboratively are factors that serve as a basis for research into the rates and effects of collaboration between teachers and school librarians. This research extends beyond looking at the perceptions held by teachers, and instead, examines how collaboration occurs or does not occur between teachers and school librarians.

Van Deusen’s (1996) research on the school librarian as a member of the teaching team looks at how the school librarian acts as a teaching consultant in the school and how working with the school librarian impacts teacher planning. The research was a case study of the instructional planning process between a school librarian and teachers at an Iowa elementary school in its first year of operation.

The school was chosen because it was designed and staffed to feature visible collaboration with teachers acting as leaders and parents as partners in the learning process (Van Deusen, 1996, p. 232). Building community was a central part of the school's mission and daily operations. The curriculum was resource based and there was no use of reading, language arts, or social studies textbooks. Van Deusen felt this school offered the best opportunities to observe collaboration and curriculum building between teachers and a school librarian.

The data were collected by formal audio taped interviews with teachers, the principal, and the school librarian, audio taped observations of the faculty and planning committee meetings, informal visits and observations, and documents such as the school's mission statement and goals and printouts of emails between the school librarian and the teachers (Van Deusen, 1996, p. 233). Teachers interviewed used a checklist of the team task role(s) played by the school librarian to identify the role(s) played by that individual during team meetings. There was an analysis and coding of the audiotapes. From this, Van Deusen identified three major themes: resources, planning, and coordination (p. 234).

Teachers and the principal identified that the school librarian improved the quality and kinds of resources used for instruction (Van Deusen, 1996, pp. 234-235). Teachers asserted their confidence in the general excellence of resources provided by the school librarian, both print and electronic. Trust in the abilities of the school librarian to find resources was rated highly by the participants. Related to this, participants identified that notifying the school librarian well in advance was important for the finding of quality

resources. Teachers recognized the school librarian's efforts in attending planning meetings so that needs could be identified as early as possible (p. 235).

Teachers also stated that the school librarian improved the communication between teachers and among the teaching teams at the school (Van Deusen, 1996, pp. 240-241). By attending planning meetings and speaking regularly with all teachers, the school librarian was able to gain a full understanding of what each teacher in the building was doing and preparing to do with their classes. This led to the school librarian communicating and coordinating with teachers about the intentions and actions related to instruction of other teachers in the building. Without the school librarian, this type of widespread communication would not have been taking place.

The third major theme identified by Van Deusen (1996) was planning. Teachers stated that the school librarian focused their instruction by offering observations and questioning them about their goals for students (pp. 237-238). Teachers also stated that they rely on the school librarian in determining the needs of individual students. Van Deusen found that the school librarian offered teachers a new perspective on instruction and planning. Teachers viewed the school librarian as an objective third party who helped to focus and clarify instruction and who prompted them to test their instructional plans against the school's mission and philosophy. Even when the school librarian was not actively collaborating with teachers, there was still an impact made by this person upon teachers' planning and instruction.

When collaboration occurred the school librarian acted as an instructional partner with teachers. Subsequently, teachers' expectations for the school librarian changed from providing resources to being an active part of the planning and instructional processes.

Van Deusen (1996) identifies collaboration as a way for school librarians to move from being an objective third party viewed by teachers as an outsider, to being an insider who is an integral part of the teaching teams (pp. 243-244).

Van Deusen (1996) concludes that the school librarian is a positive contributor to the instructional and planning processes and that teaching improves in the areas of goal clarification and planning when school librarians communicate regularly with teachers (p. 246). In addition, teachers benefit from the unique perspective provided by the school librarian in regards to instructional and planning processes. Van Deusen asserts that these positive contributions are a powerful reason to make the school librarian a part of the school's teaching team.

Van Deusen (1996) offers several suggestions for both pre-service teachers and school librarians to improve the rates of collaboration and understanding of the role of the school librarian (p. 247). Pre-service school librarians must become specialists on the evaluation and selection of print and electronic resources, they must develop the skills to collaborate effectively with teachers, and they must be able to understand teachers' instructional goals and the instructional design process. Pre-service teachers and administrators must understand the role of the school librarian and how he/she can be a partner in instructional design and implementation. As previous researchers have mentioned, awareness and understanding will further improve teacher-school librarian professional relationships.

Van Deusen (1996) concludes that the school librarian is both insider and outsider and makes beneficial contributions to teachers in both capacities. As an outsider, the school librarian is not a classroom teacher, but teachers respect him/her as a professional,

and his/her contributions to the teaching team's efforts are valued. As an insider, the school librarian is part of the instructional team and offers advice and focus to teachers in a non-supervisory position.

Van Deusen's (1996) research primarily offers a look at how teachers view collaboration, but it is also useful to examine how school librarians view collaboration. In the simplest terms, collaboration requires two or more parties to work together in order to produce some sort of product. When we look at education, however, collaboration is a much more complex process that requires full participation from all the parties involved. Examining the perspectives of both teachers and school librarians regarding collaboration offers a fuller picture of the complexity of this process.

Beaird's (1999) research investigated whether increased collaboration amongst the school librarian and other school personnel would change the teachers' perceptions of the role of the school librarian. This research focuses on the effects of increased collaboration on the perceived role of the school librarian as well as what factors inhibit and enhance collaboration and what changes would be evident in teaching practices during the collaborative process (p. 5).

To study this, Beaird (1999) used a quasi-experimental method (p. 9) and collected data from daily logs, plans, and questionnaires. Beaird used statistical analysis on data collected from instruments designed for the study, and common themes were identified using content analysis. The study's population included seven school librarians working at schools that serve grades pre-kindergarten through eight in a suburban school district in north central Texas, and the four classroom teachers targeted by each school librarian for collaboration (p. 37). Beaird also designated a control group of teachers in

each building who did not participate in increased collaboration, but who did participate in ranking the roles and responsibilities of their school librarian. The school librarians chose teachers based on the teachers' apparent willingness to work collaboratively with another education professional (p. 38).

Beaird (1999) found that school librarians initially perceived that they should be spending the majority of their time in the role of information specialist access and delivery, then learning and teaching, and then in administering the school library program (p. 91). The school's use of a fixed schedule that relegated the school librarian to the role of resource person who provided planning time for classroom teachers supports this initial finding. After the study was complete, the school librarians' perceptions changed to program administration, then information access and delivery, and then learning and teaching (p. 92). It is worth noting, however, that these changes were not statistically significant. Beaird found that school librarians in this study spent the majority of their time completing clerical tasks that made it extremely difficult to complete professional tasks such as collaboration. One participant noted that adequate library staff is necessary for school librarians to fulfill their professional obligations in regards to collaboration (p. 92).

The biggest inhibitor to increasing collaboration was time (Beaird, 1999, p. 110). A fixed schedule and inadequate staff numbers made the school librarians' and teachers' joint meetings during the school day to plan and implement instruction extremely difficult. The school librarians identified strongly with increasing collaboration, in large part because of the importance placed on this during their training to become school librarians, but as the study progressed, they found that other responsibilities such as

cataloging and maintaining the circulating resources took up the majority of their time (p. 92).

Beaird (1999) found that classroom teachers' initial perceptions were the same as the school librarians'; i.e., the majority of the school librarian's time should be spent in the role of information access and delivery, then learning and teaching, and then on program administration (p. 96). Unlike the school librarians' perceptions, the classroom teachers' perceptions did not measurably change over time. Teachers noted that increased collaboration was helpful to them, improved the quality of their units, and increased students' interest in the units. Teachers felt that the most important responsibility of the school librarian was, "planning curriculum content collaboratively with teachers so that instructional and information use is integrated instead of isolated" (p. 98). This perception also did not change over the course of the study. The instructional partner role identified by the teachers is interesting when contrasted with the school librarians' perceptions. The difference between teachers' and librarians' perceptions is even more pronounced in light of the resource person role initially played by the school librarians. However, knowing others' perceptions gives school librarians a clearer idea of others' expectations concerning their role.

One of the most interesting findings from Beaird's (1999) study are the changing perceptions of the control group teachers who were working in the study schools, but not included in the study's population (p. 103). These individuals experienced statistically significant changes over the course of the study. The peripheral group's perceptions changed with an increase in how much time they thought the school librarian should spend providing access to information. Specifically, the information needs of the

peripheral group were sometimes ignored when the school librarian and other teachers spent increasing amounts of time working collaboratively both inside and outside of the library.

The control group in the study rated the teaching of library skills highly because they were used to a fixed schedule where students visited the library while teachers had their planning time (Beaird, 1999, p. 103). The peripheral group, however, changed their perception of this based on their observations of other classroom teachers and the school librarian working collaboratively. This study found that changes in perceptions happen when there is a modeling of collaboration.

Beaird's (1999) research concludes that by working collaboratively, teachers and school librarians decreased their professional isolation and increased their trust and respect for each other as education professionals. The sharing of resources and ideas was found to be a beneficial and enjoyable experience for all parties (Beaird, 1999, p. 107). Both school librarians and classroom teachers acknowledged that collaboration increased student learning and achievement.

Beaird's (1999) study also concludes that increasing collaboration increases teachers' awareness of the resources available from the school library. Through increased collaboration, teachers became aware that the school librarian is a professional educator who can work with them to plan and implement instruction (Beaird, 1999, p. 111). Teachers found that they did not need to work in isolation and that the school librarian is a professional who can help them and answer instructional and resource questions.

Beaird (1999) offers several suggestions for further research. One question for further research raised is, "If pre-service teachers were introduced to collaborative

planning with an information specialist, what changes in teaching practice would result?” (p. 114). Beard states in conclusion that school librarians need to work collaboratively to ensure that student learning and information literacy goals are achieved in their schools.

While Beard's (1999) research focused on implementing collaboration where it had not previously been practiced, further research examines the factors that can contribute to successful collaboration. This type of research serves as a basis for understanding how to create an atmosphere conducive to collaboration. The rates and positive effects of collaboration naturally increase as the attributes, strategies, and environments surrounding the school become supportive of it.

Brown (2004) searched for patterns and consistencies in the personal attributes, strategies, and environment that led to successful collaboration between school librarians and classroom teachers. This study is different from other research in the field, in that it sought out and analyzed responses from a large sample of professionals across the United States including teachers, school librarians, and graduate students in Library Science and Education programs. The researcher and participants asked open-ended questions of each other electronically and during audio taped informal interviews. Coding and analysis of responses identified the major themes and consistencies.

Brown (2004) found that attributes for successful collaboration fall into the categories of social factors and environment factors. Social factors are covert and similar to the qualities that lead to social intelligence (p. 14). Brown identified these qualities as being the social factors that lead to successful collaboration: proactive team leader, shared vision, self-confidence in one's contributions, trust of others, and mutual respect. Environmental factors are overt and ascribed to the circumstances and policies that make

up the ethos of a school (p. 14). Brown identified these qualities as being the environmental factors that lead to successful collaboration: scheduled planning meetings, impromptu discussions between educators, administrative support, defined roles for educators, and flexible scheduling.

Under the category of social factors, Brown (2004) stated that proactive teams should look for ways to increase collaboration even when facing resistance. School librarians should seek out and create opportunities to collaborate rather than focusing their efforts on changing others' behaviors and practices (Brown, 2004, p. 15). Respondents in the study reported a need for collaborators to have common goals and objectives in mind for collaboration to be successful and a need to value each other's input and contributions to the process. Additionally they reported that open communication results in shared vision (p. 16). In addition, open communication increases trust and mutual respect. Trust and respect are crucial to building a shared vision and to open communication. It is difficult to view one another as professional equals and to have equity of responsibility when there is a lack of trust and respect. Respondents reported that successful collaboration was more likely to occur when everyone involved wanted to be involved, and that collaboration that is forced on people by the administration was not as successful because the lack of willingness inhibited communication (p. 16).

Under the category of environmental factors, Brown (2004) stated that time and clearly defined roles are critical to successful collaboration (p. 15). The majority of respondents stated that adequate time to plan and scheduled meetings were important to successful collaboration. In addition, impromptu meeting between collaborators sparked

the creativity of everyone involved, increasing and maintaining the collaborative partners' interest in the process (p. 14). Administrative support influences the amount of time given to teachers and school librarians to plan collaboratively. Respondents also identified it as having a strong influence on the professional atmosphere of the school and as a controlling factor for the allocation of funds needed for school library staff and resources. Some respondents noted flexible scheduling as improving the success of collaboration, but those committed to collaboration noted that a fixed schedule should not be seen as a deterrent to collaboration (p. 14). Of all the environmental factors, respondents identified clearly defined roles as the most important for successful collaboration. Understanding the roles and responsibilities played by each of the collaborators is crucial if collaborators are to work successfully together.

Brown (2004) concluded that it is important for school librarians to promote strength in the social factors. Brown stated that, "Successful collaboration is directly related to quality of relationships, goals, and rewards" (p. 17). If school librarians are proactive team leaders, who have a shared vision and open communication with others in their school, and have self-confidence in their abilities they may be able to get around environmental factors that are out of their immediate control. There may continue to be impediments to collaboration, but improving social factors can lead to an increase in the rate and effectiveness of collaboration.

Recent research undertaken by Moreillon (2005) at Northern Arizona University, "Proposes to identify the factors involved in educating future classroom teachers about collaboration for instruction with teacher-librarians" (p. 1). Moreillon's preliminary report states, "The goal of this study is to suggest critical components of preservice

education and/or first-year teaching experiences, which can influence novice classroom teachers' future collaborations with teacher-librarians..." (p. 1).

Based on a review of the literature surrounding collaboration, pre-service teachers' beliefs about teaching, and learning communities Moreillon (2005) designed a longitudinal, qualitative case study. The study will consist of four online surveys and four interviews administered yearly to the participants as they progress through the teacher education program.

Moreillon (2005) states the population, "...will be juniors and seniors in an undergraduate teacher preparation program offered by a state university at a statewide campus in their local community" (p. 8). Participants will be divided into three groups: group A and half of Group B will attend classes facilitated by Moreillon at an elementary school library where Moreillon was the school-librarian for ten years; group C will attend classes facilitated by a former classroom teacher and principal who has no library experience at a charter school that does not have a library or librarian. The researcher states that data will be analyzed using the following methods, "The closed-ended question responses will be tabulated, and the data will be shared in terms of percentages. The open-ended questions and the interview data will be analyzed using the constant comparative method" (p. 11).

For the pilot study there were sixteen online pre-service teacher education surveys completed in the fall of 2004. Moreillon (2005) states this survey, "focuses on the participant's prior experiences with school and college libraries and librarians and accesses his/her understanding of the roles libraries and librarians can play in schools and her/his experience with classroom-library collaboration" (p. 9).

Findings from the survey indicate that all but one participant attended elementary and middle schools with libraries, and all attended high schools with libraries. The highest number of participants identified themselves as regular library in elementary school at 87%, followed by 44% in middle school, and 50% in high school. And while 87% of participants reported that their classroom teachers worked with the school librarian either sometimes or always, only 19% identified the school librarian as an important part of their experiences in school (Moreillon, 2005, pp. 11-12).

Survey data also indicated that 93% of participants agree or strongly agree that school librarians should be responsible for teaching research skills, while 56% believe school librarians should not be responsible for teaching reading (Moreillon, 2005, p. 12). All of the participants responded with strongly agree or agree that collaboration between school librarians and classroom teachers should increase student achievement (p. 12). The survey also asked participants about whether or not they witnessed collaboration between school librarians and classroom teachers while visiting or working in K-12 classrooms. Moreillon points out that, “although 100% of the participants agreed that school library programs should be a critical part of the school’s literacy program, only 38% had witnessed collaboration” (p. 12).

Moreillon facilitated four classes for the pilot study group and collected data and compiled observations during these classes. During one class it was observed that many participants identified collaboration as increasing educators’ creativity and quality of instruction, but only two participants identified collaboration as increasing student learning (Moreillon, 2005, p. 13). A separate class’s panel discussion on collaboration with teachers, school librarians and principals, prompted many participants to shift their

previously held beliefs on teaching in isolation to a positive belief regarding classroom-library collaboration (p. 16). On another class's final exam participants identified, "Access to more ideas, integrated resources, and increased opportunities for creativity" (p. 17) as benefits of collaboration for students. However, "only one of these preservice teachers mentioned student achievement as a benefit of collaboration" (p.17). The researcher also found that participants in the pilot study were slow to choose collaboration with each other during their fall 2004 teacher-aide practicum, but after those participants shared their collaboration experiences with others many more chose to collaborate during the spring 2005 teacher-aide practicum (p. 18).

Moreillon (2005) suggests based on the literature review and preliminary study, "it is likely that introducing preservice classroom teachers to the benefits of classroom-library collaboration and making a case for implementing this model through practice can speed its institutionalization" (p. 19). Moreillon also concludes, "Collaborative learning and teaching experiences supported by the research on the impact of classroom-library collaboration on student achievement may help privilege this practice and provide future classroom teachers with a firm foundation for integrating collaboration into their professional work" (p. 20).

Perceptions of Teachers

Recent research into the perceptions of teachers has found that they are generally uninformed as to the role of the school librarian as an instructional partner and teacher. This inevitably leads to underutilization of the school librarian as a teacher and instructional partner in many schools. There is a multitude of reasons to explain the

uninformed perceptions of teachers, many of which researchers have endeavored to explore.

Too often, teacher education programs train future teachers to work in isolation from their teaching colleagues. Oberg's research (1990) identified that classroom teachers may find it difficult to collaborate with teacher librarians due to the nature of their training; that is, due to being trained to work in isolation (p.10). Furthermore, Oberg asserts that teacher training promotes a culture of individualism and self-reliance that is antithetical to collaboration (p. 10).

This research (Oberg, 1990) used a textual analysis of professional literature on school culture, teacher training, changing expectations for teaching, and teacher ethos to extrapolate how teacher thinking and belief influences interactions with and perceptions about school librarians. The studies and papers analyzed in this research suggest that the school is a workplace with its own unique culture created and maintained by the teaching professionals who work there. Oberg (1990) finds through these textual analyses that, "Thinking about the school as a workplace gives us a new way to think about the implementation of change in schools" (p. 12). Schools are complex and multi-faceted places where the interplay of teaching professionals often determines the culture and atmosphere of the school.

Related to this idea of the school as a workplace, Oberg (1990) finds that in order for changes in the school culture to be effective they must be multidimensional and multi-faceted to reflect the complex culture of the school. It is not enough to simply employ changes in teacher beliefs. Instead, "Successful change must involve different aspects of the change process: personal, political, and organizational...For a culture to change in a

significant and enduring way, many aspects of that culture must change” (pp. 12-13). Change in school culture cannot be one-dimensional. It must involve all areas of the school, and in this regard, it is useful to view the school as an ecological whole when endeavoring towards change.

Oberg (1990) also analyzes how classroom teaching differs from library instruction, and offers additional explanations for why classroom teachers are reluctant to collaborate with school librarians. The analysis finds that teachers are comfortable working autonomously with strong self-reliance and control over the teaching process. Contrary to this, school library programs promote teaching in collaboration with classroom teachers and a shared responsibility for the planning and instructional processes. Oberg asserts that, “The traditional ethos of classroom teachers, marked by conservatism, individualism, and presentism [*sic*], does not facilitate teachers’ involvement in cooperative integrated school library programs” (p. 13). Oberg’s analyses find that this ethos is counterproductive to the goals and practices of integrated school library programs, and as such, they must be addressed for the achievement of real and lasting change in the perceptions of teachers towards school librarians.

In order for a school library program to be a fully integrated part of the school as a workplace, it cannot stand alone in the culture of the school. School staff should be active in the setting of goals for all of the school’s programs including the school library program (Oberg, 1990, p. 14). Again, the school needs to recognize itself as a complete ecological system with each person interdependent and interrelated to all the other people in the building. Taking part in the curriculum planning process for the school library will ensure a solid library curriculum understood by the staff and supported by the

administrators which in turn leads to the success of the school library program. Advocacy for the school library program and educating the other teaching professionals in the school are integral parts of the change process.

Oberg (1990) asseverates that change is slow to come which means that school librarians must remain vocal advocates for their programs. This research asserts that school librarians must take an active role in introducing new teachers and student teachers to the school library program. School librarians must act as advocates and educators to classroom teachers and student teachers.

In addition, Oberg (1990) suggests that school librarians need to examine the ways that they learned how to teach so they are better prepared to work with classroom teachers in their schools (p. 15). This examination by school librarians will also reveal how their teacher training influences their practice as school librarians. After all, school librarians are teachers too, and their indoctrination into the culture of teaching in isolation happens the same way as classroom teachers.

Oberg's (1990) research concluded by explaining how understanding the concept of school culture can reveal explanations surrounding the difficulty of integrating a successful school library program and implementing effective collaboration between classroom teachers and school librarians. The researcher suggested conducting further studies in the areas of implementation of school library programs in order to understand how best to achieve integration and collaboration.

The implementation of new or changed library programs is an opportunity for researchers to examine current, changing, and changed perceptions of teachers and administrators regarding the role of the school librarian. In times of change, peoples'

attitudes and perceptions are at their most vulnerable and exposed states and this can lead to windows of research that are normally not existent.

Giorgis' (1994) research about elementary teachers' perceptions regarding the role of the school librarian was conducted at just such a time. This study was concerned with the role of the school librarian in relationship to the implementation of flexible scheduling and cooperative and collaborative planning. Giorgis was afforded the unique chance to work as a part-time school librarian at the school where the research was conducted. This participant-observer role allowed Giorgis to extend the research into new areas that had remained untouched by other researchers.

The study took place over seven months at Longview Elementary School in the Tucson Unified District. In addition to the researcher, there was another part-time school librarian, with whom the researcher was acquainted, as well as nineteen classroom teachers and a total of 460 students in grades kindergarten through sixth (Giorgis, 1994, p. 108). The researcher used qualitative methods to examine the role of the school librarian. These methods included questionnaires given to teachers, audiotapes of interviews with teachers, field notes and researcher observations, weekly plan books kept by both school librarians, and the collection of student work (p. 108). After the data collection, an analysis revealed four themes (p. 109).

These four themes were the school librarian as a resource person, cooperative planning between the school librarian and classroom teacher(s), the transition from cooperative to collaborative planning, and collaborative planning between the school librarian and classroom teacher(s) (Giorgis, 1994, pp. 124-125). Of these categories, the perception of the school librarian as a resource person created the most tension and

obstacles to classroom teachers and school librarians working either cooperatively or collaboratively.

Giorgis (1994) found that teachers who perceived the role of the school librarian as a resource person were more likely to use the school library in inappropriate ways such as sending students there for free time or as a reward for finishing assignments in class (p. 141). Giorgis observed that teachers were wary to do what they perceived as letting go of control over their classroom by working with the school librarian. These same teachers perceived the role of the school librarian to be that of library skills instruction with the skills taught at the discretion of the classroom teacher with no input from the school librarian (p. 142).

Related to viewing the school librarian as a resource person, teachers viewed cooperative planning as simply informing the school librarian of materials needed and having those materials pulled and made available by the school librarian (Giorgis, 1994, p. 156). Teachers failed to include the school librarian in the planning process and frequently waited until they were ready to begin instruction before informing the school librarian of the unit and their needs. Giorgis saw these behaviors as prohibitive to any type of large scale or meaningful cooperative planning. Giorgis also noted that teachers appeared not to understand the advantages of working with the school librarian to plan and implement units (p. 156), a finding Giorgis, in part, attributes to a lack of information about the role of the school librarian during teachers' training. As a result, collaboration was sporadic at best with the majority of teachers continuing to treat the school librarian as a resource person without a change in perceptions about the role of the school librarian or cooperative planning (p. 160).

Giorgis (1994) attempted to understand other reasons why teachers felt collaboration was not possible. The main reason given was a lack of time to plan either cooperatively or collaboratively with the school librarian. In addition, there were conflicting schedules between the two part-time school librarians and the classroom teachers that discouraged collaborative efforts on the part of the school librarians. Giorgis initiated collaboration, but the other school librarian did not continue it because of difficulties scheduling class times in the library. Further complicating this was the fact that one librarian, Giorgis, was more committed than the other school librarian to collaborative planning with classroom teachers. Giorgis felt that the other school librarian was working unconsciously against implementing collaboration with classroom teachers into the school library program (p. 210).

In the three instances when Giorgis successfully implemented collaboration with teachers, the collaboration changed the methods used by teachers in their classrooms. Teachers used new ways of planning, implementing, and evaluating units (Giorgis, 1994, pp. 236-237). Giorgis commented on the ease with which collaboration took place once all the participants became familiar with the process and working with each other to plan and implement units (p. 237). In addition, Giorgis noted that the teachers' perceptions about the school librarian changed after working collaboratively together. After working collaboratively, teachers were more likely to seek out the advice and help of the school librarian and include her in the planning and implementation of units.

The other person studied and interviewed by Giorgis was the school principal. The principal's initial perceptions were very similar to that of the classroom teachers. He viewed the school librarian as a provider of resources. While he acknowledged the value

of the school library, he was not aware of the role of the school librarian as teacher and instructional partner (Giorgis, 1994, p. 241).

Other research has found that the support of the school administration is key to the success of a strong school library program. The resistance Giorgis found was, in part, due to the perceptions of the school principal. After the research period was complete, the principal was enthusiastic about the collaboration between the school librarian and classroom teachers. His perceptions about the role of the school librarian changed because of the impact he saw collaboration having on classroom teachers and student learning.

The principal stated that teachers were not losing planning time when they collaborate, but rather they are using it in a different manner. He speculated that teachers who cite a lack of planning time are probably using their planning time for things other than planning instruction (Giorgis, 1994, p. 241). The principal also stated that a lack of awareness of the role of the school librarian was a primary factor in the teachers' perceptions and resistance to collaboration (p. 242). Overall, the principal was positive about the implementation of collaboration and flexible scheduling and the rise in both cooperation and collaboration between classroom teachers and the school librarian (p. 245).

Giorgis (1994) concluded that implementing change in the culture of the school is a difficult and long process. Teachers' perceptions about the school library and the role of the school librarian were slow to change, but when change was effected, it had a tremendous impact on teachers' perceptions and student learning. In response to these conclusions, Giorgis suggested that teacher education programs better address the role of

the school librarian as a curricular partner and collaborator. Giorgis found that the majority of teachers in the school had had no instruction during their teacher education program about the possibility or benefits of working with a school librarian to plan and implement instruction. Giorgis suggested that universities provide courses that are required of both teacher education and library science majors (p. 325). In addition, Giorgis stated that utilizing professional development should happen more often and more effectively to spread information and awareness about literature, cooperation, and collaboration between school librarians and classroom teachers.

Giorgis's (1994) research included teachers of all experience levels at the elementary level, and identified teacher education programs as lacking in instruction about the role, possibilities for, and benefits of working collaboratively with the school librarian. To rule out experiential factors as a motivation behind teachers' perceptions, it would also be useful to examine research that focuses on a smaller sample of teachers. One such sample is the novice teacher who has less than five years of experience in the classroom and for whom the teacher education program is a stronger influence on instruction and perceptions than professional experiences in the school and classroom settings.

Miller's (2005) research studied the novice teachers' perceptions of the role of the school librarian. Miller is a former classroom teacher who went back to school to study library science. The researcher identified that during her training as a school librarian, doubts arose in her as to how much, if any, understanding new teachers have about the role of the school librarian. The researcher's purpose became exploring the perceptions of novice teachers in regards to the role of the school librarian in secondary schools.

This research (Miller, 2005) was a qualitative study that consisted of interviews with eight open-ended questions asked in the same order to five participants. The interviews were tape-recorded, and then transcribed, coded, and analyzed for any trends and themes. It is important to note that the researcher's sample was exceedingly small. Many of the potential participants contacted declined to take part in the research, and this forced Miller to use a smaller sample. However, this small sample afforded Miller the opportunity to interview each participant in depth and to propose the undertaking of further studies with larger samples possibly at a number of universities and with students who are still training to become teachers.

Miller (2005) found that all the participants had hazy, but good, memories of the school librarians from their high school and university libraries. However, all the participants reported that their teacher training did not train them to work with school librarians or make comments about school librarians when evaluating their student teaching experience. Miller's research does not include information on where the participants completed their teacher training or if any of the participants attended the same teacher education program. One participant noted that she had been required to reflect on the roles of all staff members including the school secretary, custodian, and principal but not the school librarian (<http://www.cla.ca/casl/slic/archives.html>). Miller says this participant, "wondered if perhaps the education program directors themselves didn't understand the role of the teacher-librarian?" (<http://www.cla.ca/casl/slic/archives.html>). So, while every participant had pleasant memories of school librarians, none had been prepared to work with them as teachers or instructional partners.

In addition, none of the participants could accurately define the term information literacy. In relation to finding and using electronic and online sources of information, all the participants felt unprepared by their teacher education programs. Only one participant felt equipped to teach students how to use computers to search effectively online, and this participant stated that help would be required to teach students about print sources of information (Miller, 2005, <http://www.cla.ca/casl/slic/archives.html>). In the area of information literacy, all participants saw the importance of students learning how to find and use information, but none identified the school librarian as a possible teaching partner to achieve this goal.

The novice teachers Miller interviewed perceived the main role of the school librarian as being a resource gatherer and technology assistant (Miller, 2005, <http://www.cla.ca/casl/slic/archives.html>). The participants' responses best aligned with Information Power's roles of program administrator and information specialist, and none of the participants' responses indicated the roles of instructional partner or teacher. All the participants stated that the school librarian could be useful in helping them with instruction, but only so far as gathering resources and helping with technology in the classroom. In light of these findings, it was no surprise that none of the participants had worked collaboratively with their school's librarian and that most had not used the library with their classes for any reason (<http://www.cla.ca/casl/slic/archives.html>).

From this research, Miller (2005) suggests that the research's participants are unaware of the role of the school librarian as an instructional partner and teacher (<http://www.cla.ca/casl/slic/archives.html>). In addition, Miller states that new teachers are not aware of information literacy or how to implement it in the curriculum. There is a

large disparity between novice teachers' perceptions and what school librarians do at their jobs, for which Miller suggests several remedies. First, school librarians need to continue advocacy by working with teacher training programs and new teachers. Second, school librarians need to continue advocacy for information literacy by educating their colleagues. Third, school librarians need to work in the areas of pre-service training, mentoring, and information literacy to raise awareness of the importance of the school library program and the role of the school librarian.

Summary

Research at the state level has found that student test scores increase with increases in school library program development (Lance, et. al., 2000, Rodney, et. al., 2002), and in schools with effective school library programs students and staff indicate many ways in which the library helps with their learning (Todd & Kuhlthau, 2003). Each of these studies recommend that school librarians take an active role in advocating and educating the school's staff and students about the school library, and that they act as teachers and instructional partners to further enhance student learning and achievement.

While the state studies found how school libraries impact student learning, other studies have examined how the implementation of collaborative practices, as suggested by the state studies, improves the relationships between school librarians and classroom teachers to further enhance student learning and achievement. Van Deusen (1996), Beaird (2001), and Brown (2004) all conclude that open communication is crucial for effective collaboration. Van Deusen's study of teachers found that the school librarian is a positive contributor to the instructional and learning processes when he/she is part of the school's teaching team. For this to happen the school librarian and classroom teachers need to

openly communicate, trust and respect each other as professionals, and have clearly defined roles within the school. Brown's study of educators across the United States also indicated that clearly defined roles need to be understood and supported by the staff and administration for successful collaboration, and Beard's study of school librarians indicated that increasing collaboration decreases the professional isolation amongst school librarians and classroom teachers.

Oberg (1990), Giorgis (1994), and Miller (2005) all found that professional isolation is attributed in part to the nature and structure of teacher education programs. Oberg's textual analysis study indicated that teachers train to work in isolation and may not understand the role of the school librarian as teacher and instructional partner. Oberg suggests that the school librarian take an active role in advocating for the school library program and educating new and student teachers in its uses and benefits. This research also found that understanding the culture of schools helps us to implement change. Giorgis's research with teachers supports this point and indicated that while change is slow and difficult to implement, it can have a profound effect on the perceptions of teachers regarding the role of the school librarian as teacher and instructional partner. Miller's research with novice teachers also found that new teachers are unaware of the role of the school librarian as teacher and instructional partner. Since the majority of the respondents in their research were unaware of the role of the school librarian, both Giorgis and Miller suggest that teacher training programs better address the role of the school librarian as teacher and instructional partner.

Chapter Three

Methodology

Problem and Purpose

Students in the University of Northern Iowa's teacher education preparatory programs may not understand the role of the school librarian as a teacher and instructional partner. This research was a quantitative investigation into the perceptions of undergraduate students enrolled in the Teacher Education Program at the University of Northern Iowa regarding the role of the school librarian.

Research Hypotheses

1. None of the teacher education preparatory courses at the University of Northern Iowa discuss the role of the school librarian with students.
2. The majority of teacher education majors at the University of Northern Iowa will perceive the role of school librarians to be resource providers.
3. The majority of teacher education majors at the University of Northern Iowa will perceive the role of school librarians to be program administrators.
4. None of the teacher education majors at the University of Northern Iowa will identify school librarians as teachers and instructional partners.

Research design

This research used the survey methodology. Specifically, the research used a self-administered multiple choice question survey to gather information about the perceptions of teacher education majors at the University of Northern Iowa regarding the role of the school librarian as teacher and instructional partner. UNI utilizes student surveys to evaluate classes and instructors, so students at UNI are familiar with taking surveys. This

methodology was a convenient and easy way to get responses from a large number of people in the target population in a manner that is well known to them.

Justification

Since the research was conducted at the University of Northern Iowa, which is internationally known for its teacher education program, the survey methodology was most appropriate because it allowed the researcher to include a large sample population of future teachers. The identified research problem is that teacher education majors may not understand the role of the school librarian as teacher and instructional partner, so a methodology that allows for responses from a large population of teacher education majors is most appropriate.

In addition, the previous research (Giorgis, 1994, Miller, 2005) used only small sample populations, but this research focused on the perceptions of future teachers and included a larger sample population to examine if the perceptions found in other studies are representative of a larger population. The survey methodology made this possible. The previous research has been qualitative, and there is a lack of quantitative research in the area of perceptions about the role of the school librarian. The survey methodology allowed the researcher to gather this type of numerical data from the sample population.

Population Studied

This research was limited to undergraduate students currently completing student teaching through the University of Northern Iowa's Teacher Education Program. Included majors are: early childhood, elementary, middle, and secondary programs offered at the University of Northern Iowa. Data was collected from 29 students participating in student teaching at the Waterloo and Cedar Falls student teaching centers

through the University of Northern Iowa during the spring semester of 2007. This research did not include graduate students, students pursuing a second bachelor's degree, or students who have previous teaching experience or have held a teaching license in other states.

Data gathering instrument

The survey questions (Appendix A) were designed to correlate with the research hypotheses and to support the purpose and problem related to the research. A total of nineteen multiple-choice questions were included in the survey. The survey was tested on a third party to ensure that the questions are clear and concise. It was designed to take approximately five to ten minutes to complete. In order to limit the population to undergraduate students with no prior teaching experience, questions one through five were designed to collect data on the classification, major/minor, and previous teaching experiences of participants. These questions allowed the research to exclude surveys from participants who were not in the desired population group. The design does not allow for students to list any kinds of identifying information including their name, address, phone number, student ID number or any other type of information that could be used to locate the student at a later time.

Survey questions six through nine were written to gather information on participants' understandings of the terms collaboration and information literacy, and their experiences in teacher education classes at UNI with these two concepts. Question ten was designed to collect data on the people participants perceive as fellow teachers. These five questions are based on hypothesis one in relation to Oberg's (1990), Giorgis's

(1994), and Miller's (2005) findings that professional isolation is attributed in part to the nature and structure of teacher education programs.

Questions eleven through fourteen asked participants about the resources and people they would utilize when planning a new unit. These questions dealt with the preferred people and amount of time participants felt they would spend with each in planning for instruction. In addition, question eleven asked participants to identify the resources mentioned in teacher education courses relating to planning and giving instruction in the classroom. The questions are based on hypotheses two through four and relate to the state studies recommendations that school librarians take an active role in advocating and educating the school's staff and students about the school library, and that they act as teachers and instructional partners to further enhance student learning and achievement.

The last five questions were designed to gather data on participants' perceptions and understandings of the roles of the school librarian and the frequency with which the roles of teacher and instructional partner were discussed in their teacher education courses. These questions asked participants to rank the amount of time they thought school librarians spend daily on a variety of tasks, the frequency with which roles were discussed in teacher education courses, and their understanding of the educational level and state requirements for the licensing of school librarians. These questions were based upon hypotheses one and four and they relate to Van Deusen's (1996), Beard's (2001), and Brown's (2004) conclusions that open communication is crucial for effective collaboration.

Procedures

The first procedure completed was the design and testing of the data gathering instrument, or DGI. Next, the necessary permissions were sought for this research. Since the research involved the use of human subjects, the researcher contacted the appropriate department heads to secure letters and approval for the research to be conducted. The researcher then completed the application required by the University of Northern Iowa's Human Participants Review Committee and submitted it along with the departmental letters and copy of the research proposal for their consideration.

After approval was received from the Human Participants Review Committee to conduct this research using human subjects, the researcher began to contact the University supervisors for the Waterloo and Cedar Falls student teaching centers to secure their cooperation in distributing the survey to student teachers. Once a supervisor consented for his/her student teachers to participate, an employee of the School Library Media Studies program distributed copies of the survey to students during their weekly seminar.

A short script (see Appendix B) was provided for the School Library Media Studies employee to read to students before distributing the survey explaining that a graduate student at the University of Northern Iowa was conducting research in the area of teacher education. This script was written so that students could reasonably understand the nature of the research without having the specific problem and purpose explained to them, something that could potentially introduce bias into their responses. The script told students their rights as participants, that they are not required to take the survey as part of

the course, that there will be no way for their supervisor to ascertain whether or not they chose to participate, and that they may stop taking the survey at any time with no repercussions. Students were provided with two copies of the Informed Consent document: one signed copy for the student and one returned to the researcher who will retain these signed copies for three years after the study has been completed. If students chose to participate, they were asked to complete the survey while in the seminar. No surveys taken outside the seminar and returned at a later time were used in the study. Twenty-nine completed surveys were returned as usable for the purposes of this research.

The School Library Media Studies employee gathered the completed surveys and Informed Consent documents from students and sealed them in separate envelopes for the researcher to collect. The researcher aggregated the completed surveys at the time of collection. Data from the surveys was entered into a spreadsheet designed and maintained by the researcher. The data was then sorted and analyzed. The researcher will store completed surveys with participants' responses on them for an additional three years after the research study is completed.

Data analysis format

The data analysis was based on chapter two's categories: the impact of school libraries on student test scores and achievement (state studies); the rates and effects of collaboration (Beaird, 2001; Brown, 2004; Van Deusen, 1996); the perceptions of teachers (Giorgis, 1994; Miller, 2005; Oberg, 1990). The data was then organized based on each of the four hypotheses. In the analysis, each hypothesis is followed by a narrative summary and the relevant survey questions and resulting data displayed in charts.

Data related to hypothesis one was taken from two questions in the survey. Analysis of this data was based on determining the frequency of participants' responses and then ranking that frequency from highest to lowest. Hypothesis two data came from the survey questions on finding resources and resources mentioned in teacher education courses at UNI. The analysis of questions related to this hypothesis was based on counting participants' responses. For hypothesis three, participants were asked to rank from most to least the amount of time they felt school librarians spend on a variety of tasks each day. Analysis for this data was done by counting responses and then placing the percentage of responses into rank order for each of the tasks. Hypothesis four data came from the survey questions related to persons participants identified as fellow teachers and the participants' understanding of Iowa's licensing requirement for school librarians. This data was analyzed by counting participants' responses. Hypothesis four was further explored based on data analysis of the rank order in which participants would contact people to plan a unit of instruction and with whom they would spend the most time planning a unit. Rank order was determined by counting the frequency of participants' responses and then placing that number in rank order for each of the people participants indicated they would contact when planning a unit. Participants' responses were also counted when analyzing with whom participants identified as spending the most time when planning a unit.

Chapter Four

Data Analysis

Hypothesis One

None of the teacher education preparatory courses at the University of Northern Iowa discuss the role of the school librarian with students.

The survey asked participants two questions related to this hypothesis: (a) how often their teacher education courses at UNI discussed the role of the school librarian as a teacher and (b) how often their courses discussed the role of the school librarian as an instructional partner. Table 1 below displays these questions separately with a breakdown of data based on the percentage of responses.

As indicated in Table 1, *none* of the participants indicated *frequently*, or more than ten times total for all courses taken, for either role. The *highest frequency* of responses, 51.7% was *rarely*, or between two and six times total, for the school librarian's role of teacher. This was followed closely by 48.3% of participants again choosing rarely in response to the school librarian as an instructional partner. In relation to the null hypothesis, 34.5% of participants stated that their courses never discussed the role of the school librarian as teacher, and 24.1% stated that their courses never discussed the role of the school librarian as instructional partner.

Clearly, the teacher education courses at UNI are discussing the role of the school librarian as teacher and instructional partner albeit on an inconsistent basis. The data shows a large disparity between the number of participants who rarely discussed the teacher and instructional partner roles and those who never discussed these two roles. Hypothesis one is rejected based on the data collected; however, the data does support

other research that found teachers are training to work in isolation and do not understand the role of the school librarian.

Table 1

In general, how often have your teacher education courses at UNI discussed the role of the school librarian as a teacher:	Percentage of Responses
Frequently - more than 10 times total for all courses taken	0.0
Some – 6-10 times total for all courses taken	10.3
Rarely – 2-6 times total for all courses taken	51.7
Never - none of courses taken have discussed this	34.5
No response	3.4
In general, how often have your teacher education courses at UNI discussed the role of the school librarian as an instructional partner to teachers:	Percentage of Responses
Frequently - more than 10 times total for all courses taken	0.0
Some – 7-10 times total for all courses taken	24.1
Rarely – 2-6 times total for all courses taken	48.3
Never - none of courses taken have discussed this	24.1
No response	3.4

Hypothesis Two

The majority of teacher education majors at the University of Northern Iowa will perceive the role of school librarians to be resource providers.

As shown in Table 2, when asked whom they would contact first for help in finding resources, another teacher was the response chosen by 27.6% of participants along with an additional 27.6% choosing the Internet, while 44.8% of participants indicated the school librarian. A comment written on one survey was surprising, “I would look @ [sic] internet first then go to school librarian.” Rather than perceiving the school librarian as the primary information specialist, this participant viewed the Internet as such.

This comment is perhaps less surprising in light of the data in Table 3. When asked which of these items UNI teacher education courses mentioned as resources for planning and giving instruction, 96.6% of participants checked the Internet and 89.7% checked the school library, a number only slightly higher than the 82.8% who indicated professional magazines.

Based on the data collected, hypothesis two is accepted. The majority of participants did indicate they would contact the school librarian first for resources, and the majority of participants stated that they view the school library as a resource for planning their own instruction.

Table 2

If you needed help to find a book or other resource for a unit who would you ask FIRST:	Percentage of Responses
Internet	27.6
Another teacher	27.6
School librarian	44.8
Public librarian	0.0

Table 3

Which of these have been mentioned in your teacher education classes at UNI as resources for planning units and giving instruction in the classroom – check all that apply	Percentage of Responses
Internet	96.6
School library	89.7
Online databases the school/district pays for (such as World Book/EBSCO)	69.0
Public library	65.5
Magazines for teachers	82.8

Hypothesis Three

The majority of teacher education majors at the University of Northern Iowa will perceive the role of school librarians to be program administrators.

In terms of the amount of time a school librarian spends per day on items, Table 4 shows that participants ranked tasks such as checking out and shelving books, helping students find materials, and helping teachers find materials higher than the tasks of teaching classes and planning units. Specifically, 31.0% of participants gave first place to checking out and shelving books as the task they thought a school librarian spends the most amount of time doing each day, while teaching classes ranked between fifth and sixth place and planning units ranked in seventh place. Most participants ranked choosing materials to purchase as the item a school librarian spends the least amount of time doing per day.

While it is not reasonable to expect participants to fully understand the program administrator duties of a school librarian, it is reasonable to infer from their responses that they feel school librarians spend more time each day engaged in activities other than teaching. Hypothesis three is accepted based on the data collected. The data indicates that participants perceive the role of the school librarian to be something other than teacher, and that they perceive a school librarian spending more time each day in performing non-teaching related tasks.

Table 4

Amount of time you feel a school librarian spends on each item per day 1 = spends most of day doing this task 8 = spends little/no time each day doing this task	Percentage of Responses by Rank Order									
	1	2	3	4	5	6	7	8	No response	Total
Checking out and shelving books	31.0	17.2	17.2	3.4	3.4	3.4	3.4	13.8	6.9	100.0
Helping teachers find materials	6.9	6.9	17.2	27.6	6.9	13.8	6.9	6.9	6.9	100.0
Reading to students	0.0	6.9	13.8	13.8	6.9	20.7	20.7	10.3	6.9	100.0
Helping students find materials	24.1	31.0	13.8	3.4	10.3	3.4	3.4	3.4	6.9	100.0
Teaching classes	10.3	10.3	3.4	10.3	17.2	17.2	13.8	6.9	10.3	100.0
Helping students use computers	10.3	13.8	10.3	20.7	27.6	3.4	3.4	0.0	10.3	100.0
Planning units	6.9	3.4	10.3	10.3	10.3	0.0	31.0	17.2	10.3	100.0
Choosing materials to purchase	0.0	13.8	3.4	13.8	6.9	20.7	6.9	24.1	10.3	100.0

Hypothesis Four

None of the teacher education majors at the University of Northern Iowa will identify school librarians as teachers and instructional partners.

Two questions on the survey specifically addressed participants' recognition of the school librarian as teacher. While 93.1% of participants in Table 5 would identify a school librarian as a fellow teacher, a smaller 58.6% of participants in Table 6 indicated that in Iowa school librarians are required to be licensed teachers, and nearly a third of participants did not know. Furthermore, the data displayed in Table 5 shows that nearly as many participants identify administrators, school counselors, and classroom aides as fellow teachers.

The disparity between how many participants identify a school librarian as a fellow teacher, and how many know that in Iowa school librarians are required to be licensed teachers is telling in another way. The data from Table 5 compared to Table 6 seems to indicate that participants' perceptions of who is a teacher varies greatly from their understanding of who is required to be a licensed teacher under state law.

Table 5

Which of these people would you identify as a fellow teacher Check all that apply:	Percentage of Responses
Classroom teachers	100.0
Administrators	86.2
Coaches	82.8
School counselor	93.1
Classroom aides	86.2
School librarian	93.1
School computer technicians	55.2

Table 6

In Iowa, are school librarians required to be licensed teachers:	Percentage of Responses
Yes	58.6
No	6.9
Don't know	31.0
No response	3.4

More evidence for this is the data displayed in Tables 7 and 8. Participants were asked separately to (a) rank the people they would contact when planning a new unit; and (b) indicate how much time they would spend planning with each person. If participants place a high value on the school librarian as an instructional partner, one would anticipate that the school librarian would receive a high rank. However, the data does not support this.

Table 7 shows how participants' ranked the order in which they would contact people when planning a new unit. The highest rank went to teaching team leader at 37.9%, followed closely by other teachers at 34.5%, and department head at 27.6%. School librarian ranked between fifth and sixth for most participants. The lowest rankings went to principal, public librarian, and parents. When asked which people participants would spend the most time working with when planning a new unit, the results displayed in Table 8 are similar. Other teachers was the response chosen by 51.7% of participants, followed by teaching team leader at 20.7% and department head at 20.7%. School librarian was chosen by 3.4% of participants, followed by principal, public librarian, and parents all chosen by 0.0% of participants.

Table 7

Number IN ORDER the following people you would contact when planning a new unit:	Percentage of Responses by Rank Order									
	1	2	3	4	5	6	7	8	No response	Total
Curriculum director	6.9	10.3	20.7	31.0	10.3	3.4	6.9	3.4	6.9	100.0
Department head	13.8	27.6	27.6	13.8	3.4	3.4	0.0	6.9	3.4	100.0
Principal	0.0	6.9	10.3	6.9	24.1	13.8	31.0	0.0	6.9	100.0
Public librarian	0.0	3.4	6.9	0.0	6.9	17.2	31.0	24.1	10.3	100.0
Teaching team leader	37.9	27.6	10.3	13.8	6.9	0.0	0.0	0.0	3.4	100.0
School librarian	3.4	3.4	6.9	13.8	27.6	24.1	6.9	3.4	10.3	100.0
Other teachers	34.5	17.2	13.8	6.9	3.4	10.3	6.9	3.4	3.4	100.0
Parents	0.0	0.0	0.0	3.4	10.3	13.8	6.9	51.7	13.8	100.0

Table 8

Which of these people would you spend the MOST time working with when planning a new unit:	Percentage of Responses
Curriculum director	3.4
Department head	20.7
Principal	0.0
Teaching team leader	20.7
School librarian	3.4
Other teachers	51.7
Public librarian	0.0
Parents	0.0

Hypothesis four is rejected based on the data collected. Many participants indicated they would identify a school librarian as a fellow teacher, and a number were aware that school librarians in Iowa are required to be licensed teachers. In addition, a small number of participants ranked the school librarian first, second, and third and indicated they would spend most of their time planning a new unit with a school librarian. As shown in Table 7, only 3.4% of participants ranked school librarian as the first or second person and 6.9% ranked school librarian as the third person they would contact when planning a new unit. Similarly, 3.4% of participants chose school librarian as the person they would spend the most time working with when planning a new unit.

Chapter Five

Summary, Conclusions, and Recommendations for Further Studies

Summary

The problem identified by this research is students in the University of Northern Iowa's teacher education preparatory programs may not understand the role of the school librarian as a teacher and instructional partner. This research was a quantitative investigation into the perceptions of undergraduate students enrolled in the Teacher Education Program at the University of Northern Iowa regarding the role of the school librarian.

This research used the survey methodology. Participants were given a self-administered multiple choice question survey to gather information about their perceptions regarding the role of the school librarian as teacher and instructional partner. The population was limited to undergraduate students currently completing student teaching through the University of Northern Iowa's Teacher Education Program. Data was collected from 29 students participating in student teaching at the Waterloo and Cedar Falls student teaching centers through the University of Northern Iowa during the spring semester of 2007. This research did not include graduate students, students pursuing a second bachelor's degree, or students who have previous teaching experience or have held a teaching license in other states.

Hypothesis one states none of the teacher education preparatory courses at the University of Northern Iowa discuss the role of the school librarian with students. The data related to this found the highest frequency of responses, 51.7% was rarely, or between two and six times total, for the school librarian's role of teacher. This was

followed closely by 48.3% of participants again choosing rarely in response to the school librarian as an instructional partner. Hypothesis one was rejected based on the data showing 34.5% of participants stating their courses never discussed the role of the school librarian as teacher, and 24.1% stating that their courses never discussed the role of the school librarian as instructional partner.

Hypothesis two states the majority of teacher education majors at the University of Northern Iowa will perceive the role of school librarians to be resource providers. Based on the data collected, hypothesis two is accepted. The 44.8% of participants responded they would contact the school librarian first for resources, and 89.7% of participants indicated they view the school library as a resource for planning their own instruction.

Hypothesis three states the majority of teacher education majors at the University of Northern Iowa will perceive the role of school librarians to be program administrators. Hypothesis three is accepted based on the data collected. The data indicates participants perceive the role of the school librarian to be something other than teacher. Participants ranked checking out and shelving books, helping students find materials, and helping teachers find materials as the tasks they feel school librarians spending the most time on per day. The data clearly shows participants feel school librarians spend more time performing non-teaching related tasks.

Hypothesis four states none of the teacher education majors at the University of Northern Iowa will identify school librarians as teachers and instructional partners. Hypothesis four is rejected based on the data collected. Ninety-three percent of participants indicated they would identify a school librarian as a fellow teacher, and

58.6% were aware that school librarians in Iowa are required to be licensed teachers. However, very few participants (3.4%) ranked school librarian as the first or second person they would contact when planning a new unit. The same percent of participants chose school librarian as the person they would spend the most time working with when planning a new unit. The data indicates that while participants identify many people as fellow teachers, they may not relate that identification to people they would contact when planning for instruction.

Conclusions

Data analysis along with a review of the literature, results in several conclusions. The Teacher Education program at the University of Northern Iowa needs to increase the frequency and consistency of information during teacher education courses about the collaborative process as a whole and the work and role of the school librarian as teacher and instructional partner. The data analysis shows that while participants would identify school librarians as fellow teachers, they do not feel that school librarians spend the majority of their time teaching nor do participants' responses indicate that they would contact school librarians for help in planning for instruction.

The Iowa Code states that the University of Northern Iowa's teacher preparation program is to take a leadership role in the field of teacher education. Consequently, the University must stay current with changes in the field of education and adjust instruction to reflect the changing needs of society. Providing more opportunities for pre-service teachers to learn about and practice collaboration with a variety of educators including school librarians is one way the University could continue to fulfill this leadership role.

INTAC + 1 principle nine states that students must cultivate the professional relationships and leadership skills educators need. The school librarian should be included in the cultivation of these professional relationships. Iowa Teaching Standard Eight requires teachers to engage in professional collaboration. In order to prepare pre-service teachers to meet these two standards, UNI should include instruction, models, and practice in collaborating for instruction, technology implementation, and assessment of student learning.

In addition to increasing instruction and practice in collaboration, it is the recommendation of the researcher that UNI increase pre-service teachers' instruction in and practice with various technological support personnel including school librarians. The data analysis showed while UNI teacher education courses mention the Internet, the school library, and professional magazines as resources for planning and giving instruction, participants did not indicate they would use the school librarian when planning and delivering instruction. It is the researcher's opinion UNI could more effectively educate pre-service teachers as to the range of technological resources available to them including school librarians.

Recommendations for further studies

Based on the literature reviewed and data collected, this researcher recommends that the further quantitative study be conducted with a larger group of pre-service teachers at the University of Northern Iowa and other teaching colleges. It is further recommended that an analysis of teacher education courses at UNI and other teaching colleges is undertaken and areas identified where increased instruction and practice with collaboration could happen between pre-service teachers and school librarians.

The researcher's final recommendation is that a longitudinal case study similar to the Moreillon (2005) study be conducted in conjunction with the further quantitative studies in order to track changes in pre-service teachers' perceptions regarding the role of the school librarian as teacher and instructional partner and to monitor pre-service teachers' rates and responses to collaboration carried out during teacher education courses.

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Appendix A

Survey of Teacher Education Majors at the University of Northern Iowa

1. What is your current classification? Please circle one

Sophomore Junior Senior Other _____

2. What is your major? _____

What is your minor? _____

3. Where did you complete the majority of your Level I field experience? **DO NOT LIST THE NAME OF THE SCHOOL**

Classroom
Grade level(s) _____

Subject area _____

Gym – physical education
Grade level(s) _____

Art
Grade level(s) _____

Music
Grade level(s) _____

School library

Other – please list _____

4. Have you completed any of your Level II field experience?

- Have not begun Level II field experience
 Have begun but not completed Level II field experience
 Have completed Level II field experience

5. Please list any other **TYPES** teaching experiences you have had in the last three years (as a student at UNI or outside of the University). Please **DO NOT** list the names of the schools where these experiences took place.

6. What do you feel best describes the term collaboration:

- Working as a team with all members working equally on all tasks
- Working as a team with all members working individually on single tasks
- Working as a team with all members working as equals both together and individually on all tasks.

7. Do you feel your teacher education classes at UNI have required you to work in collaboration with others:

- Most of the time
- Some of the time
- Rarely
- Not at all

8. What do you feel best describes the term information literacy:

- Knowing how to find information
- Knowing how to use information
- Knowing that information is important
- Knowing how to read for information

9. Do you feel your teacher education classes at UNI have taught you about information literacy:

- Yes, that concept is discussed frequently
- Yes, that concept is discussed sometimes
- Yes, that concept is discussed rarely
- No, that concept has not been discussed

10. Which of these people would you identify as a fellow teacher (please check all that apply):

- Classroom teachers
- Administrators
- Coaches
- School counselor
- Classroom aides
- School librarian
- School computer technicians

11. Which of these have been mentioned in your teacher education classes at UNI as resources for planning units and giving instruction in the classroom (please check all that apply):

- Internet
- School library
- Online databases the school/district pays for (such as World Book or EBSCO)
- Public library
- Magazines for teachers
- Other (please list) _____

12. Please number the order in which you would contact the following people when planning a new unit:

- Curriculum director
- Department head
- Principal
- Public librarian
- Teaching team leader
- School librarian
- Other teachers
- Parents
- Other (please list) _____

13. Which of these people would you spend the most time working with when planning a new unit:

- Curriculum director
- Department head
- Principal
- Teaching team leader
- School librarian
- Other teachers
- Public librarian
- Parents
- Other (please list) _____

14. If you needed help to find a book or other resource for a unit who would you ask first:

- Internet
- Another teacher
- School librarian
- Public librarian
- Other (please list) _____

15. Please number the following by the amount of time you feel a school librarian spends on each item per day:

Example: 1 = spends most of day doing this task

8 = spends little/no time each day doing this task

- Checking out and shelving books
- Helping teachers find materials
- Reading to students
- Helping students find materials
- Teaching classes
- Helping students use computers
- Planning units
- Choosing which materials to purchase

16. In general, how often have your teacher education courses at UNI discussed the role of the school librarian as a teacher:

- Frequently (more than 10 times total for all courses taken)
- Some (more than 6 times total for all courses taken)
- Rarely (more than 2 times total for all courses taken)
- Never (none of courses taken have discussed this)

17. In general, how often have your teacher education courses at UNI discussed the role of the school librarian as an instructional partner to teachers:

- Frequently (more than 10 times total for all courses taken)
- Some (more than 6 times total for all courses taken)
- Rarely (more than 2 times total for all courses taken)
- Never (none of courses taken have discussed this)

18. In general, how much education do you think the average school librarian has:

- Associate degree
- Bachelor's degree
- Two or more bachelor's degrees
- Master's degree
- Don't know

19. In Iowa, are school librarians required to be licensed teachers:

- Yes
- No
- Don't know

Appendix B

Survey Administrator's Script

You are invited to participate in a research project conducted through the University of Northern Iowa. This research project will be collecting data from teacher education majors at the University of Northern Iowa.

Your participation is completely voluntary, and you may choose to participate or not. Choosing not to participate will not result in any repercussions from your professor, the department of your major, the Teacher Education Program, or any other department or program at UNI.

Your responses to this survey will be strictly confidential, and your professor will not have access to your responses. This survey will not collect any information that could identify you individually, and only the researcher conducting this study and the researcher's faculty advisor will have access to the data collected from the study.

Information about participants' rights and the study is contained on the Informed Consent document distributed with the survey. Please take time to read this document completely and sign it *before* starting the survey.

If you choose to participate, your responses will provide valuable data regarding the Teacher Education Program at the University of Northern Iowa.

Appendix C

Letter of Cooperation

Date

Dr.

Department of
University of Northern Iowa

Dear _____ :

My name is Colleen Nelson, and I am a graduate student in the School Library Media Studies program at UNI. I am conducting a graduate research project into the perceptions of undergraduate teacher education majors regarding the role of the school librarian as a teacher and instructional partner.

Students participating in student teaching at the Waterloo and Cedar Falls student teaching centers through the University of Northern Iowa offer a representative sample population for this research. This research involves collecting data from these students via a brief survey. I would like to invite students enrolled in the section(s) of this course taught by you to complete this survey.

An employee of the School Library Media Studies program at UNI would administer the survey during students' weekly seminar. That employee will read a short script before distributing the survey that explains the research to students and their right to choose or not choose to participate. Students will also be provided with an Informed Consent document and will be asked to read and sign this before starting the survey. Students will not be compensated in any way for participating, and you will be asked not to link students' participation with grades or participation in your class.

Your cooperation would be greatly appreciated. This survey will provide valuable quantitative data about the Teacher Education Program at UNI and students' perceptions about school librarians.

If you have any questions about the research project, the survey, or student participation please contact me or my faculty advisor at the numbers listed below.

Thank you,

Colleen Nelson
Graduate Student
School Library Media Studies, University of Northern Iowa

Phone: (319) 230-3208
Email: cn425053@uni.edu

Dr. Barbara Safford
Phone: (319) 273-2551
Email: barbara.safford@uni.edu.

Appendix D

UNIVERSITY OF NORTHERN IOWA TEACHER EDUCATION MAJORS AND THEIR PERCEPTIONS OF THE ROLE OF THE SCHOOL LIBRARIAN INFORMED CONSENT

Project Title: University of Northern Iowa Teacher Education Majors and Their Perceptions of the Role of the School Librarian

Name of Investigator(s): Colleen Nelson

Invitation to Participate: You are invited to participate in a research project conducted through the University of Northern Iowa. The University requires that you give your signed agreement to participate in this project. The following information is provided to help you made an informed decision about whether or not to participate.

Nature and Purpose: The primary purpose of this research is to investigate the perceptions of undergraduate students enrolled in the Teacher Education Program at the University of Northern Iowa towards the role of the school librarian as a teacher and an instructional partner.

The survey includes questions about perceptions of the UNI teaching program. It also includes questions about perceptions of the role of school librarians and other school personnel.

Explanation of Procedures: If you choose to participate you will be asked to complete a short multiple-choice questionnaire that will ask you about your experiences in the Teacher Education Program at the University of Northern Iowa. This questionnaire will take approximately five to ten minutes to complete. The researcher will compile your responses with others' responses for analysis. Your responses will not be used if you are: a graduate student, pursuing a second bachelor's degree, or have held a teaching license in another state.

Discomfort and Risks: There are no foreseeable risks to participation.

Confidentiality: There will be no way to identify you from the information obtained from the questionnaire. Your responses will not be available to your student teaching supervisor; only the researcher and the researcher's faculty advisor will have access to data collected from the questionnaires. The summarized findings with no identifying information may be published in an academic journal or presented at a scholarly conference in the future.

Right to Refuse or Withdraw: Your participation is completely voluntary. You are free to withdraw from participation at any time, or you may choose not to participate at all, and by doing so, you will not be penalized.

Questions: If you have questions about the study or desire information in the future regarding your participation in the study, you may contact the project investigator Colleen Nelson at 319-230-3208, or the project investigator's faculty advisor Dr. Barbara Safford in the Department of Curriculum and Instruction, University of Northern Iowa, at 319-273-2551. You can also contact the office of the IRB Administrator, University of Northern Iowa, at 319-273-6148, for answers to questions about rights of research participants and the participant review process.

Agreement:

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

(Signature of participant)

(Date)

(Printed name of participant)

(Signature of investigator)

(Date)

(Signature of instructor/advisor)

(Date)