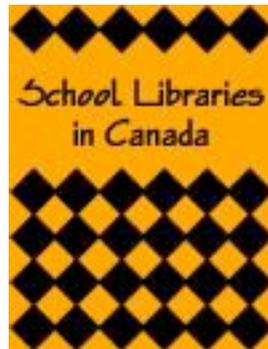


SCHOOL LIBRARIES IN CANADA

A Journal of the Canadian Association for School Libraries (CASL)
A Division of the Canadian Library Association



The Profession of Teacher-Librarianship

Volume 24 Issue 3



SCHOOL LIBRARIES IN CANADA

About SLIC

School Libraries in Canada (SLIC) Online is a journal of the *Canadian Association for School Libraries*. CASL's mission is to provide national support for the development and maintenance of excellence in Canada's school libraries, media centres, and school library personnel.

Founded in 1980 (Volume 1 Issue 1), SLIC is a national forum for teacher-librarians in Canada and promotes articles of interest on a broad range of topics from collaboration with the classroom teacher to information technology/literacy skills needed to prepare students for life-long learning.

SLIC was published in print format until Volume 23 Issue 2. Since then, SLIC is published as an online journal. Older print copies are available at university libraries across Canada and recent online issues are available in our archives section.

À propos de SLIC

School Libraries in Canada (SLIC) Online est le journal professionnel du *Canadian Association for School Libraries*. La mission de CASL est de fournir un support à l'échelle nationale pour le développement et l'entretien de l'excellence dans les bibliothèques scolaires, centres médiatiques et pour le personnel travaillant dans les bibliothèques scolaires.

Fondé en 1980 (Volume 1 Édition 1), SLIC est un forum pour les professeurs bibliothécaires du Canada et publie des articles d'intérêt sur des sujets variés allant de la collaboration avec l'enseignant en classe aux compétences en alphabétisation et en technologie de l'information qui préparent les étudiants à l'apprentissage pour la durée de leur vie.

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We are always interested in hearing your feedback on our site. If you have questions, comments, or concerns, please do not hesitate to [contact us](#).

Welcome!

The first issue of 2005 deals with the profession of teacher-librarianship, a calling that requires specialized knowledge, intensive academic preparation and ongoing updating of skill. The articles in this issue should help you advocate for the profession while thinking about what it means to be a professional.

Volume 24 Issue 3

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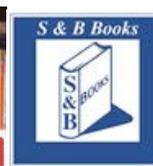
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Message from the Guest Editor

Jeanne Buckley

Jeanne Buckley is a teacher-librarian with the York Catholic District School Board and a student in the Teacher-Librarianship by Distance Learning Masters program at the University of Alberta.

Welcome to the issue of School Libraries in Canada devoted to the profession of teacher-librarianship!

To help me prepare to edit this issue of SLIC, I needed to do a little research. I needed to have a good definition of just what "profession" meant. Merriam-Webster's Online Dictionary defines a profession as "a calling requiring specialized knowledge and often long and intensive academic preparation" and a professional as "characterized by or conforming to the technical or ethical standards of a profession". (Merriam-Webster, 2004).

Teacher-librarianship is a calling that does require specialized knowledge and long and intensive academic preparation. Teacher-librarians must first become teachers – usually four years of study or more – and then gain further training in librarianship. Unfortunately, in my opinion, all too often individuals skimp of the further training, resulting in a non-professional teacher-librarian. But that is a discussion for another time. My assumption is, if you are reading this issue, you are a person who is a professional teacher-librarian, is working toward becoming one, or is interested in learning more about the profession of teacher-librarianship. If any of those are true, then you have come to the right place.

In Her Honour, by Brian Rountree, is a biography of Margaret Brodie Scott, a woman who, in Rountree's words, "raised the level of education for school librarianship to professional excellence". Scott was president of the Canadian School Library Association and a founding member of the International Association of School Librarianship and helped to create the profession of teacher-librarianship as we know it today.

That's *if* we know the profession. In the next article, Katherine Miller looks at novice teachers' perceptions of the role of the teacher-librarian and information literacy. The teacher's perception of the role of the professional teacher-librarian is anything but complete.

The above definition of "professional" talks about conforming to technical and ethical standards (Merriam-Webster, 2004). Many professions have methods of evaluating individuals as to how well they conform to standards. Terrence Pon's article on the history of the evaluation of teacher-librarians outlines some of the difficulties principals have had in the past with this task. In the following article, Pon lays out a model for the evaluation of teacher-librarians, which may aid in this task in the future. As well as aiding principals, it also is a good tool for a teacher-librarian's own professional development.



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The next two articles add to the professional knowledge of practicing teacher-librarians. Laurel Tarulli's article on marketing the school library outlines new marketing and advocacy strategies that may help fight the budget-cut battle and Carol-Ann Hutchinson Belisle's article on transformational leadership discusses how teachers and teacher-librarians can share the leadership within their schools in order to bring about educational change that improves student achievement.

Finally, in *Fractured Fairy Tales*, Cathy Yusep responds to an article that describes a school's approach to resources that, if implemented, would destroy the profession of teacher-librarianship -- using classroom book carts instead of a school library. While her whimsical writing style makes the article easy to digest, there can be no doubt from her research that classroom book carts do not meet the needs of students.

I hope you enjoy this issue of *School Libraries in Canada* as much as I did. I found the articles inspiring and satisfying in my quest to increase my own professionalism. I am certain you will too.

Jeanne Buckley,
Divisional Program Teacher-Librarian,
York Catholic District School Board

Merriam-Webster, Inc.. (2004). Merriam-Webster Online. Retrieved January 2, 2004 from <http://www.m-w.com/>



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In Her Honour: Margaret Brodie Scott

Brian Rountree

Brian Rountree is a retired Teacher-Librarian who formerly worked in Thompson, Manitoba. He is a past Secretary-Treasurer of CASL. This article was written for a course in the MLIS program at the University of Western Ontario. Brian is an online tutor for Red River College and a cataloguer for the Manitoba Education library

RATIONALE

In 1971 the Canadian School Library Association (CSLA) established an Award of Merit to recognize and to honour an individual who has made an outstanding contribution to Canadian school librarianship at the national level. In 1976 it was renamed as the Margaret B. Scott Award of Merit. This essay will attempt to describe this remarkable woman and her significance to librarianship.

INTRODUCTION

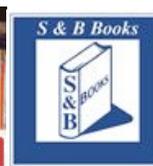
The "Turtle Lady" was a force to be reckoned with in school library circles. Margaret B. Scott had a collection of turtles as pins, buttons, ornaments, etc. because "you will never make any progress unless you're willing to stick your neck out" was her credo (Canadian School Library Association,1997b). One attendee remembered that for the 1971 CSLA annual meeting Scott wore "a dress with a large turtle printed down the front, which she said had been specially made for the occasion." (Canadian School Library Association,1997c)

CAREER

Not much is known of Scott's early life. An interesting anecdote is recorded in the citation for her Award of Merit in 1974 (Citation, 1974):

We talk of people "falling into jobs" but here the phrase can be taken quite literally. It seems that when our candidate enrolled at a college of education in History and Physical Education too many students had elected the latter option and elimination trials resulted. Her inability to complete a back somersault led her to Industrial Arts which, in those pre-liberation days, was open to men only. School librarianship was the only available alternative but there was always the consolation that once a teaching job could be found, school libraries could be completely forgotten. Luckily for us, an unsympathetic principal assigned the school library to her as an extracurricular activity.

Margaret Scott began her career teaching English and History at Kitchener-Waterloo Collegiate Institute and moved to R. H. King Collegiate Institute in Scarborough where she was Head Librarian for nine years. In 1961 she was appointed Associate Professor of School Librarianship at the Faculty of Education at the University of Toronto , a post she held until her untimely death on January 6, 1976 .



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John G Wright (1976 winner) recalls that "The groundwork for school libraries was laid in the post-war economic boom of the 1940s and 1950s, and with the resulting educational and curricular reforms of that period, school librarianship in Canada experienced its most rapid growth in the 1960s and 1970s" (International Association of School Librarians, 2003). They were years of societal changes and technological advances: the resulting new curricula, new subjects and new instructional methods demanded the resources of a school library and the services of professional librarians. Margaret Scott was in the right place at the right time, encouraging and inspiring, by her ability and example, all who studied with her and, as a result, she raised the level of education for school librarianship to professional excellence. Scott established the school librarianship course at the Ontario College of Education that became the model for those which followed at the Faculties of Education at Queen's University (Kingston) and the University of Western Ontario (London) (Canadian School Library Association,1997c).

Education falls under the jurisdiction of the provinces but Scott did not let that deter her. During her term as CSLA president, Scott took a sabbatical leave from the university for her own professional development. As part of it she traveled across Canada, attended provincial school library meetings, and "visited dozens of school libraries and officials, questioning, advising, and, yes, sometimes coercing, in order to promote good service" (Forgay, 1997). Gerald Brown recalls that it was during this time that she adapted the traits of a turtle to characteristics of good leaders:

- Clear sense of vision and purpose
- Strong sense of direction
- Courage to reach the goal: over, under, or around the obstacles
- Alert to change: willing to stick one's neck out
- Fertile: full of ideas and willing to share them
- Sturdy: a hard shell for the detractors to ravage
- Evolutionary: slow and steady will build a better product. (Canadian School Library Association,1997c)

INFLUENCE

No wonder she was described as "an activist who moved resource centres and teacher-librarians into the mainstream of the educational experience" (Haycock, 1976); Margaret Scott had a knack and a passion for inspiring people to become school librarians. Don Hamilton remembers her visit while he was teaching at a Kenora, Ontario high school. She asked him if he would stand for president-elect of CSLA although "No one will vote for you...". He recalls "She was full of fun and was in her enthusiasms somewhat intimidating... She told me that I had to go to Kalamazoo and study under the great Jean Lowrie. I think that I was a feather in her hat as a result" (Hamilton, Donald, personal email communication, July 15, 2003). Hamilton eventually became the CSLA President for 1972-73 and developed the Curriculum Laboratory within the Faculty of Education, University of Victoria (Canadian School Library Association, 1997).

Another person greatly influenced by the Scott enthusiasm and dedication was Dr. Ken Haycock, a professor at S.L.A.I.S. in Vancouver.



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"I would never have become involved with CSLA (at 26!), if Margaret had not encouraged me. And the International Association of School Librarianship at 28. Those were the heady days!" (Haycock, Ken, personal email communication, August 1, 2003).

In his 1990 acceptance speech at the Margaret Scott Awards, Warren Grabinsky described her as a mentor, someone who "we look up to. We accept them and adopt them as our trusted advisors; they become our role models" (Grabinsky, 1990). Margaret Scott "was a symbol of the kind of librarian one could become" (Canadian School Library Association, 1997c) and, as a result, Grabinsky did stick his neck out like a turtle, becoming a school district librarian in Vernon, B.C. and, after retirement, established a library retrospective conversion business.

ASSOCIATIONS

Margaret Scott served as the President of the Canadian School Library Association in 1970-71. It was during her term that the Award of Merit was created "to recognize and honour those individuals who, by their continued service, have improved the quality of school libraries and school librarianship in Canada on the national level" (Canadian School Library Association, 1975).

Margaret Scott's interest in school libraries surpassed national boundaries. She was a founding member of the International Association of School Librarianship (IASL). At its inaugural meeting in Jamaica in August 1971 Scott reported on "School Libraries in Canada , 1971" (Scott, 1971). She was a Director from 1971 until her death in 1976 (Jenkinson, Dave, personal E-mail communication, July 28, 2003).

AUTHOR

As a past president of the Canadian School Library Association she started or developed countless projects and programs, including the only national reviewing source for Canadian learning materials—*CM: Canadian Review of Materials* (Manitoba Library Association, 2003). Resources she developed for national use included a list of selection aids for school resource centres, bibliographies of book and non-book materials on Canada , and standards for resource centre programs (a joint venture with the National Media Association).

Margaret Scott wrote on libraries and, in particular, school libraries. Scott and Madalene Jory chaired a committee that published *Aids to the Selection of Materials for Canadian School Libraries* in 1971 (Burdenuk, 2000). In 1967, 1970 and 1973 Scott joined with Doris Fennell to produce *Cataloguing for School Libraries*, which was a landmark in the preparation of school library collections (Scott & Fennel, 1970). It could be consulted frequently when cataloguing questions arose, as there were example cards to answer all types of problems. However, as her friend Larry Moore (Executive Director of OLA) points out:

Her specific accomplishments, writings, etc. today might seem somewhat quaint. But they served to attract a whole world of intelligent, capable people to a field they had never considered and to inspire them to use their creativity to push school libraries forward into new realms that Margaret never dreamed of (Moore , L. personal email communication, August 1, 2003).



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CONCLUSION

Margaret Scott's legacy survives in The Margaret B. Scott Award of Merit. She died on January 6, 1976 and, by the time of the annual CLA conference in June, her name had been attached to their main award. In addition, because of her Ontario connections and the manner in which her travels were a source of inspiration to her work, CSLA and OSLA established and jointly administered the Margaret Scott Memorial Fund Awards awarded to teacher-librarians "to share their ideas and broaden their horizons in the same way" (Ontario School Library Association, n.d.).

To explain Margaret B. Scott's influence on school librarianship, Larry Moore concludes —

Those of us who knew Margaret Scott, championed her, fought with her, mocked her, laughed with her were also inspired by her to work to change school libraries in Ontario . And change them we did. What more impact could you have than that! (Moore , L. personal email communication, August 1, 2003)

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Novice Teachers' Perceptions of the Role of the Teacher-librarian in Information Literacy

Katherine Miller

Katherine Miller has been teaching for more than 20 years, the last three as a teacher-librarian in Nanaimo, BC. She recently finished her M.Ed. in teacher-librarianship from the University of Alberta.

Introduction

Before I became a teacher-librarian, I spent over twenty years in the secondary classroom, in four different schools, yet, at the end of this time, I had very little idea or understanding of the role of the teacher-librarian. Although I worked with at least half-a-dozen good teacher-librarians in my various schools, I rarely set foot in the library. After two decades of teaching experience, I knew as little of what the teacher-librarian could do for me, as I did the day I started teaching.

This situation changed dramatically in the summer of 2001, when I started a post-graduate degree in, of all things, teacher-librarianship. I very quickly became much better informed as to the role of the teacher-librarian, and one of the first things I learned is that, like my former self, many educators, (teachers and principals alike), do not understand the role of the teacher-librarian.

Statement of the Problem

Now that I am actively involved in teacher-librarianship, I am concerned by what I see as a serious problem in schools today – the apparent lack of understanding on the part of teachers and administration about the role of the teacher-librarian in the public school system.

In fact, it may be that the role of the teacher-librarian in public schools is the most misunderstood of all job positions in schools. Over a decade ago, Haycock (1991) noted that, "administrators and teaching colleagues have little or no knowledge of, or experience with, the role of the library media center and library media specialist" (p.62). This sentiment is echoed repeatedly in the professional literature (Haycock, 1995; Hurray, 2000; McCracken, 2001).

Giorgis (1994) found that, "Most teachers in [her] study were unaware of the role of the school librarian. This was evident for those teachers who had been in the classroom for a number of years as well as for ...the first year teacher" (p.324).

As a result of my coursework in teacher-librarianship, I became aware of the importance of working cooperatively with classroom teachers to incorporate information literacy skills throughout the K-12 curriculum. Prior to taking these courses, I had never heard of the term "information literacy". Had I just been exceptionally obtuse, or are most teachers unaware of this concept?



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I am just now completing my second year as a teacher-librarian. In that capacity, I have been working in two schools, from kindergarten to grade 12. My recent teacher-librarian experience and training has left me with these confounding questions.

- How could I have been so ignorant, for so long, of the role of the teacher-librarian in the secondary school?
- Are newly graduated teachers today more aware of the role of the teacher-librarian than I was upon my graduation?
- Are novice teachers being prepared, during their pre-service training, to work with teacher-librarians?
- Are novice teachers aware of the role that the teacher-librarian can play, in implementing information literacy skills across the curriculum?

Purpose

This qualitative research was undertaken in an attempt to explore some of the questions above. Specifically, the questions I will be researching are:

- What are the perceptions of newly graduated teachers, concerning the role of the teacher-librarian?
- Are novice teachers being trained to collaborate with teacher-librarians to implement information literacy skills?

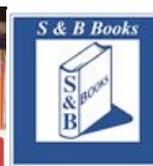
This qualitative study was undertaken in an attempt to explore the perceptions of novice teachers regarding the role of the teacher-librarian in secondary schools. I have restricted the scope of the study to novice teachers, in an effort to focus the research. What do novice teachers think that teacher-librarians really do, or could do, or should do? How accurate are their perceptions? Are they aware of the concept of information literacy?

After collating the information provided during interviews with the novice teachers, I hope to identify perceptions that need to be expanded or clarified. The data obtained will provide the basis for constructive dialogue and collaboration between teacher-librarians and novice teachers, in an effort to improve practice. Additionally, it could provide information and feedback to university and college faculties involved in pre-service teacher training.

Definitions

Teacher-librarian - "A professional teacher with a minimum of two years of successful classroom experience and additional qualifications in the selection, management and utilization of learning resources, who manages the school library and works with other teachers to design and implement resource-based instructional programs." (Asselin, Branch & Oberg,, 2003, p. 84). The teacher-librarian is also known as the media specialist, the school librarian, and the school library media specialist (SLMS).

Information literacy - "The ability to: recognize the need for information to solve problems and develop ideas; pose important questions; use a variety of information gathering strategies; locate relevant and appropriate information; assess



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information for quality, authority, accuracy and authenticity. Includes the abilities to use the practical and conceptual tools of information technology, to understand form, format, location and access methods, how information is situated and produced, research processes, and to format and publish in textual and multimedia formats and to adapt to emerging technologies" (Asselin, Branch & Oberg, 2003, p. 85).

Novice teacher - for the purposes of this study, a novice teacher was defined as a qualified teacher who had completed their pre-service training but had less than five years of classroom teaching experience.

Review of the Literature

I reviewed the professional and research literature in the three areas pertaining to my study. These areas are:

- the role of the teacher-librarian
- teacher and administrative perceptions of the role of the teacher-librarian
- the concept of information literacy.

Role of the Teacher-Librarian

Before interviewing novice teachers about their perceptions of the role of the teacher-librarian, it was initially important that I have a good understanding of the teacher-librarian's role myself. Fortunately, numerous articles and research papers have been published on this topic.

McIntosh (1994) provides a thorough, historical perspective of the evolution of the role of the teacher-librarian in the United States, from the time of Melvil Dewey, until the implementation of *Information Power* (1988). She notes the traditional stereotype of the teacher-librarian as the person in charge of the books, while underlining that, in fact, the modern teacher-librarian is more concerned with organizing and enabling access to information, in its many and evolving formats. Todd (1997) also acknowledges the change in the "perceived image of the role of the teacher-librarian from that of keeper of the books to that of a learning-centered curriculum expert" (p. 39).

The American Library Association (ALA)(2003) recently produced a standards document for school library media specialist preparation. This document briefly reviews the evolution of professional standards for school librarians over the last century, and notes that, "the instructional role of the school library media specialist has emerged over the years and assumed importance" (p. 6).

This theme of the changing role of the teacher-librarian is continually reiterated. Referring to library media specialists, Haycock (1991) observes that, "Indeed, the reality of change as a constant in our world requires more than lip service on our part" (p. 63).



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The Impact of Information Technology.

Technology is frequently pinpointed as one of the main reasons behind the changing expectations of the teacher-librarian's role. Starting with the introduction of audio-visual resources in the sixties and continuing through to the proliferation of computers and digital appliances in the nineties, teacher-librarians have had to adapt to the rising tide of information technologies. Many of these technologies permit access to information, or transmission and presentation of information, and would seem to fall within the jurisdiction of the teacher-librarian. There is, however, some blurring of the lines of responsibility between the teacher-librarian and the person responsible for information technology in the school, which has increased the confusion over the teacher-librarian's role (McCracken, 2001).

Haycock (2002a) also notes the growing confusion about the role of the teacher-librarian, particularly with regard to information technology (IT) while Reidling (2001) asserts that the roles/duties of the school library media specialist have changed to deal with our information-rich and technological society. Reidling's study resulted in a "model" job description which stressed the importance of information literacy, lifelong learning and the proper and efficient use of the technologies of the 21st century.

Shannon (2001) observed that the introduction of computers for automation; management; and information storage, access and retrieval has had a major impact on the set of skills school library media specialists need to function effectively.

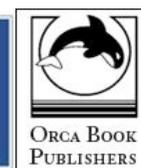
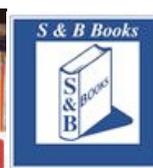
In some cases, the teacher-librarians have resisted technological change. Eisenberg (1987) notes that, in times of change, the teacher-librarian's responsibilities do not diminish, but rather widen in scope. Lacking the training or inclination to embrace technology, some teacher-librarians feel overwhelmed. This observation is supported by Lupton (1995), who found that "Information technology presents a special challenge to teacher-librarianship for, unlike its effect on some workplaces, this technology has expanded the role to the extent that many teacher-librarians are unable to accomplish their duties or maintain up-to-date services despite their desire to do so" (p. 91).

McCracken (2001) acknowledges that the rapid changes and advances in technology, since its introduction to the library media centre, have had a profound impact on the role of the SLMS (teacher-librarian). She notes that in some cases, the library media specialists view technology as diminishing their role with regard to literature and books.

National Standards.

In an attempt to come to grips with the uncertainty surrounding the evolving role of the teacher-librarian, both the American and the Canadian national school library associations have recently published comprehensive and remarkably similar documents containing role clarifications and guidelines for teacher-librarians.

The American Library Association's *Information Power* (1998) outlines four roles for the American school library media specialist: teacher, instructional partner, program administrator, and information specialist. These roles are reiterated in the list of professional competencies for Canadian teacher-librarians outlined in *Achieving*



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Information Literacy (Asselin, Branch & Oberg, 2003, p. 78-85). In the Canadian document, the teacher-librarian:

- provides leadership in collaborative program planning and teaching; this mirrors the expectation that the teacher-librarian be a teacher and instructional partner stated in *Information Power*.
- manages library programs, services and staff ; this equates to the role of program administrator from *Information Power*.
- provides appropriate information, resources or instruction to satisfy the needs of individuals and groups; is thus the information specialist from *Information Power*.

The evolving role of the teacher-librarian is clearly explained in *Information*

Power and in *Achieving Information Literacy* but I wonder if many educators are aware of these documents. How do classroom teachers and school administrators view the role of the teacher-librarian?

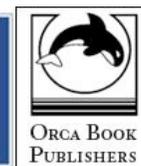
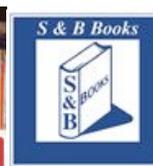
Teacher and Administrative Perceptions of the Role of the Teacher-librarian

Teacher perceptions.

The research and the professional literature overwhelmingly suggest that most teachers do not understand the role of the teacher-librarian, particularly the teaching and instructional partner role. Hurray (2000) observes that teacher-librarians who have completed their certification know that the school librarian is also a teacher, but this is often not well understood by other teachers and administrators. There are many in the school community who do not have a clear understanding of the potential contribution of the library media program (Shannon, 2001). Many, perhaps most [teachers and administrators] do not understand the value and educational potential of libraries and librarians (Hartzell, 1997). A recent comment from LM_NET was quoted by Braxton (2003): "The truth is that here in California, and I'm sure in other places, very few people have any idea about what a library media teacher does. I am constantly having teachers who are surprised when I tell them about something I could do for them or with them" (p. 41).

Reporting on a recent *School Library Journal* survey, Whelan (2003) cites more examples of the lack of understanding of the role of the teacher-librarian. She found that classroom teachers may view teacher-librarians as inconsequential because they don't assign grades. Additionally, some elementary teachers tend to view the librarian as a baby-sitter, while secondary teachers tend to take ownership of what they do, to the exclusion of the librarian. And all too often, media specialists are treated more like a clerk than they are a resource person or teacher (The Power of Partnerships, 2003, p. 55).

School library media specialists, themselves, believe that most educational stakeholders [teachers, administrators, future school librarians] do not understand their value to students or the benefits of collaborating with them (KRC Research, 2002a).



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Library media specialists who attempt to fulfill their instructional roles, as specified in *Information Power*, may find their attempts viewed as "...academic incursions ...and encroachments on teacher autonomy by an arrogant peer" (Hartzell, 2002b, p. 102).

International Perceptions of Teacher-Librarian's Role.

Lest we imagine that this lack of knowledge about the role of the teacher-librarian is strictly a North American phenomenon, an Australian study from fifteen years ago pinpoints the same concerns. Hallein & Phillips (1991) observe that, in spite of wide promotion in the professional literature, in curriculum documents and at workshops, classroom teachers and teacher-librarians are not co-operatively planning and teaching. They attribute this to a lack of understanding, on the part of the classroom teacher, of the role that teacher-librarians can play, and they note that graduating teachers are as unaware of the potential role of the teacher-librarian now, as they were fifty years ago.

A New Zealand study of four elementary schools recently found that teachers were uncertain as to the role and function of school librarians, and that teachers in all four schools "...were uncertain whether the library was central to learning" (Moore, 2000, p. 8).

Nakamura's (2000) study, comparing teachers' perceptions of school libraries and librarians in Tokyo and Honolulu, noted that there was still some confusion among the Honolulu respondents about the school librarian's role. "Perceptions about school librarians differed from one teacher to another, and many teachers still seemed to have limited awareness of the role of the school librarian" (Nakamura, 2000, p. 81). Clearly, a lack of understanding of the role of the teacher-librarian is an ongoing concern, domestically and internationally.

Nakamura further observed that a teacher's perceptions of the role and effectiveness of the school librarian tended to be influenced by the librarian in the school itself. This finding is supported by Haycock (2002a) who found that teachers, including pre-service teachers, form their views of the role of the teacher-librarian based primarily on their experience working with teacher-librarians.

Unfortunately for students today, many teachers in our aging workforce remember the libraries and teacher-librarians they encountered in the past, bringing to mind former recollections of libraries as warehouses, and teacher-librarians as resource providers (Asselin, 2000, p. 74). Wolcott, Lawless, and Hobbs (1999) concur with this finding, concluding that even the [presumably younger] pre-service teachers in her study closely identify the library media specialist with the more "traditional" role, and lack an understanding of the learning and teaching role of the teacher-librarian.

Reporting on a recent study in British Columbia, Mikalishen (2001) noted that, although teachers "...were very anxious to discuss the roles of teacher-librarians and their working relationships with them...it became evident that there was confusion in the minds of some of the participants as to the role of the teacher-librarian"(p. 20). One participant observed that, "Without a common definition of the role of the teacher-librarian, it was unclear whether the teacher-librarian was a teacher, a clerk, a network technician, a this, a that" (p. 20). Another commented



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that, despite the many combined years of experience of the participants, and the sustained discussion they had shared, they were still unable to define the role of the teacher-librarian (p. 20).

It is obvious that there still exists considerable confusion around the role of the teacher-librarian. The changing nature of the job, due to information technology, seems to be partially responsible for this lack of definition. Additionally, many teachers do not seem to recognize the teacher and instructional partner aspect of the role of teacher-librarian. Nationally and internationally, it appears that teachers are unsure what to expect from the teacher-librarian.

The only dissenting voice is that of Lai (1995) who reported in her Tennessee study that there was no significant attitude differences between the beliefs of teachers and school library media specialists regarding the instructional consultant role of the latter. She acknowledges that her results are contrary to other published studies, and suggests that the difference may be due to changing attitudes and more professional awareness of the instructional consultant role of the SLMS. This study stands out from other research already cited, both preceding and succeeding, which contradicts her findings.

If classroom teachers are generally uncertain as to the role of the teacher-librarian, are principals and administrators any more informed?

Administrative Perceptions of the Role of the Teacher-Librarian.

Hartzell (2002b) cites numerous studies and reports indicating that the principal plays a key role in the development and maintenance of quality school library media programs. Given the importance of principal support to an effective library program, it is easy to see how important it is to teacher-librarians that the administration understands their role.

Schon, Helmstadter & Robinson (1991) found a high correlation between Arizona principals' and library media specialists' perceptions of the major competencies or skills required by the latter. They concluded that these results also show that the principals and librarians agree on the major goals of the library media program.

These findings are contradicted by Dorrell & Lawson (1995), who noted that although principals generally have a good understanding and appreciation of the role of the teacher in an educational setting, they do not have the same understanding of the role of the library media specialist. Dorrell & Lawson concluded that principals are not sufficiently aware of the potential of the librarian as a teacher and collaborator, as specified in the ALA's *Information Power* (1988).

McCracken (2001) reported on research conducted by Naylor & Jenkins in 1988, which corroborates that of Dorrell & Lawson; they found that school principals did not have a clear understanding of the school librarians' role. Wilson & Blake (1993) noted that anecdotal comments in their study highlighted teacher-librarians' concerns that principals do not understand their job or their role in the school.

A multinational study found that "limitations in the principal's understanding and leadership and lack of a school information-skills policy or curriculum was seen as a



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barrier....” to implementation of information literacy skills across the curriculum, in all the countries studied, except one (Henri, Hay & Oberg, 2002, p. 60).

Generally, it would seem that many administrators have neither accepted nor understood the changes in the role of the teacher-librarian, as it is outlined in *Achieving Information Literacy*. To rectify this situation, it has been suggested that, in addition to their other duties, teacher-librarians should make it a priority to communicate with their administration, ensuring that the principal is aware of, and supports, the aims of the school library media program.

The research I have cited seems to indicate that neither teachers nor principals have a very clear idea of the role of the teacher-librarian. Do they have a better understanding of the concept of information literacy?

Information Literacy

The concept of information literacy is not recent; in fact, it dates back to a least 1986 (Doyle, 1995). In the early 1990's in Australia, Todd (1997) began a program of action research, centered on integrating information literacy skills in the classroom. By 1994, in the United States, Bleakley & Carrigan were able to state definitively that, due to our overly rich information environment, information literacy had become a new basic skill. They concluded that, in order to develop information-literate students, the librarian and the classroom teachers must assume new roles. For their understanding of the concept of information literacy, they referred to *Information Literacy: Final Report*, produced by the American Library Association Presidential Committee in 1989.

In British Columbia, the concept of information literacy has been recognized since at least 1991, when the B.C. Ministry of Education enshrined it in *Developing Independent Learners: The Role of the School Library Resource Centre* (1991).

The term “information literacy” has thus been in use for almost twenty years in North America and internationally. The concept is well established and has been referred to in professional and research literature. In 1995, Kuhlthau noted three important trends in library media centre instruction, the first being a shift from instruction in library skills to instruction in information skills and information literacy. She also predicted a shift to process orientation in skill instruction, and increased integration of information skills into the curriculum, involving cooperative planning between teachers and library media specialists. Craver (1995) echoed Kuhlthau's predictions, noting that classroom teachers would be expected to integrate information literacy skills into their curriculum; she further predicted that most of them would never think to use the resources of the teacher-librarian and the library media center. Her predictions are supported by Hurray (2000), who observed that, “Many teachers and administrators do not yet realize that librarians have precisely the training and skills needed to implement information-literacy skills in the curriculum” (p. 26).

In 2000, Moore's research indicated that the majority of teachers in her study did not have a clear understanding of the concept of information literacy and tended to confuse it with research or library skills. Despite almost two decades of discussion and research, it appears that an understanding of the concept of information literacy



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is restricted almost exclusively to teacher-librarians and researchers in the field of school librarianship.

Even more recently, *School Library Journal* (Whelan, 2003) conducted a survey, involving more than 800 teacher-librarians, on information literacy and the school librarian's instructional role. Their results indicated that, overwhelmingly, neither teachers nor students recognize the importance of skills tied to information literacy. In her discussion of these survey results, Whelan indicated that the main barrier to implementing information literacy is a lack of support from classroom teachers, many of whom don't really know what information literacy is.

Themes Emerging from the Research Literature

After examining the research and professional articles of the last twenty years, it would seem that:

- The role of the teacher-librarian continues to change and evolve, partly due to the introduction of information technology.
- Although trained and qualified teacher-librarians understand their role, most teachers and administrators do not.
- Teacher-librarians recognize that their role has evolved and that it now emphasizes teaching, in collaboration with classroom teachers, in order to incorporate information literacy skills instruction across the curriculum.
- Most teachers and many administrators do not understand the concept of information literacy.
- Teachers and administrators have not understood the role that the teacher-librarian can play in implementing information literacy.

These conclusions, drawn from my examination of the research and professional literature, reinforce my own experience as a longtime classroom teacher, and more recently as a new teacher-librarian. What, however, are the perceptions of novice teachers towards the role of the teacher librarian? Do novice teachers understand the concept of information literacy? Is the new generation of recently graduated teachers aware of the potential for collaboration with the teacher-librarian in order to integrate information literacy skills? Are novice teachers being prepared, during their pre-service training, to take advantage of the potential of the teacher-librarians? I entered teaching without any knowledge of the role of the teacher-librarian. Are today's novice teachers, the most recent graduates of our universities and colleges, being exposed to the literature and research around the role of the teacher-librarian in implementing information literacy skills? This qualitative study, consisting of interviews with five novice teachers, should help to answer these questions.

Method

I chose to conduct qualitative research, as opposed to quantitative research, because I felt personally involved in the research problem. I hoped to learn from the experiences and perceptions of a small group of participants; I felt that their words would be valuable to me. I was interested in exploring and understanding the problem.



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The interview process allowed me to follow up on statements that I found provocative or unusual, while giving the participants the flexibility to elaborate on their responses. This flexibility was particularly valuable when it became clear that the participants were unsure about the meaning of some of the terminology used in the questions. I believe that the perceptions of the role of the teacher-librarian, which were shared with me during the interviews, are more detailed than what would have been elicited by a more formal and impersonal survey format.

Setting

This study took place in a town of 70,000 in Western Canada, with thirty-seven elementary schools and seven secondary schools. There are 16,300 students in the school district, and approximately 1,000 full and part-time teachers. The families of the students in this school district have higher levels of unemployment and poverty than the provincial average (B.C. Stats, 2003). The major employers are the forestry industry, the community college, the hospitality and tourism industry, and small manufacturing and businesses.

Participants

I had hoped to interview a homogeneous sample of five novice teachers, to explore their perceptions of the role of the teacher-librarian in the public school system. With the help of our local professional association, I identified eighteen novice teachers, defined for the purposes of this study as teachers with less than five years of classroom experience. This apparently low number is explained by the fact that recent budget cuts and layoffs have forced many recently graduated teachers from their positions, and those who didn't leave for jobs elsewhere are now working on the TOC (Teacher on Call) list.

I initially eliminated four of these teachers, as I knew them personally, and did not want that to influence the research. With the permission of the school district's senior administration, and the knowledge of the teachers' association, in October, 2003 I sent a letter to each of the other fourteen teachers, asking if they would participate in my study. This letter is found in Appendix B. Unfortunately, I received six negative responses to my first letter. Three weeks later, in November 2003 I sent out another request to the non-respondents, elaborating on the first letter. This time I received three negatives, and one affirmative response. Comments made on the forms returned indicated that the novice teachers were too busy to participate. I therefore decided to approach the four novice teachers that I knew personally (although only slightly), and they all agreed to participate. Between November, 2003 and January, 2004, I interviewed all five participants. Personal information on these participants, which was included in my original paper, has been deleted here to protect their anonymity. The pseudonyms Cam, Steve, Tony, Francine and Matt are used in the following data.

Procedures

All participants were asked the same eight questions in the same order; a copy of the question sheet is found in Appendix A. The questions were designed to explore the participants' perceptions of teacher-librarians throughout their own educational history and up to the present. Their responses ranged from succinct to very expansive. Interviews were arranged at the participants' convenience, at their own



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schools, and lasted from twenty to thirty-five minutes. The interviews were tape-recorded, and later transcribed, coded and analyzed. Trends, themes and areas of agreement and disagreement were noted

Findings

Participant Responses

Question 1- What were your experiences with teacher-librarians, when you were a high school student?

Four of the five participants had positive recollections of librarians from their high school days, and used descriptors such as helpful, friendly and available. Their memories of their high school days were generally dim; none of them could remember the librarian's name. Steve wondered whether the librarian was also a teacher. Cam doesn't remember any high school classes or lessons in library instruction. Tony "didn't hang out much in the library".

Question 2- What were your experiences with librarians, when you were a university student?

All five participants had positive recollections of librarians from their university training, and used descriptors such as friendly, knowledgeable and available. Francine mentioned that tutorials in how to use the university library were offered, and she took advantage of them. Cam indicated that he didn't use the university library much, as he was generally involved in practicing in the music building. Matt and Francine mentioned that the university librarians were technology experts, and guided them in the use of information technology. All agreed that the university librarians were a valuable resource.

Question 3- (How) did your pre-service training prepare you to work with teacher-librarians?

The novice teachers were unanimous in their responses to question #3. Matt simply said, "Not at all." Cam replied, "It didn't, at all." They all agreed that they had received no training, experience or opportunity to work with teacher-librarians in their pre-service training. Francine mentioned that her teacher-training was an eighteen month program, following her initial undergraduate degree, that it had been very compressed, there just wasn't enough time, and "...there was no discussion of the role of the teacher-librarian." Steve acknowledged that he had received "...very little training regarding dealing with teacher-librarian, how you can use them as an incredible resource, I'm finding them a huge resource now...they are under-utilized, in my opinion..."

Francine made the interesting observation that, although they had been required to provide a reflection document on the roles of other staff members, such as the school secretary, the custodian and the principal, there had been no requirement to reflect on the role of the teacher-librarian. She also suggested that the role of teacher-librarian might have been ignored as it was a "political hot potato" at the time, due to budget cuts and layoffs, and that the community college carefully ignored any politically sensitive situations during teacher training. She also



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wondered if perhaps the education program directors themselves didn't understand the role of the teacher-librarian.

Question 4- What is your understanding of information literacy?

All five novice teachers were again unanimous, agreeing that they had never heard the term "information literacy", neither during their pre-service training nor during subsequent teaching experience. Cam was able to come up with quite an accurate off-the-cuff definition of the term, and the others guessed it would have something to do with research skills. Steve was sure that his teacher-librarian would be familiar with the term. Matt and Francine thought it would have something to do with computers and technology.

Cam echoed Francine's previous comment that their pre-service training had been very intense and compressed, so information literacy had not been part of the program.

At this point, I gave a brief description of the term "information literacy", based on the definition provided earlier. After some discussion and clarification, all the participants agreed that they understood the concept, but had been unfamiliar with the terminology.

Question 5- Since these new teachers were unfamiliar with the term "information literacy", none of them felt they had been specifically prepared to implement it in their classrooms. Cam had some personal IT experience, and felt that although he could successfully instruct students in the online components of information literacy, he would ask the librarian for help with print sources. Matt mentioned that, "...students have trouble reading and finding information...it's a problem we're going to have to face and deal with...teachers haven't been trained...". All agreed that it would have been useful to have had training in the implementation of information literacy, and Cam commented that the teacher-librarian would be a useful resource.

Question 6- Do you think a teacher-librarian might help you in meeting your instructional objectives?

All of the participants agreed that the teacher-librarian could help them in meeting their instructional objectives. However, in spite of our recent discussion about information literacy, when asked how the teacher-librarian could assist them, all of the novice teachers immediately referred to the teacher-librarian's ability to find books, videos and resources, and none mentioned the teacher-librarian as an educational partner or collaborator in information literacy. Matt suggested the teacher-librarian could help by finding books for students and staff, and by keeping staff informed of good, new literature. Cam and Steve both viewed the teacher-librarian as a person who could locate books, resources, and websites. Tony noted that he appreciated the librarian's help when he brought classes to the library. Francine appreciated the teacher-librarian's knowledge of the curriculum, and assistance in identifying subject and theme specific resources. To all these novice teachers, the teacher-librarian is apparently still seen as a support person, useful for locating resources.

Question 7- In your teaching experience to date, how much use have you made of the libraries in the schools you have been assigned to?



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Cam had made little use of the libraries in his teaching experience to date, since he had been mainly working as a TOC, and was required to follow the lesson plans of the teacher he was replacing. Matt had made little use of the library, and noted that the (elementary) library was often closed or unavailable, due to a lack of teacher-librarian time, or was staffed by parent-volunteers. The other three had used the library, mainly for research projects with the students, or for locating resources for upcoming units. Steve liked using the library because it "...gives the students a change of scenery."

Question 8- What is your understanding of the role of the teacher-librarian?

The final question evoked a flood of responses. All five novice teachers felt that the role of the teacher-librarian involved showing staff and students what resources were available. Matt and Tony mentioned that the teacher-librarian should be knowledgeable about online resources. Matt and Cam mentioned the expectation that the teacher-librarian would purchase books and resources, and be involved in circulation, shelving books and keeping track of overdue items. Tony and Francine mentioned teaching research skills to students and Francine and Matt mentioned supporting literacy in the school. Tony added that the teacher-librarian should assist students with information literacy skills, and Francine noted that the librarian should teach library skills.

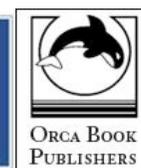
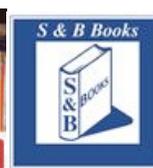
Cam made the interesting comment that teacher-librarians, like music teachers, shouldn't be used for elementary release time for other teachers, as it demeaned the importance of both music and library as important areas in their own right.

Steve commented that perhaps parent volunteers could take on some of the duties of the teacher-librarians, because, "...really, read to the kids, show them how to find books, you don't need to be a genius to do that." This was a disappointing remark, coming at the end of our interview, as it seemed to suggest that the teacher had not really understood what we had been discussing about the potential role of the teacher-librarian.

Francine thought the teacher-librarian should promote literacy by modeling the joys of reading. Cam, Matt and Francine stated that they felt teacher-librarians were very important and that they were dismayed by the cutbacks in library time and staffing.

Limitations

This study was limited by the small number of participants, and the unequal gender balance. I have outlined the difficulties I faced in attracting participants, and my decision to carry on with these five participants. The study was further limited by the fact that I was slightly known to four of the five participants, although I did reiterate in each interview that the participants should try to avoid personal references in their responses, and that they should attempt to respond in general terms. I don't think this was a serious factor in any of the interviews, and in fact may have helped the participants to feel at ease, and more comfortable in the situation. In one situation, the teacher had forgotten I was coming, so had students in another room he was supervising. He left the interview once to answer a student's question, but this did not unduly interrupt the flow of the interview.



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Four of the five participants completed their pre-service training at the same college, so it is not surprising that they share the same experiences and beliefs.

Themes Arising from the Interviews

Based on my analysis of my interviews with the five novice teachers, I believe that new teachers are generally unaware of the collaborative role the teacher-librarian can play in implementing information literacy skills across the curriculum. In addition, novice teachers are not aware of the concept of information literacy. They view the teacher-librarian as a support person, a provider of resources and as someone who is technologically competent. They are aware of the teacher-librarian's role as program administrator, and as information specialist, but are not aware of the teaching and instructional partner component of the role.

Hartzell (1997) reported exactly the same findings in his article "The Invisible School Librarian". He noted that many teachers and administrators view the library as "...a support service that responds to needs they define. ...To them, your job exists only to fulfill the first of the three roles called for in Information Power—you find them the information they want when they want it and guide students to sources they might otherwise miss"(p. 25). Although his comments were made seven years ago, they are clearly applicable today, in my school district.

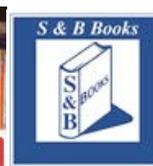
I had hoped to discover that newly-graduated teachers were better prepared today than in the past to understand the teacher-librarian's role. This does not appear to be the case. These results support the recent findings of Asselin & Branch (2003), who note that "...teacher educators do not address the role of the school libraries in teaching and learning, and ... pre-service teachers are not learning how to teach information literacy" (para. 6).

Discussion, Implications and Recommendations

Although disappointing, these results were not surprising. In my two years as a teacher-librarian, I have observed that many of my colleagues don't really understand my role. Most school librarians have been teachers, but few teachers have been librarians. There is a big gap between teachers' perceptions of the role of the librarian, and the reality of the job. I have also found that most of my colleagues are very willing to learn more about what I do, and could do, to assist them. Clearly, however, the initiative is going to have to come from the teacher-librarian.

I have three recommendations:

- practicing teacher-librarians need to get involved with teacher training programs in order to incorporate knowledge of the role of teacher-librarian during pre-service training
- teacher-librarians should mentor new teachers and staff members
- teacher-librarians need to become advocates for information literacy, in order to raise their profile and increase understanding of their role.



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Pre-service Training

For the last decade or more, teacher-librarians, researchers and other professionals in the field have been calling for more and better preparation of new teachers regarding the role of the teacher-librarian. In 1989, the American Library Association recommended that teacher education programs should include information literacy concerns (Asselin & Lee, 2002). Over ten years ago, Wilson & Blake (1993) noted "...a need to train candidates for teaching degrees in using the school library. Colleges should place more emphasis on the library than they do (p. 23). Her statements are corroborated by Giorgis (1994) and Hartzell (1997). More recently, Lowe (2001) has noted, "Few teacher training programs mention the roles of the library media program and the library and information professional at all" (p. 31) while Hayden's (2000) study concluded that teachers are unaware of the role of the school library media specialist, and that "school library media specialists and colleges and universities share the responsibility to increase this knowledge base"(summary).

Clearly, researchers and school-based professionals have long been requesting that information on the role of the teacher-librarian be included in the training of pre-service teachers. Several universities have responded. Doiron's (1999) study in Prince Edward Island tracked pre-service teachers at six elementary schools, part of whose training involved working collaboratively with teacher-librarians. He found that the student teachers "developed a deep understanding of how the school library program is essential to the integrated use of information technology and students' information literacy" (p.10). At the University of British Columbia, Asselin & Lee (2002) pioneered a study requiring pre-service teachers to work collaboratively with a teacher-librarian, during practica.

Despite these encouraging programs, it is apparent that some teacher-training institutions are not preparing new teachers to work collaboratively with the teacher-librarian. It may be that school-based teacher-librarians will have to take the initiative and approach their closest Faculty of Education. We will need to initiate some liaison between teacher-librarians and the Department of Education at our local community college. We need to build a power base from which to influence the training of teachers and administrators—and of future school librarians (Hartzell, 1997).

Rather than waiting passively, in the bottom half of a top-down model, for the arrival of new teachers fully cognizant of the role of the teacher-librarian, we need to be part of a continual loop; a reciprocal give-and-take of information and support between the Faculty of Education which is training the new teachers and the school system which is receiving them.

Mentoring

Teacher-librarians should actively approach novice teachers, and new staff members, offering to plan and work with them. Nakamura (2000), Hayden (2000) and Haycock (2002a) all found that classroom teachers' perceptions of the role of the teacher-librarian are profoundly influenced by the teacher-librarians with whom they work in close contact. It would be naïve to assume that new teachers are going to learn about the role of the teacher-librarian through observation. They need to be drawn in, welcomed, and included; from one positive experience more will flow.



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First year teachers and teachers new to staff are often very busy and are sometimes overwhelmed. Collaboration with the teacher-librarian must be beneficial and helpful, and not considered just "another extra chore" by the novice teacher.

It has been my experience that patterns established in the first years of teaching may be difficult to change. This explains the present lack of knowledge of and collaboration with teacher-librarians on the part of many experienced teachers, and further underscores the importance of "breaking in" the new graduates as early as possible in their careers.

Wilson & Blake (1993) were speaking of principals when they noted that "even if universities assume the responsibility of educating the principals, teacher-librarians must continue to provide knowledge about the library and the teacher-librarian's role in the school" (p. 23). This comment would apply equally to newly graduated teachers. Clearly, the universities, on the whole, are not educating the pre-service teachers about the role of the teacher-librarian. The teacher-librarian must thus take on this responsibility in the school setting.

Almost twenty years ago, Hauck & Schieman (1985) observed that, "as soon as members of a profession are able to define their roles, their profile becomes clearer and other people [e.g. principals, teachers and students] with whom they come into contact are more likely to accept them in the roles they have adopted" (p. 38). Teacher-librarians who understand their roles need to accept the responsibility of clearly communicating these roles to educational colleagues.

Information Literacy

Hartzell (1997) noted that library media specialists have done a poor job of promoting themselves, partly because they haven't been schooled in the need for it. Since I have only two years of experience as a teacher-librarian, I can't speak on past practice in the area of advocacy. However, I do feel strongly that (a) what we do is important and necessary, (b) this should be self-evident, and (c) I don't want to be forever self-promoting and tooting my own horn.

Unfortunately, it now appears that self-promotion and horn-tooting have become an integral part of the role of the teacher-librarian. The importance of what we do is not evident to everyone, and particularly not to our colleagues and administration. The research and professional literature is rife with recommendations that the teacher-librarian actively communicate and promote the value of the library media program (Bush and Kwielford, 2001; Lowe, 2001; Shannon, 2001).

Eisenberg and Miller (2002) observe that "school librarians do a poor job of getting the word out about the importance of their library programs" (p. 48) and he suggests that librarians should [among other ideas] emphasize information and technology literacy efforts and standards.

I agree, and think that developing an integrated continuum of information literacy standards, across the curriculum, to be delivered in partnership with the classroom teachers, would raise our profile and demonstrate to our colleagues that our role extends beyond that of warehousing resources. Oldford (2002) notes that resource-



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based programs, which supported information literacy, have existed in the past, but the synergy which sustained them has dissipated. Whelan (2003) observes that barriers to teaching information literacy include (a) little support from teachers, closely followed by (b) little knowledge about what information literacy really is.

We need to revive these resource-based programs and revive the teaching of information literacy skills in schools. We as teacher-librarians must take a leadership role in educating staff and students in the importance of information literacy skills. We need to use the term "information literacy" at every opportunity: in conversation, in staff meetings, at professional development activities, in the school newsletter, in the staff room, in curriculum meetings and in every other conceivable context. The concept of information literacy should be known and understood by colleagues, administration and students, and the term "information literacy" should be a part of the current vocabulary of every stakeholder in the school.

Also, the teaching role of the school librarian, and the potential for collaboration with the teacher-librarian, to implement information literacy, should be well understood and accessed by our classroom colleagues. I have worked with individual teachers, spoken at staff meetings and led workshops on professional days, in an attempt to raise awareness around the role of the teacher-librarian. All teacher-librarians will need to work together, in advocacy, to promote a better understanding of our role.

Future Research

The findings of this study reflect those of other studies. It would be beneficial, however, to implement a long-range project, involving a larger number of participants and universities, to observe trends and/or changes over time, in the perceptions of future new graduates around the role of the teacher-librarian in the school.

Conclusion

Working in collaboration with teacher training institutes, mentoring newly graduated teachers, and advocating for the implementation of information literacy skills from kindergarten to grade twelve are just three ways we can work to raise the profile of the teacher-librarian, in an effort to change the present perceptions of the role of the teacher-librarian, not only with novice teachers but with more experienced colleagues and administrators alike. It has been almost ten years since Haycock (1995) noted that, "school libraries and teacher-librarians will survive and thrive in the twenty-first century only if educators understand their importance in the educational enterprise" (p.14). The findings of this study seem to indicate that there is still work to be done.



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Appendix A- Interview questions

_____ (person's name) Thank you for agreeing to this interview.

First of all, you should know that you don't have to respond to a particular question, if you prefer not to. You can withdraw from the interview at any time, and if you change your mind later, you can ask that your interview not be included in my research.

There are no right or wrong answers. I am just interested in exploring your experiences with school libraries and teacher-librarians, in an effort to improve my practice.

1. Going back in time, what were your experiences with teacher-librarians, when you were a high school student?
2. What were your experiences with librarians, when you were a university student?
3. How did your pre-service training prepare you to work with teacher-librarians?
4. What is your understanding of information literacy?
5. How were you prepared, as a pre-service teacher, to implement information literacy in your teaching?
6. Do you think a teacher-librarian might help you in meeting your instructional objectives?
7. In your teaching experience, to date, how much use have you made of the libraries, or the teacher-librarians, in the schools you have been assigned to?
8. What is your understanding of the role of the teacher-librarian in secondary schools?

Is there anything else you would like to add, on this topic?

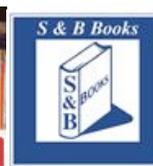
Thank you for taking the time to share your experiences with me.

Appendix B- letter asking participants to join the study.

September 28, 2003

Dear _____

I am writing this letter to ask if you would be a participant in my study. I am presently completing a Master's degree, with a library focus, through the University of Alberta, and the study will form part of my final "capping" paper. My research project will examine teachers' perceptions of the role of teacher-librarians in secondary schools. Participants will be asked to agree to a personal interview, to discuss their perceptions of the role of teacher-librarians. The interviews would take approximately 30 minutes to complete, and would be scheduled at the participant's convenience, during the months of October and November, 2003.



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I would value your input, and your consent to be involved in this study. Please be assured that confidentiality will be maintained. You are free to refuse to participate, or to withdraw at any time. If you decide to opt out later in the term, than any collected data can be withdrawn at that time. A tape recorder would be used to record our conversation; I would later transcribe the tapes. I will use a pseudonym to represent you in all work that is written about the study. I will keep your interview tape and transcripts in a locked filing cabinet in my office for a minimum of five years following completion of the research.

This study will examine participants' past and present experiences with school and university libraries, and librarians, and will explore participants' perceptions of the role of the teacher-librarian. This topic is of interest to me, as I was a classroom teacher for 22 years, but have recently been appointed to a library position.

The attached consent form will explain this study more fully. If you have any further questions about this study, please feel free to contact me at (250) 758-9191, or my advisor, Dr. Jennifer Branch, at (780) 492-4273 ext.242. Please complete the attached consent form, to indicate your decision. If you are willing to participate, please return the consent form to me. Thank you for considering this request.

Yours sincerely,

Katherine Miller
Teacher-librarian
Wellington Secondary
kmiller1@sd68.bc.ca

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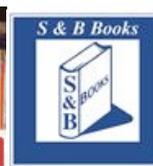
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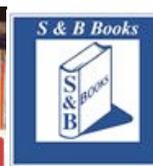
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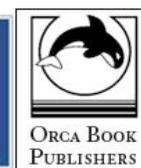
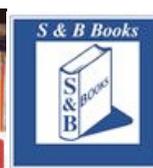
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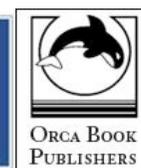
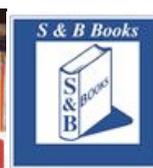
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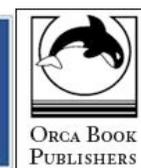
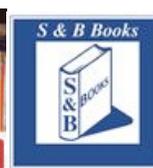
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Evaluation of the teacher-librarian: Review of the models

Terrance Pon

Terrance Pon is the teacher-librarian at École Wilfrid Walker School in Regina, SK. He is in the process of completing his M.Ed. in Teacher-Librarianship through the University of Alberta.

At the beginning of each school year, are you asked to produce a professional growth plan? As a teacher-librarian, do you use the standard classroom teacher goal-setting form? How do you set meaningful goals? As a principal, how do you evaluate the teacher-librarian? Are you aware of the multiple responsibilities of the teacher-librarian?

Many instruments are available for classroom teachers to employ, but few exist for the specifics of the role of the teacher-librarian. What are the challenges to evaluating teacher-librarians? What evaluation models currently exist for teacher-librarians?

Obstacles to quality evaluation

Two major obstacles to quality teacher-librarian evaluation are the misconceptions surrounding the role of the teacher-librarian (Hartzell, 2002; Haycock, 2003) and the administration of standard teaching evaluation forms (Bryant, 2002; Hartzell, 2002; Lau, 2002; Sylva, 1989; Williamson, 1989).

The first obstacle to quality evaluation is the inconsistent definition of the role of the teacher-librarian. Several factors continue to contribute to the confusion. Hartzell (2002) attributes this lack of clarity to two factors: occupational invisibility of most teacher-librarians and the occupational socialization of principals. Haycock (2003) proposes a third factor, that of the mismatch between educational policy and educational practice. Ever-aging education ministry policies have defined the role of teacher-librarians, but these policies are not reflected "in the education, recruitment, selection and evaluation of teacher-librarians" (p. 34). Due to these factors, stereotypical views of the librarian continue to be held at all levels in school systems, rather than the current view on the role of the teacher-librarian, i.e., instructional leader in the areas of curriculum development and implementation, educational technology, and collaborative program planning and teaching (Asselin, Branch, & Oberg, 2003).

Particular emphasis of the teaching role is emphasized with the majority of evaluations of teacher-librarians (Hartzell, 2002; Lau, 2002; Taylor & Bryant, 1996). Many teacher-librarians are not evaluated with specific teacher-librarian forms, but rather with standard teachers' forms (Bryant, 2002; Hartzell, 2002; Lau, 2002; Sylva, 1989; Williamson, 1989). In limiting teacher-librarians to this narrow view of their role and to evaluation instruments ill suited for the specifics of their responsibilities, many areas are overlooked.



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What models currently exist for the evaluation of teacher-librarians and the particulars of their role?

Overview of evaluation instruments

Models of teacher-librarian evaluation include checklists, rubrics, personality inventories, and discussion guides. These models can be categorized into professional, personal, and professional/personal evaluations.

Professional evaluation

Checklists for evaluating the teacher-librarian are numerous and varied (Asselin, Branch, & Oberg, 2003; Collins, 1989; Everhart, 1998; Shannon, 2002; Sylva, 1989; Taylor & Bryant, 1996). Checklists typically categorize multiple responsibilities, providing a snapshot of the status quo. This form of evaluation can be conducted by a supervisor (principal), by the teacher-librarian independently, or ideally, by the principal and teacher-librarian collaboratively. Descriptors in checklists can be succinct or generalized, thus there are variations in the need for interpretation. The number of descriptors can vary widely from one instrument to the next, addressing the roles and responsibilities of the teacher-librarian in minute or in vague detail. Measurement of the level of attainment also varies in the checklists, e.g., a "yes", "no", or "somewhat" response (Asselin, Branch, & Oberg, 2003) or a numeric 5-point scale (Sylva, 1989).

Checklists are important tools for periodic evaluations, to ensure that the teacher-librarian fulfills all considerations of the role. The checklist descriptors can lead to productive discussions between the principal and the teacher-librarian. Some descriptors contained in the checklists can be used to set individual teacher-librarian goals; however, many of the descriptors address factors that are often out of the direct control of the teacher-librarian, i.e., budget and district technical support. Furthermore, Bryant (2002) argues that checklists run counter to the approaches to developing information literacy. Effective use of checklists occurs only when behaviors are easily described; the teacher-librarian works in a continually and rapidly changing context, which renders many checklists obsolete.

Rafuse and Law (1993) developed a rubric for the implementation of cooperative program planning and teaching. The rubric's descriptors are categorized into six categories: advocacy and philosophy, curriculum, selection of resources, consultation, management, and instruction. Highlighted are multiple key elements to the implementation of successful information literacy programs: curriculum development, flexible timetabling, and media selection.

This rubric improves upon the concept of checklists in two aspects: 1) the descriptors are centred on the teacher-librarian behaviours, rather than the evaluation of the global library program; and 2) a continuum assists teacher-librarian growth, providing a progressive scaffold from one level of attainment to the next.



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Personal evaluation

The literature emphasizes the need for teacher-librarians to become more aware of their own personal qualities. Despite this emphasis, there are few evaluations for personal qualities available for teacher-librarians.

Studies by Christiansen (1991) and by Herrin, Pointon, and Russell (1986) aimed to specify characteristics of successful teacher-librarians through multiple instruments, e.g. personality inventories and interviews. Both studies found that the qualities of successful teacher-librarians did not match the typical stereotypical traits associated with the role. Carson (1993) developed and field-tested a self-efficacy scale for school library media specialists. Carson argued that self-concept often affects performance, but he found that scales used to measure teacher self-efficacy were unable to account for the wide range of responsibilities that compose the role of the school library media specialist. All three studies recommended further development of self-evaluation instruments for both practicing and prospective teacher-librarians.

Teacher-librarians are encouraged to use online self-diagnostic tools, in order to understand their individual predispositions to certain teaching and learning styles (Barron, 1997). Barron suggests the use of two suggested online personality inventories: Fleming's *VARK: A guide to learning styles* and AdvisorTeam's *Keirsey Temperament Sorter II*. The *VARK* test requires the subject to answer thirteen multiple-choice questions. These results are translated into a breakdown of the subject's learning style according to the four categories, visual, aural, read/write, and kinesthetic. The *Keirsey Temperament Sorter II*, an instrument based on the Jung-Myers dimensions of personality, requires the subject to answer 70 two-choice questions. The results are then translated to sort the subject into one of sixteen personality types, which illustrate the subject's tendencies towards certain actions and attitudes.

The Myers-Briggs Type Indicator (MBTI), based on the work of C.G. Jung and Isabel Myers, is a frequently employed personality inventory instrument created from decades of clinical experience and research (McCaulley, 1990). The MBTI is a self-administered questionnaire of a forced-choice format. McCaulley lists several Forms (C, F, and J) currently in use, some used only for specialized research purposes. These forms range in length from 96 to 290 questions. The results derived from completing the MBTI indicate the subject's tendencies towards one of 16 personality types. Data gathered through the administration of the MBTI is used to assist in career planning and to indicate individual interests and talents. This instrument is used in the education community to better understand individual differences in learning and teaching styles, aptitude, achievement, and motivation. Published studies involving the MBTI in educational settings have shed light on the effects of personality types and emergency permit teachers' use of technology (Chambers, Hardy, Smith, & Sienty, 2003), the tendencies of certain personality types to gravitate towards elementary or secondary teaching (Sears & Kennedy, 1997), and the relationship between personality preferences, leadership styles, and effective teacher consultation (Savelsbergh & Staebler, 1995).

Each of the three aforementioned tests provides the teacher-librarian with a greater awareness of personal tendencies, which can be subsequently applied to interpersonal relationships as colleague and teacher.



Professional and personal evaluation

Haycock (1999) strongly advocates the use of a specific teacher-librarian evaluation, separate from the global library program evaluation. His model, based on the ATLC/CSLA's document, *Students' information literacy needs in the 21st century: Competencies for teacher-librarians*, provides a discussion guide for collaborative evaluation by principal and the teacher-librarians. For each of the ten professional and eleven personal competencies, descriptors are provided for illustrative purposes. These competencies correspond to current views of the role of the teacher-librarian. Multiple aspects of the role are addressed, i.e., collaborative program planning and teaching, educational leadership, partnerships, curriculum, and technology. This model is a collaborative effort, in which the principal and the teacher-librarian comment on each area and set goals by establishing areas of priority and implementation.

The use of portfolios is often associated with student assessment and evaluation; however, the literature suggests that a portfolio is an excellent means for teacher-librarian growth and evaluation. Lally and Trejo (1998) focused on the development of a professional portfolio, which could be used for three purposes: to assess growth, to provide a mechanism for reflection, and to indicate areas for improvement. A portfolio tends to delve deeper into professional accomplishments than do other assessment tools, and teacher-librarians spend much more thoughtful reflection on their personal portfolio development than on other evaluation tools (Heath, 2003).

Included in the portfolio were the following items: curriculum vitae, teaching philosophy, statement of teaching responsibilities, teaching artifacts, and written reflections. Heath advocates the development of an electronic portfolio, incorporating the advantages of multimedia. The electronic portfolio serves as a showcase for technological skills, which is an integral role of teacher-librarians.

Implications

Branch and Oberg (2001) call for focus on two key challenges facing teacher-librarians: 1) leadership in the school organization and 2) information literacy instruction. Leadership requires the teacher-librarian to maintain strong communication with administration, to participate in curriculum development, to network with teacher-librarians beyond the district, to embrace change, and to model life-long learning through professional development. Teacher-librarians become leaders in information literacy by familiarizing themselves with research models, possessing awareness of the cognitive, metacognitive, and affective processes occurring in students during their inquiries, and understanding the information-seeking process in electronic environments as well as in print and non-print resources.

Unfortunately, the number of teacher-librarian university programs has diminished, and increasingly, teacher-librarians enter the role without training (Haycock, 2003). Evaluations must address the status quo, facilitate the setting of goals congruent to current views on the role of the teacher-librarian, and then provide guidance as to meeting the established goals. Evaluation models such as the rubric proposed by Rafuse and Law and the discussion model by Haycock address the current leadership and information literacy skills required by teacher-librarians. The rubric addresses



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curriculum leadership, and, by its design, provides scaffolding for professional growth for inexperienced and experienced teacher-librarians alike. Haycock's discussion model addresses both educational leadership and information literacy issues, and is designed as an opportunity for professional growth for both the teacher-librarian and the principal. However, in dealing with evaluations, it should be noted that 'one size does not fit all'; teacher-librarians must be prepared to create a suitable evaluation for the particulars of their context.

A comprehensive evaluation process should be developed to select qualified applicants for teacher-librarian positions. Currently, there are few checks in place to establish qualifications for the role. The process should not only include evidence of successful classroom experience, but also of knowledge in the areas of curriculum, technology, and information literacy. The candidate should possess personal and interpersonal skills demonstrating leadership potential, lifelong learning, and adaptability. The use of a portfolio would serve prospective teacher-librarians well in these circumstances.

Conclusion

Through appropriate evaluation, opportunities for professional growth become not only available for the teacher-librarian, but also for the principal as well. Although research demonstrates that personality traits of successful teacher-librarians do not fit typical stereotypes of the role, evaluation is necessary to promote the current views of the role and eventually dispel perpetuating misconceptions of the role.

Although obstacles continue to hamper the quality evaluation process, teacher-librarians must strive to actively engage in their professional growth. Specific teacher-librarian evaluation models are rarely employed by administration. It is therefore incumbent on the teacher-librarian to find or design appropriate models and to encourage the principal to engage in an evaluative process conducive to teacher-librarian professional and personal growth.

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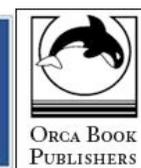
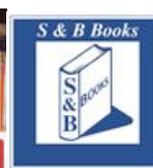
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Professional Development/Performance Evaluation model: Evaluation tools for teacher-librarians

Terrance Pon

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I was caught off-guard when I was notified of my new placement as a teacher-librarian in my school division. Without any formal training or perception of current views on teacher-librarianship, I needed to quickly understand my new role. I sought advice from other teacher-librarians on acquisition procedures, depended on my library assistant and volunteers for clerical support, and drew upon my personal classroom teaching experience for my interactions with staff members and students.

Further compounding my immediate concerns was the need to produce a professional growth plan. As a classroom teacher, I could draw upon my school system's Professional Development/Performance Evaluation (PD/PE) Teacher's Professional binder and its rubrics to set goals. However, as a teacher-librarian, few resources contained within the PD/PE binder were applicable to the specifics of my new role. Goal setting during my two years as teacher-librarian was difficult.

My school division is committed to the professional development of its teaching staff. To this end, the division created a process that addresses the professional development and performance evaluation (PD/PE) of teachers. Annually, each teacher is required to develop a professional growth plan, which is discussed with a colleague, and then subsequently, submitted to the principal. The growth plan must contain at least one goal as specified in one of the division's prescribed five growth strands: professional involvement, professional learning, instruction and evaluation, reflection, and school/system/community. Each of these growth strands is measurable on a rubric continuum, with additional reflections and evidence maintained in the teacher's professional portfolio. Designed primarily for classroom teachers, this professional development/performance evaluation model contains few descriptors applicable to the specifics of the role of the teacher-librarian.

In 2003, I began Master's level studies in the University of Alberta's Teacher-librarianship Distance Learning program. Through my studies in the areas of Resource-based Learning, School Library Media Centre Management, Leadership in Information Literacy, and Information Technologies, I have a more complete picture of the diverse role of the teacher-librarian. This paper presents a model for evaluation of teacher-librarians that is based on the knowledge gained through my studies.

Need for change

Historically, quality evaluation of the teacher-librarian has been hampered by two factors: confusion surrounding the role of the teacher-librarian and the administration of standard teaching evaluations for the evaluation of teacher-



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librarians. Development of a teacher-librarian specific evaluation model is necessary to promote quality evaluation and growth opportunities.

One major obstacle to quality evaluation is misconception surrounding the role of the teacher-librarian. According to Hartzell (2002) and Haycock (2003), three factors can be attributed to a nebulous role definition: occupational invisibility, occupational socialization, and mismatch of educational policy and practice.

Developments of teacher-librarian evaluation and growth models must address the definition, or lack thereof, of the teacher-librarian. The literature suggests that the role of the teacher-librarian must emphasize a strong teaching ability in addition to specialization in many other skills (Asselin, Branch, & Oberg, 2003; Brown & Sheppard, 1998; Haycock, 1997; Yucht, 2004). The specialized library training emphasizes collaborative planning and teaching, educational leadership, library management, and technology integration skills. These specializations are not often addressed within current evaluation practices.

Evaluation must facilitate the setting of realistic, pertinent, and attainable goals. Currently, teacher-librarians in my division are expected to use standard classroom teachers' forms. Rubrics contained in these forms describe classroom practices with little crossover to the context of the school library. In limiting teacher-librarians to this narrow view of their role and to evaluation instruments ill suited for the specifics of their responsibilities, specialized areas are overlooked.

Creation of a teacher-librarian specific evaluation

A systematic process to developing a teacher-librarian specific evaluation will ensure that appropriate goals and structure are in place.

Sivak and Pfister (1989) highlight the need to build support for change in their proposed eight-step plan for developing a teacher-librarian specific instrument. Steps are outlined in a linear progression from the initial conception phase (from a single individual) to committee work (gaining support) to the final phase, policy adoption (system-wide approval). The following represents the initial conception phase.

Proposed model

The goals of this proposed model are to provide teacher-librarians with:

1. An overview of current views of the role of the teacher-librarian;
2. A means to set realistic, pertinent, and attainable goals;
3. A scaffold to facilitate the attainment of these goals; and,
4. A means to reflect upon past practices, to demonstrate current successes, and to promote future goal setting.

Three formats will be employed in the proposed model: checklists, rubrics, and portfolios.



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Checklists

The use of checklists for evaluating the teacher-librarian is common in the research (Asselin, Branch, & Oberg, 2003; Collins, 1989; Everhart, 1998; Shannon, 2002; Sylva, 1989; Taylor & Bryant, 1996). Checklists typically categorize multiple responsibilities, providing a snapshot of the status quo, and they are important tools for periodic evaluations. Obsolescence is a weakness of checklists; updated descriptors are therefore critical to usefulness. Collaborative completion of checklists can lead to productive discussions between the principal and the teacher-librarian. Conversely, the teacher-librarian can complete the checklist as a self-evaluation.

The proposed checklist (Appendix A) is based on recent and current views on the role of the teacher-librarian. The four roles and subsequent indicators were derived from the Cooperative Planning & Teaching Rubric (Rafuse & Law, 1993), *Students' Information Literacy Needs in the 21st Century: Competencies for Teacher-librarians*. (Association for Teacher-Librarianship in Canada & Canadian School Library Association, 1997), and *Achieving Information Literacy: Standards for School Library Programs* (Asselin, Branch, & Oberg, 2003). Structure for the checklist was based on the *Library Media Specialists' Self-Assessment of their Role on the Instructional Design Team* checklist created by the State of Minnesota, Department of Education (1991).

Checklists provide an overview of areas for potential professional development and growth; no such overview is provided in the current PD/PE model. Appendix A is intended to provide teacher-librarians with a self-assessment tool for personal knowledge and current practice. Indicators are used to elucidate each of the four roles: collaborative program planning and teaching, educational leadership, library management, and technology integration. In keeping with the current PD/PE model, the teacher-librarian chooses one or more indicators for growth. The subsequent growth continuum is contained in the form of rubrics (Appendix B).

Rubrics

Rubrics are the second format for proposed additions to teacher-librarian evaluation. Rafuse and Law (1993) developed a rubric for the implementation of cooperative program planning and teaching. Two program-evaluation rubrics were developed based on the American Association of School Libraries Information Power standards (Adcock, 1999; Johnson, 2001). Evaluation using rubrics offers two advantages: descriptions of behaviours and scaffolding from one level of attainment to the next. According to Brudnak (1998), one disadvantage is that the construction of rubrics is very time consuming. Descriptors in rubrics must be precise, while maintaining the balance between vagueness and complexity.

In the current PD/PE model, rubrics are used for growth in each of five subscribed growth strands. However, the descriptors contained in the current model offer little for the specifics of the teacher-librarian's role. Appendix B is intended as the second part of the growth and evaluation model, to work in conjunction with Appendix A to provide the teacher-librarian with guidance from one level of attainment to the next. Descriptors for the proposed rubrics were derived from the current library research sources as cited for Appendix A, as well as the three aforementioned rubrics.



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Portfolios

The third format is that of portfolios. Snaveley and Wright (2003) found that meaningful and concrete goal setting could be achieved through the use of portfolios. The processes of reflection and revision are particularly important in portfolio development, enabling the developer to transfer knowledge, to understand personal progress in a more complete way, and to better organize completed work. Brown and Boltz (2002) discuss portfolio types and formats. Milam (2003) discusses the portfolio development required to obtain National Board Certification in Library Media in the United States. As the evaluation of the teacher-librarian is arguably more complex than are evaluations of other teaching staff within the school, portfolios are a means for providing more visible and demonstrative insight into the role.

Portfolio development is a practice of the current PD/PE model. However, there is little guidance contained in the current model for teacher-librarian growth. Appendix C is based on the four areas of expertise required from applicants for the U.S. National Board Certification in Library Media: instructional collaboration, literature appreciation, instructional technologies, and documented accomplishments. Teacher-librarians develop their portfolios by selective inclusion of artifacts (evidence) that demonstrate proficiency in the aforementioned four categories. Choice of type and format is the personal choice of the teacher-librarian.

Use of the model

The following is a suggested method for using the proposed model.

Locating areas of concern

The initial step consists of completing sections of the checklist as well as referring to the accompanying rubrics. Teacher-librarians can selectively complete one or more of the four sections of the checklist or complete the entire checklist to gain a broader overview of strengths and needs. Through working through the checklist and referring to the corresponding rubrics, areas of concern will become evident. On an individual basis or collaboratively with the principal, the teacher-librarian can select one or more areas of concern for professional growth.

Specifying goals

After selecting areas for personal/professional growth, the next step focuses upon the corresponding specific rubric category. In this step, the teacher-librarian locates and identifies the current level of attainment in the targeted areas contained within the rubric descriptors. Reflection on the adjacent higher level of attainment outlined in the rubric category assists in specifying goals. The teacher-librarian should select one to three specific goals for inclusion in the professional/personal growth plan.



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Creating the growth plan

At this stage, the teacher-librarian will select strategies, identify needed resources, and execute a professional/personal growth plan. Discussions with administration, consultants, classroom teachers, and other teacher-librarians will facilitate planning and execution. Appendix D, based on the professional growth plan form contained in Regina Public Schools' *Professional development and performance evaluation of teachers: Teacher professional binder*, is a rudimentary scaffold for structuring the growth plan.

Developing the portfolio

Demonstration of progress is achieved through the final step of portfolio creation. The teacher-librarian is advised to collect artifacts that illustrate professional/personal growth from start to finish. Through the portfolio, the teacher-librarian can reflect upon and visibly demonstrate successes and challenges encountered during the entire process. Sharing of the portfolio with administration, classroom teachers, and/or other teacher-librarians can lead to improved professional/personal development or opportunities to advance the school library program.

Conclusion

This study represents only the initial step towards the development of teacher-librarian specific evaluation tools. Two future directions are possible. Individual teacher-librarians can adapt the structure and descriptors of these tools as needed for specific school contexts and situations. The second possibility, system-wide adoption as proposed by Sivak and Pfister (1989), requires further consultation and scrutiny by teacher-librarians and administrators.

Quality evaluation and growth can only occur with the proper tools in place. The creation, addition, and application of specialized tools will address the specifics of teacher-librarianship lacking in current professional development and performance evaluation models. Moreover, reflection and revision within the creation process will create the additional benefits of self-awareness and awareness in other educators of the complex role of the teacher-librarian. This enhanced awareness by all stakeholders leads to quality and effective school library programs.

The appendices for this article have been posted in PDF format [here](#).

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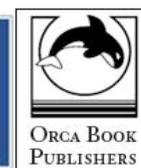
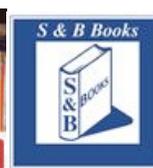
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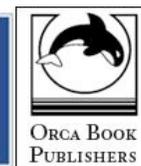
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Appendix A

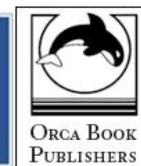
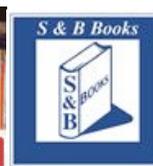
Role: EDUCATIONAL LEADERSHIP	What I KNOW about...	What I DO about...
	Very Very Little Much	Very Very Little Much
a. Establishing rapport with students, staff, and community	1 2 3 4	1 2 3 4
b. Recent developments in curriculum, instructional strategies, and information technologies	1 2 3 4	1 2 3 4
c. Integration of resources and technologies with specific curriculum areas	1 2 3 4	1 2 3 4
d. Leadership opportunities within the school and the division	1 2 3 4	1 2 3 4
e. Professional/personal growth opportunities (lifelong learning)	1 2 3 4	1 2 3 4
f. Development, implementation, and evaluation of schoolwide curricula	1 2 3 4	1 2 3 4
g. Expertise in the effective use of resources	1 2 3 4	1 2 3 4



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Role: LIBRARY MANAGEMENT	What I KNOW about...	What I DO about...
	Very Very Little Much	Very Very Little Much
a. Personnel management	1 2 3 4	1 2 3 4
b. Providing physical access to information	1 2 3 4	1 2 3 4
c. Providing intellectual access to information	1 2 3 4	1 2 3 4
d. Recent developments in library research	1 2 3 4	1 2 3 4
e. Selection procedures and policies	1 2 3 4	1 2 3 4
f. Collection development	1 2 3 4	1 2 3 4
g. Budgeting considerations	1 2 3 4	1 2 3 4

Role: TECHNOLOGY INTEGRATION	What I KNOW about...	What I DO about...
	Very Very Little Much	Very Very Little Much
a. Evaluating electronic resources	1 2 3 4	1 2 3 4
b. Ethical use of the Internet and electronic databases	1 2 3 4	1 2 3 4
c. Authoring tools	1 2 3 4	1 2 3 4
d. Effective use of information and communication technologies	1 2 3 4	1 2 3 4
e. Instructing staff and students in the use of the online catalogue (OPAC)	1 2 3 4	1 2 3 4

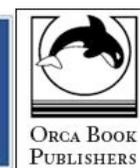
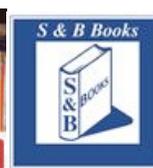


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f. Participating in the planning of future information networks	1	2	3	4	1	2	3	4
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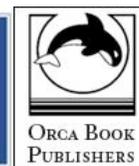
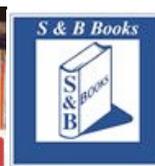
Appendix B

<i>COLLABORATIVE PROGRAM PLANNING AND TEACHING</i>				
<i>Indicator</i>	Not evident	Developing	Integrating	Innovating
a. Promotion of collaborative program planning and teaching.	No consultation occurs between classroom teacher and teacher-librarian.	The teacher-librarian and the classroom teacher discuss unit planning. General research projects are conceptualized.	The teacher-librarian and classroom teacher collaboratively plan and teach units. Research projects are individualized. Students are encouraged to use a variety of information sources.	The teacher-librarian and classroom teacher collaboratively plan, teach, and evaluate units. Research projects are inquiry or problem-based. Students present their findings using various formats, such as multimedia or oral presentation.
b. Integration of information literacy with classroom program	Classroom projects do not reflect the use of research skills.	Library materials supplement classroom content. The teacher-librarian teaches students locating skills.	The library is an extension of classroom activity. The teacher-librarian teaches information literacy skills, extending beyond location skills to critical thinking and evaluation.	Through collaborative planning and team teaching, information literacy skills are integrated into students' daily work, especially in the areas of inquiry and problem-based learning.
c. Expertise in multiple learning strategies to effectively support implementation of curricula	Strategies are not varied in the delivery of curricula.	Teacher-librarian has a basic understanding of learning styles and considers different strategies in unit planning.	Teacher-librarian is knowledgeable about multiple learning strategies. Lessons contain two or more strategies to address varying needs.	Teacher-librarian is well versed in learning strategies, such as multiple intelligences and brain-based theories. Individualized strategies are inherent in all facets of teaching/learning.



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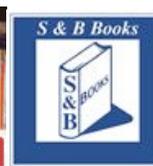
<p>d. Assessment and reporting of student achievement for varying grades and subjects</p>	<p>The teacher-librarian is not involved in the assessment and reporting of student achievement.</p>	<p>The teacher-librarian is consulted for alternative means of assessing and reporting student achievement.</p>	<p>The teacher-librarian employs appropriate means for assessing and reporting results when working with students of varying grades.</p>	<p>With the classroom teacher, the teacher-librarian collaboratively creates authentic assessment and reporting tools such as rubrics to effectively reach learners.</p>
<p>e. Designing inquiry and problem-based learning opportunities</p>	<p>Inquiry and problem-based learning opportunities are not discussed or planned.</p>	<p>Open-ended questions are presented for students to research.</p> <p>The classroom teacher, with assistance from teacher-librarian, chooses student resources for the study.</p>	<p>With classroom teacher and teacher-librarian guidance, students develop their own questions to research.</p> <p>Graphic organizers are used to classify and organize information.</p> <p>Students choose materials for their unique project needs or research using the Internet.</p>	<p>Students independently develop their own questions to research.</p> <p>Research extends beyond the school to access primary source information, such as interviewing experts.</p> <p>Reflection and authentic assessment are built into the project.</p>
<p>f. Adapting the curriculum and programs for students with special needs</p>	<p>Curriculum is delivered without consideration for individual needs.</p>	<p>Awareness of the principles of the Adaptive Dimension. Some instruction is adapted for individual students.</p>	<p>The teacher-librarian assists teachers and students to recognize their strengths and uses varied strategies and resources to meet their needs. Units are designed with the needs of individuals in mind.</p>	<p>Students follow individualized approaches to projects, so as to maximize success in learning/teaching. Varied teaching approaches are present in every lesson.</p>



SCHOOL LIBRARIES IN CANADA

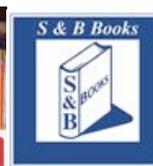
EDUCATIONAL LEADERSHIP

Indicator	Not evident	Developing	Integrating	Innovating
a. Establishing rapport with students, staff, and community	Teacher-librarian is aloof and reserved with staff, students, and community.	Teacher-librarian is enthusiastic, encouraging student use of the school library and its resources. Reports to the principal are created monthly on school library programs and issues. Some collaborative activities take place with teachers and classrooms.	Teacher-librarian provides a warm, inviting atmosphere. School staff is informed of school library news at staff meetings and through newsletters. Most classrooms and teachers collaborate regularly with the teacher-librarian.	Teacher-librarian communicates regularly with the community through newsletters, web pages, and at parent-teacher association meetings. <i>Promotional activities encourage students, staff, and community to use the school library. Focus groups create greater awareness of the library needs of staff and students. All classrooms and teachers collaborate with the teacher-librarian.</i>
b. Recent developments in curriculum, instructional strategies, and information technologies	Teacher-librarian does not participate in professional development sessions.	Teacher-librarian attends local Curriculum Representative meetings/local PD sessions to obtain updated knowledge, and then reports findings to colleagues at	After attending Curriculum Representative meetings/ local PD sessions/conferences, teacher-librarian applies acquired knowledge to improve school and library practices.	Teacher-librarian conducts action research to set goals. Attends specific workshops to acquire specialized knowledge. Assists others in implementing



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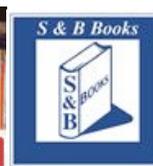
		staff meetings.		new initiatives in curriculum, instructional strategies, and information technologies.
c. Integration of resources and technologies with specific curriculum areas.	No integration of multiple resources is applied to delivery of the curriculum.	Classroom teacher consults with teacher-librarian on the choice and use of resources in unit planning.	Teacher-librarian and classroom teacher collaboratively select resources and technology to enhance the delivery of curriculum objectives.	Teacher-librarian and classroom teacher design authentic learning opportunities. Students use resources and technologies to acquire information, analyze knowledge, and present findings.
d. Leadership opportunities within the school and the division.	The teacher-librarian does not seek out leadership opportunities.	Teacher-librarian is involved on committees at the school and community levels.	Teacher-librarian is involved on committees at the division level.	Teacher-librarian is involved on policy committees at the division level.
e. Professional/personal growth opportunities (lifelong learning)	The teacher-librarian does not engage in growth opportunities.	The teacher librarian attends training on resources and materials purchased for the library program.	The teacher-librarian pursues graduate-level learning and attends local, provincial, or national conferences and workshops.	The teacher-librarian is involved in graduate-level teaching and publishing or is a presenter at local, provincial, or national conferences and workshops.



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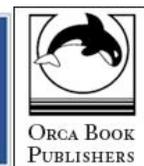
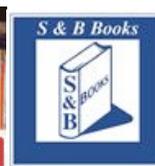
LIBRARY MANAGEMENT

Indicator	Not evident	Developing	Integrating	Innovating
a. Personnel management	Clerical duties, such as shelving, repairs, and processing, are completed exclusively by the teacher-librarian.	Teacher-librarian works with assistant and volunteers to complete clerical library duties.	Teacher-librarian collaborates with the library assistant and volunteers to support the learning/teaching functions of the school library.	Teacher-librarian draws upon the unique talents of the library assistant and volunteers to enhance the learning/teaching function of the school library.
b. Provides physical access to information	The teacher-librarian lacks basic knowledge of library organization.	The teacher-librarian is aware of the basics of library organization, such as Dewey Decimal System. Shelving is labeled by broad categories, such as Fiction, Non-fiction.	The teacher-librarian assists staff to acquire materials through interlibrary loan. Shelving is labeled with Dewey numbers and Subject headings.	The teacher-librarian provides access to resources from both inside and outside the school system. Shelving labels visually highlight subject or interest areas.
c. Provides intellectual access to information	No assistance is provided to locate relevant and current material.	The teacher-librarian assists students and staff with basic reference and location questions.	The teacher-librarian helps students and staff with research questions using specialized tools such as databases and search engines. Reference interviews are conducted to assist patrons' searches.	The teacher-librarian integrates information literacy curriculum into the learning process. Subject bibliographies and lists of Web resources are created for staff and students.
d. Recent developments in library research	The teacher-librarian is unaware of developments in library research.	The teacher-librarian subscribes to professional and research journals.	The teacher-librarian continues studies at university level, and applies latest research to current practices.	The teacher-librarian conducts action research and publishes in professional and research journals.
e. Selection procedures and policies	Teacher-librarian is unaware of the local and provincial selection procedures.	Teacher-librarian is aware of local and selection policies. Teacher-librarian applies the criteria of local and provincial policies when selecting resources	Resources are chosen to meet curricular and recreational needs. Specialized aids, such as journal or online reviews, are integral tools in the selection process.	Teacher-librarian develops a written collection development policy that clearly outlines goals for collection development, based on the school's educational needs.



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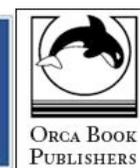
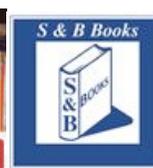
f. Collection development	Collection is dated, disorganized, or in disarray.	Collection is up to date and weeded.	Collection is balanced and meets curricular and recreational needs.	Selection is based on the best format and best materials available to develop the collection to meet the needs of all students.
g. Budgeting considerations	Teacher-librarian is not involved in the budgeting process.	Principal and teacher librarian informally plan the school library's goals and budget.	A formal goalsetting and budgeting procedure is cooperatively completed by the teacher librarian and the principal.	Based on research conducted on future student, staff, and community needs, school library goals and budget are established by the teacher-librarian and the principal.



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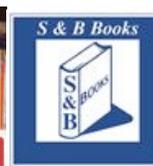
TECHNOLOGY INTEGRATION

Indicator	Not evident	Developing	Integrating	Innovating
a. Evaluating electronic resources	No selection aids are employed for acquisition of electronic resources.	The teacher-librarian consults Saskatchewan Education bibliographies or asks retailers for advice.	The teacher-librarian consults on-line reviews and reads reviewing journals.	The teacher-librarian contributes reviews for videos, computer software, and online databases.
b. Ethical use of the Internet and electronic databases	The teacher-librarian is unaware of the ethical implications surrounding the Internet.	The teacher-librarian communicates Board policy regarding acceptable Internet usage to students and staff.	The teacher-librarian teaches students about ethical issues such as plagiarism and copyright. The teacher-librarian assists teachers in designing activities that generate original student outcomes.	Workshops are conducted to discuss strategies to combat plagiarism and other ethical issues. Teacher-librarian promotes access to information sources, while providing students, teachers, and parents with skills to critically evaluate information.
c. Authoring tools, such as word processing, presentation, and multimedia applications.	The teacher-librarian is unaware of the use of computer-based authoring tools.	The teacher-librarian is versed in the use of word processing tools.	The teacher-librarian is versed in the use of presentation tools such as PowerPoint.	The teacher-librarian is versed in the use of various multimedia tools such as Hyperstudio, eZedia, iPhoto, and iMovie.
d. Effective use of information and communication technologies	The teacher-librarian is unaware of the potential uses of information and communication technologies	The teacher-librarian and classroom teacher develop units integrating web content.	The teacher-librarian and classroom teacher collaboratively design activities leading to multimedia presentations of student findings.	The teacher-librarian is versed in educational technology applications such as WebQuests, digital editing, and virtual communities. Classroom teacher and teacher-librarian design authentic learning opportunities. Students present



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				findings in varied and original formats.
e. Use of the online catalogue (OPAC)	The teacher-librarian does not instruct the use of the school's OPAC.	The teacher-librarian is familiar with the basics of the OPAC, and can assist students and staff in basic searches.	The teacher-librarian is well versed in the functions of the OPAC, and instructs students and staff with advanced features such as Boolean searches.	The teacher-librarian is well versed in OPAC design, and is able to effectively communicate design ideas and concerns to the Library Technical Services Department.
f. Participating in the planning of future information networks	The teacher-librarian is not involved in the process of acquiring technology.	The teacher-librarian submits input for the school's technology plan.	The teacher-librarian is a member of the school's technology committee and contributes to the school's technology plan.	The teacher-librarian conducts research on future student, staff, and community technological needs. These findings are presented to the principal, staff, and the community to gain support.



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Appendix C

Teacher-Librarian Portfolio

Why are portfolios important to my personal/professional growth?

Portfolios are particularly effective in answering the three following questions:

What do I know?

What do I do?

How do I grow?

What should I include in my portfolio?

Collect artifacts (or evidence) that demonstrate your proficiency in the following categories:

- Instructional collaboration
- Fostering an appreciation of literature
- Integration of instructional technologies
- Documented accomplishments.

Some examples of artifacts include lesson/unit plans, bibliographies, photos, certificates, web sites, letters of recommendation, samples of student work, and videotaped activities.

What types of portfolios are there?

Your portfolio can be classified into one of the three types: process, product, or presentation.

Process portfolios are a collection of artifacts that represent an ongoing project taking place in your school library. If a teacher-librarian were working on a "Boys and Literacy" initiative, artifacts such as videotaped meetings of response groups, photos of the students at work, and interest and reading surveys are examples of what could be included in a process portfolio. As this format discusses ongoing practices, reflection and future goals should be emphasized in this type of portfolio.

Product portfolios are a collection of evidences showing mastery of specific competencies. If a teacher-librarian were demonstrating her competency in technology, the library web site, PowerPoint presentations, or WebQuests may be examples of products showing mastery. Particular emphasis should be placed on demonstrating how your practices improve student learning.

Presentation portfolios are a selective collection of best practices and products for a specific purpose or audience. One example would be a portfolio created for budgetary purposes. The teacher-librarian could create a portfolio around a specific library or school-wide initiative, highlighting its educational objectives, student benefits, and itemizing needed resources. This portfolio can be presented to the principal or the professional development committee in order to justify expenditures.



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What will my portfolio look like?

Your portfolio can take shape in any number of formats. Some portfolios are nicely developed within a three-ring binder; others require a scrapbook. You may wish to keep artifacts within a portable tote bag.

Multimedia authoring tools such as PowerPoint and eZedia and user-friendly web development tools have made the conversion of portfolios from print to digital much more accessible and effective. E-portfolios have advantages over print portfolios in that they are more easily presented before large audiences, are portable and flexible. Much of the work that teacher-librarians currently do is already produced on computers, and is easily transferred into an e-portfolio. This body of work can be created into the form of a web site or transferred onto CD-ROM or DVD for portability.

Creation of your portfolio will require reflection and selectivity. Don't be afraid to be creative. Select the artifacts, type, and format you feel will best represent you and your professional needs.



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Taking the Leadership Initiative: How You Can Fight the Budget Cut Battle

Laurel Tarulli

Laurel Tarulli received her Master of Library and Information Studies from the University of Alberta and holds a Bachelor of Music from Ithaca College. Currently in the process of relocating to Boston, Massachusetts, she is pursuing her interests in the marketing and financing of educational libraries and institutions and music librarianship.

"... schools are in a fiscal crisis. ...we watch as budgets are slashed and the requirement to do more with less is becoming all but impossible to achieve" (Shemeley, 2004, para. 1).

Funding is in short supply. With budget cuts affecting most schools throughout Canada and the United States, administrators and school boards are attempting to fund the programs that schools need the most. Unfortunately, school libraries aren't hitting the mark when it comes to proving their worth to those who make the financial decisions. As a result, school libraries are closing, teacher-librarians are losing their jobs, and money for additional resources is scarce.

Many blame the funding shortages on the economy and government priorities. Others believe that teacher-librarians haven't marketed themselves successfully, resulting in an overall ignorance of school libraries' importance among those key individuals who control the funding. Until teacher-librarians begin to advocate for and market school libraries, the funding will continue to be cut and given to programs that are perceived as indispensable.

Why is it an issue?

Libraries are continually being devalued. In both public and school libraries, budgets are not only being cut, but those on the receiving end of library services are ignorant of the value of a library employee and the benefits they and the institution bring to the community. School libraries are facing continual threats of closure, staff reduction and budget eliminations. Many take the view that if a librarian's position is cut, parents and volunteers are easily able to act as replacements. For those school libraries that remain open, many have been forced to share their teacher-librarians with other schools. This requires teacher-librarians to split their time between two, or often three, schools (Shemeley, 2004).

Although the budget cuts have been offset by many schools' rainy day funds, those funds are drying up. Now that the savings have been used, school budgets have nowhere to go to seek alternate funds.

Attempts have and are being made to increase awareness of the importance of librarians and school libraries. Unfortunately, these attempts have not had the impact or the success necessary to reverse diminishing budgets and cutbacks.



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The Time is Now

Although teacher-librarians have continually attempted to raise awareness about the value of school libraries, budget cutbacks have only increased. The results of these cutbacks have already been presented, but there are other problems that arise. Morale among teacher-librarians decreases as the seemingly hopeless position they are in escalates. Librarians are creatures of habit and perhaps have cast themselves in a role of victim, trying to fight off the never-ending budget cuts (Hughes, 1999).

The need to develop new skills and ideas to reshape the school library and its role within the school and community must be addressed (Hughes, 1999). Full commitment by the entire library staff is required. Short and long-term goals need to be put in place, with a direct approach and positive outlook (Hughes, 1999). Teacher-librarians are faced with teachers, administration, and a community that no longer understands what a school library does. Teacher-librarians must be devoted to rectifying this situation. The time to begin to advocate the school media center, its importance, and the teacher-librarian's roles is now.

Hughes (1999) provides seven "habits" that teacher-librarians can use to create change today. They include:

1. Being proactive;
2. Beginning with the end in mind;
3. Putting first things first;
4. Thinking win/win;
5. Seeking first to understand, then to be understood;
6. Synergizing; and
7. Sharpening the saw (p.7)

The last statement essentially means knowing your goals, encouraging those working around and with you to achieve those goals and continuously providing information and feedback for their improvement.

In any event, although teacher-librarians have never stopped their efforts to increase awareness, those efforts must now be redoubled. This is partially due to the increasing use of technology. The Internet is seen as a replacement for libraries and teacher-librarians because decision-makers have not yet been shown why school libraries and teacher-librarians are needed. Although the efforts may only cause a ripple at first, that ripple will soon grow to affect all within its reach.

Realistically, the efforts of the teacher-librarians today will not completely remedy the budget problems of tomorrow. However, with increased effort, the situation is likely to improve. The school libraries in Baltimore County, Maryland are an excellent example of persistent efforts paying off. The school libraries were challenged by inadequate funding and staffing (Curtis, 2000). Although the local university began recruiting teachers into the library program, the issue of funding was still a challenge. As Curtis (2000) states, "Then came the fight for funding. You just can't point to at the shelves and say, 'What a deplorable mess,' and whine. Look around. What is everyone clattering about? Technology!" (Curtis, 2000, para. 5). The library administration decided that technology would be the key to how they "pitched" the importance of the school media center.



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What resulted was a three-year research project among library administration to remedy the situation. They began to define the problems and goals that needed to be reached (Curtis, 2000). Then they began asking questions aimed at gathering data, research and resources (Curtis, 2000). Once the information had been synthesized, the information that had been collected was presented to the stakeholders and decision-makers in charge of funding allocations (Curtis, 2000). All of this was achieved through a positive outlook that they would succeed in their goal of obtaining funds. Their hard work paid off. For the next three years, school libraries in Baltimore County have been provided with a budget of \$10.529 million dollars (Curtis, 2000).

Jump on Board

"...libraries and librarians are virtually invisible to people outside their own group...Not only are libraries and librarians invisible to the public, they are also largely invisible to other educators" (Hartzell, 1998, p.12).

This quote provides a realistic view of what all librarians face. Although we may know the value of our profession, others do not yet understand all that we are capable of. Because of this, teacher-librarians must strive to achieve a visible presence among other educators and within their schools (Hartzell, 1998). Realistically, "invisible, unvalued libraries and librarians will have a hard time surviving in the face of budget cuts and school resource allocations if the people making budgeting, staffing, and curriculum decisions see other ways to use the money and facilities" (Hartzell, 1998, p.12)

Once teacher-librarians have committed themselves to increasing their advocacy role for the school libraries, they may begin to raise their profile among fellow educators and within the school and community.

Hartzell (1998) suggests that there are three ways to go about remedying the current situation.

- Teacher-librarians can continue to focus primarily on the students
- Teacher-librarians can influence those that work around them. This would entail creating awareness of our skills through presentations, events and statistics to colleagues and administrators.
- Teacher-librarians can become more involved. (p.13)

Hartzell (1998) explains:

...state and national library associations develop linkages and partnerships with teacher organizations, administrator organizations, specific subject matter discipline and accrediting agencies to put pressure on colleges and universities to include instructions and training in the use, role, and potential of libraries in their teacher and administrator preparation programs (p.13).

He goes on to state that these types of linkages need to be made with all types of organizations. This includes the Canadian School Board Association. Without reaching out to other organizations, teacher-librarians will continue to strive for visibility but, even with minor victories, will never win the war (Hartzell, 1998). In the end, those decision-makers who allot funding will be none the wiser a decade



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from now if awareness does not begin within their own organizations and outside the realm of "libraryland".

Reaching out to fellow teachers and administrators should be close to the top of the "to-do" list for teacher-librarians. Get them involved and share common goals. Strive to impart a message of "what's in it for them". If this isn't enough, teacher-librarians and representatives of the library should attempt to join boards and committees. This not only increases their involvement within the school and community, but also provides a visible reminder that the school library exists and we are its voice.

Teachers, administrators, school boards, committees and parents are all potential allies in the fight to obtain funding. The teacher-librarian needs to tap into these resources and get them on board the school library support team. Becoming a visible player in the game of funding allocations and displaying a firm commitment to the importance of the school library will help in attracting these allies.

Finding the Support and Resources

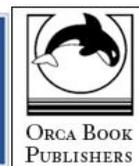
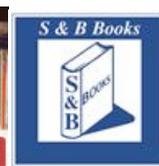
Additional support and resources can be found outside of teachers, administrators, school boards, committees and parents

The most obvious resources, outside of those mentioned previously, are library associations. The American Library Association (ALA), Canadian Library Association (CLA), Canadian School Library Association (CSLA) and American Association of School Libraries (AASL) are aware of the crisis that school libraries are facing. In June 2003, the ALA passed a resolution in support of school libraries that recognized the problems that they are facing (SHEMELEY, 2004). The resolution reads, "WHEREAS, throughout the United States, school librarian and library support staff are being eliminated as a cost-saving measure to school districts that face diminishing funding..." (SHEMELEY, 2004, para. 6). Due to this resolution, the leaders of the library association are held responsible for conveying to federal, state and local organizations "the urgent need to support and maintain school library programs and certified school librarians" (SHEMELEY, 2004, para. 6).

As a result of this new resolution, the AASL has created an additional component to the ALA's "@ your library" campaign. They have begun an "@ your library® School Library Campaign" (SHEMELEY, 2004). The messages that it imparts are:

1. School Library Media Programs are critical to the learning experience;
2. School Library Media Specialists are crucial to the teaching and learning process; and
3. School Library Media Centers are places of opportunity (SHEMELEY, 2004, para. 8)

In addition to the attention the resolution has brought and the messages that the organizations are attempting to convey, a toolkit was created to help teacher-librarians advocate for their school library. It is called the "@ your library® Toolkit for School Library Media Programs" and includes the "messages, ideals and values of media programs and specialists, as well as a marketing and communication plan, sample news releases and general ideas" (SHEMELEY, 2004, para. 9). The manual provided to teacher-librarians for this new initiative is thorough and comprehensive. As a resource, it introduces the librarian to the idea of developing a promotional campaign, researching, strategic planning, designing and implementing



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a campaign, and finally, delivering services (Johnson, 2003). This resource should not be ignored. In addition, the help that library associations provide should also be used as a support network. Attending conferences, networking with other teacher-librarians and so on will provide support when faced with advocacy challenges.

Other resources that can be used are the media and politicians. Never underestimate the help that they may be able to provide or the alliances that can be made to encourage support for funding school libraries.

How Can We Do It?

There are many ways in which teacher-librarians can advocate for funding for the school library. Teacher-librarians should use the strategies with which they feel most comfortable. This may be dictated by the school system in which they belong, the amount of support and resources currently available, and their own personality.

In the article *Dick and Jane Go to the Head of the Class*, Hamilton-Pennell, Lance, Rodney and Hainer suggest five strategies for increasing awareness of the importance of a school media center in academic achievement (Hamilton-Pennell et al., 2000).

- Communication allows teacher-librarians to share varied information regarding school libraries and their worth to various individuals that hold decision-making or supporting roles.
- Building partnerships, such as working with representatives from numerous organizations or associations in an effort to elicit funds is also a possibility.
- As a teacher-librarian, involve yourself in the curriculum and make an effort to get to know the teachers within the school.
- And finally, collaborate and volunteer (p.47)

In addition to the previous strategies, evidenced-based practice provides a strong argument for the continuous financial support of a school library (Todd, 2003). It focuses primarily on proven statistics and facts through studies and research. Persuasive arguments and viewpoints can therefore be shaped using concrete evidence and examples of what library services achieve. For instance, presenting statistics on student achievement records from schools with libraries versus school without libraries will provide insight into the contributions that school libraries and librarians make. Presenting award-winning projects that were achieved through collaboration between teachers and librarians is also a possibility.

There are also other benefits to evidence-based research and practice. According to Todd (2003):

- Evidenced-based research and practice forces librarians to have a "very clear and precise knowledge of and insight into the research of our profession that demonstrates the difference that an effective teacher-librarian makes to the learning goals of the school" (Todd, 2003, p.13).
- The knowledge that is gained from our expertise in the area allows us to build further successful, educational practices and achievement results based on our experience and expertise (Todd, 2003).
- It forces teacher-librarians to examine their own communities and strive to communicate how and why the school media contributes to the school and those it serves (Todd, 2003).



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In the end, Todd (2003) states that, "it asks us to articulate clearly and unequivocally how our school library helps students learn" (p.13).

Why should teacher-librarians focus on evidenced-based research and practice? How will that help school libraries obtain funding and isn't that what librarians already do?

Imagine listening to a well-spoken teacher-librarian singing the praises of the school library by describing the programs it offers and emphasizing the skills teacher-librarians provide in enhancing the quality of the media center. The teacher-librarian is passionate and committed. However, don't other teachers feel the same about themselves and their programs? Listening to a similar situation, Todd (2003) expressed what he was thinking:

So what? Why does all of this matter? What if all of this energy and all of this work never happened? What if it stopped happening now? Who would care? Who would notice? Who would lose out? (Todd, 2003, p.12)

In this case, the teacher-librarian may be attempting to advocate for the school library by providing examples of the many skills and contributions teacher-librarians make. However, one important aspect is missing. That is the "what's in it for me?" factor. Although the teacher-librarian is using the five techniques described earlier and provided by Hamilton-Pennell et al., he/she is missing an important element: the results and the evidence (Todd, 2003). In addition to addressing collaborations, support, professional development, information literacy and advocacy, librarians need to focus on the results. This would include speaking in terms of "students 'being' and 'becoming'" (Todd, 2003, p. 12). Teacher-librarians need to address such questions as how school libraries empower learning inside and outside of school and what they enable students to do and become (Todd, 2003). To prove the worth of school libraries and to continue to obtain or increase their funding, teacher-librarians need to move away from the "advocacy/sell/public relations approach" (Todd, 2003, p.12).

Focusing on the "what's in it for me" mentality can be an effective approach for achieving funding by whatever means a teacher-librarian may choose. Almost everyone thinks of the bottom line when money is involved. What are the benefits? What are the outcomes? Proof through statistics and evidence provides hard facts into the reality of a school library and its contribution to schools. However, there are other forms of advocacy that can be used when attempting to obtain funding apart from evidence-based presentations to the school board. These go beyond the present letter writing campaigns to political figures and grant proposals. The largest concept is marketing and encompasses all of what has previously been discussed.

Gerald Brown presented a paper devoted to the topic of librarians and marketing in his presentation at the Annual Conference of the International Association of School Librarianship. According to Brown (1992), marketing is "the process used by an organization to relate creatively and productively to the community in which it sells its products and services" (Brown, 1992, Definition section 3.2.1). He believes that by using marketing, it allows one to place themselves within their community and to compete for the resources that are available (Brown, 1992). And, to successfully carry out a marketing plan, librarians must learn to speak the language of those they affect or on whom they have the most influence (Brown, 1992). This may involve solving existing problems the community may have, including issues regarding the school library (Brown, 1992). Again, the term "what's in it for me" is applicable. Finding out what the community needs and what it does or does not understand



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about the school library will contribute to solving the funding problem. Why would the purse-string holders fund a program that has no visible presence or visible contribution? The easiest way to carry out a marketing plan is by using the "4 Ps" model. This model is presented and explained in the "@ your library @ Toolkit for School Library Media Programs". The 4 Ps represent the four steps of the traditional marketing plan. They are:

- Product
- Price
- Place
- Promotion

These four aspects of a marketing plan can be molded to fit any organization's needs and have been proven to be a successful tool in creating awareness about services and products that have the potential for increasing such things as visibility of a school library and financial support.

Another option for the school library when facing budget cutbacks is to use "relationship marketing" which emphasizes the mutual interest between the school media center and those that benefit from it (Besant and Sharp, 2000). This type of marketing has been used in many other service-oriented professions, but not libraries. Relationship marketing again emphasizes the "what's in it for me?" attitude. Currently, teacher-librarians have been focusing primarily on their abundance of skills but not the results that they produce. This type of marketing focuses on long term customer relationships (Besant and Sharp, 2000). It bases its existence on serving those who rely on an organization's services and user's needs while developing a long-term relationship between the two. The school, teachers, school board and community are all "customers" of the school media center. This type of marketing is meant to "establish, maintain and enhance...relationships with customers and other partners...so that the objectives of the parties are met" (Besant and Sharp, 2000, para. 7). This can only be achieved through the mutual exchange and fulfillment of promises (Besant and Sharp, 2000). Librarians can implement a relationship marketing plan by providing such things as outside services to teachers and the community. Conducting community studies and asking for feedback from the recipients of library services is also helpful. Once information has been gathered on user's needs, the media center can provide reliable services that meet the desired level of satisfaction and needs. A relationship will then begin between library service recipients and the library resulting in a dependency between both parties on each other. In addition, as user dependency grows, a teacher-librarian will have the ability to present further services that may be beneficial to users but can only be implemented through increased funding.

By using relationship marketing, school libraries not only create a visible presence but create an awareness of how library service recipients benefit from the media center. This will be achieved through actions and not words and will answer the question of "what's in it for me?" Once this question can be answered, the funding of this service can be justified in the eyes of the decision-makers.

There is one other alternative to obtaining funding and fighting of the ever-increasing effects of budgets cuts: plural funding (Coffman, 2004, p.38). Although used rarely, it does allow school libraries to increase funding. Plural funding consists of obtaining funds through resources other than taxpayers and government grants (Coffman, 2004, p.38). Plural funding, in its most basic sense, combines a mixture of funds that have been raised through contributions by federal, state and/or local governments in addition to funds raised through activities such as bake



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sales, raffles, book clubs and fundraising dinners. On a larger scale plural funding, commonly defined as anything outside of the ordinary provincial/state and federal budget funds, can involve such things as donations from businesses within the community. Major gifts by community members and businesses, donations, sponsorships, sales and fundraisers are all forms of plural funding (Coffman, 2004, p.38). This option has yet to be explored to its full extent by any type of library. However, many schools willingly accept new computers and software from large organizations within the community. If school libraries decide to obtain plural funding it would be a way to supplement dwindling school budgets by seeking funding through the community. As Coffman (2004) states:

Libraries too should consider plural funding strategies. Rather than wasting energies on ill-conceived Campaigns to Save America's Libraries and similar efforts to convince governments to give us tax monies they do not have, we should focus on developing new funding models and strategies to help save ourselves (p.38).

Because of the crisis facing school libraries, teacher-librarians must step-up their advocacy efforts. As of today, the current efforts are not appearing to be very successful. Attempting new strategies and approaching the issue of funding in a more business-oriented mindset can't harm school libraries as they are already in danger of becoming extinct. In this time of desperation, librarians must understand that decisions are based on contribution to a school's reputation and achievements. A school library will not receive funding based solely on the concept that it embodies some sort of eternal goodness that is necessary to a school's survival.

Evaluation

The most obvious result of successful advocacy for the school media center is an increase in budget. If budget cuts decrease and funding improves, the strategies used by the teacher-librarian were successful. The reverse is also true. Evaluating how successful a teacher-librarian's advocacy tactics are is as easy as waiting for the results.

Setting up short-term goals and periodically evaluating whether these goals are being met is one way to evaluate the success of an advocacy campaign. Asking for constant feedback from the community and school through surveys or questionnaires is another option. Whatever type of evaluation is chosen, it should be realistic, dependable and provide an abundance of feedback. The feedback provided by any type of evaluation must be applicable to the goals and objectives that have been set to allow for strategic changes, if necessary. In the end, evaluation needs to be shaped by the goal: to achieve or maintain funding during this time of severe budget cuts.

Conclusion

There are many traditional ways in which teacher-librarians can go about obtaining funding. The strategies that teacher-librarians have used and continue to use are too numerous to list. However, teacher-librarians must begin exploring new marketing and advocacy theories that may result in more funding. This means that they must take on a leadership role to fight the budget cut battle. With this leadership role, teacher-librarians need to realize they aren't alone in their efforts. There are ways to get the community involved and resources available to help teacher-librarians achieve funding for school libraries.



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Without evidence of the school library's contribution and influence throughout the school and community, funding will continue to be cut. Teacher-librarians must stop emphasizing their skills and start emphasizing how the school library contributes to the welfare of the entire school and its community. A board member will not provide funding to a teacher-librarian because of his/her resume but on how that equals results in contribution and benefits to those they serve. Until that is done, letter writing campaigns, newsletters and participation within committees will only provide a band-aid to the real issue: answering the school and community's question of "what's in it for us?" This will take all of the teacher-librarian's resources and will force them to combine public relations, marketing and advocacy skills (Haycock and Cavill, 1999). Until this is done, the budget cut battle will continue to be lost.

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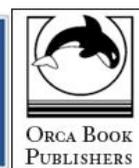
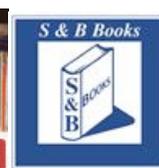
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The Teacher as Leader: Transformational Leadership and the Professional Teacher or Teacher-Librarian

Carol-Anne Hutchinson Belisle

A former principal, Carol-Anne Hutchinson Belisle is now a teacher-librarian at Eastern Shore District High School and manager of the Dartmouth Teachers' Centre. She is a former executive member of the Association for Teacher-Librarianship and a former president of the Teacher-Librarian Association of Nova Scotia.

Hierarchical leadership structures do not meet the needs of educational organizations. Shared leadership is what is needed to effect positive and lasting reforms of schools. The challenge facing the professional teacher-librarian is to become an integral part of the program, demonstrating leadership in the library and the school.

There needs to be a greater amount of collaborative leadership by teacher-librarians working with others in the school system to effect educational reform that is the best interests of students. One way to do this is through the concept of teacher-leadership.

The following outlines teacher-leadership as it applies to principals, teachers and teacher-librarians in a school context.

Introduction

The air was stifling hot. There were no fans or air conditioning. This was 1975 and this was the military. Having been accepted as a DEO (Direct Entry Officer) [everything in the Canadian Forces has a three-letter abbreviation for it!], I was obligated to successfully complete "Basic Officer Training". This alternated a week in the field with a week on the base, complete with classes in military history, law, and nuclear warfare. The classroom had been built during the Second World War to accommodate the speedy training of troops for overseas. Hot. Hot and boring. We recruits were always tired. But something the Captain was saying piqued my interest and I did not have to feign attention. *"A good leader is someone who can inspire his troops to follow him through Hell – no questions asked!"*

This kind of leadership bothered me – a lot. It continued to be a problem for me, the longer I spent in the military. It was hierarchical, paternalistic, undemocratic, and rigid. However, this style of leadership has greatly influenced organizations and institutions, schools included.

The Face of Teacher Leadership

The concept of the great hero as a leader, with others as subservient followers is no longer an appropriate model for organizations. The leader who previously ordered his troops to follow him into Hell had best re-think his position. Organizations, and this includes school systems, are finding that the authoritative, bureaucratic, hierarchical leadership structures do not meet their needs. This leadership style is



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reflective of a past society. There is need for a new professional who is involved in collaborative work cultures, inside and outside the school. (Fullen, 246) New concepts of shared leadership are needed to reform schools.

Historically, the professional teacher has been expected to obey superiors and to not question authority. There was a vocation, a calling -- not a career. Just as poverty, chastity, and obedience were standards for the religious vocations, this was expected of teachers. (Urbanski, p.1) When teachers' opinions on issues differed from their superiors' an ethical dilemma was faced.

"Some teachers learned to cope by honing their skills in creative insubordination. They followed their conscience and their moral imperative to do right for their students even if it meant, as Deborah Meirer says 'complying differently'. They wrote lesson plans that would satisfy their superiors, but often these plans had little to do with what really happened in the classroom (except of course, during formal observation). In other words, some teachers led dual lives... All that it requires was blocking the little window in the classroom with a sheet of paper, perhaps a display of student's work: instant privacy. And for the sake of autonomy in their own classroom, teachers sacrificed their prospects for influence at the school level and beyond." (Urbanski, p.2)

In essence, they isolated themselves. This isolation has been fostered over years of hierarchical and paternalistic administration, and in many schools and districts it is still evident. When teachers or teacher-librarians isolate themselves or their opinions from others, they give up the possibility of influencing or leading others.

Link of the Teacher Leader to the School

James McGregor Burns has influenced many educators interested in leadership research. He has written widely on transformational leadership, "which addresses Burn's main concern for a relationship between leaders and followers that has an enduring moral purpose, and which is grounded in the fundamental wants, needs, aspirations and values of followers". (Alix, p.9) Burns saw leadership as valid only if it were linked to the collective purpose of leaders and followers. The question of leadership has been an important one to me as my past role as a teacher-librarian. Teacher-librarians have been at the forefront of change and innovation, as this profession rose to meet the information age. "Yet, in the major efforts at educational reform and restructuring the school's learning resource center and the role of the teacher-librarians appear to be overlooked." (Keegan, p.10) The developing theory in transformational leadership is the making of connections and the clarification of these connections. Teacher-librarians as a group are not becoming transformational leaders.

Jean Brown of Memorial University believes that this problem relates to a disconnect between teachers leaders in school librarianship and teacher leaders in curriculum. They are not making the "links or the connections with each other that we require if we are to meet the needs of today's students. Teacher-librarians have done an admirable job in connecting with each other. The problem emerges when we consider connecting outside our own group, to education in general." (Brown, 1993, p.10). Brown looks to the theory of Burns as he describes transformational leadership as "a stream of evolving interrelationships in which leaders are continuously evoking motivational response from our followers and modifying their behavior as they meet responsiveness or resistance, in a ceaseless process of flow and counterflow." (Burns, p.440)



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If teacher-librarians as a group are going to survive and have an effect on educational reform, they need to adopt strategies of transformational leadership that reach beyond the walls of the library. And as Fullen says, (p.246) "Teacher leadership is not for a few; it is for all.

How to Support Change

Implementing successful change in schools is one of the biggest challenges facing schools today. Though the principal is definitely the instructional leader in a school, the principal is very busy managing a facility, and often has not actively been a classroom teacher for years. Principals cannot effect lasting school change by themselves. "A more efficient method of implementing lasting change in a school is to use the informal teacher leadership structure." (Whitaker, p.356) Not all teachers are going to be the dynamic change-agent, but if a school can establish where the informal leaders stand on an issue, then implementation will be more successful with their advice. If they do not support an issue or concept, then the likelihood of other teachers accepting is poor.

The key to school reform is the use of the teacher as a leader. This teacher leader is a change agent, someone who thrives in a flattened model, a grass-roots model, a collaborative model, a model where teacher excellence is recognized. In 1995 I received a national award for school library programming. "Give credit for success. It is important that the principal share with teacher leaders responsibility for success." (Barth, p.9) This recognition spurred me on to greater efforts in collaboration. "As teacher-librarians, committed to a philosophy of partnership with the classroom and administrators, we advocate and need a collaborative setting if we are to be successful." (Brown, 1990, p.24) However, the problem in most of our schools is that we are working in low-consensus schools, as opposed to high-consensus. The teacher-librarian can be a change agent by taking a role as an instructional leader and assisting with moving from low to high-consensus. It has been my experience that a strong teacher leader can bring others along into a new awareness of the profession. Teacher-librarians need to strive to become dynamic change agents.

Teacher Leader Characteristics and Their Schools

What does a teacher leader look like? Neil Cranston, writing about current developments in Queensland government schools, states that the traditional skills, knowledge, competencies, and attitudes that teachers need to carry out their roles are changing. (Cranston, p.1) "For example, globalization, technology, and significant community, social and work changes are complex and interrelated influences requiring teachers to become expert curriculum leaders, networkers and partnership builders if they are to successfully prepare our citizens of the future... At the same time, teachers are also experiencing significant accountability demands to 'deliver' improvements in student learning." (Cranston, p.2) This expectation of the professional teacher arises at the same time as many teachers find themselves falling victim to 'deskilling', while centralized administrations impose state or national standards with standardized texts.



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As principals face an increasing 'download' of community issues, operational responsibilities, and accountability, they need help. They do not have the time to devote to curriculum issues, though it has long been recognized that they are the instructional leaders in the school. This void must be filled, and teachers and teacher-librarians are the ideal persons to do so. Both are working with curricula everyday, as students' needs are met and assessed. Both have to become part of improving the whole school, not just their own classroom or library. The piece of paper covering the window in the closed classroom door must come down. As a teacher-librarian, I never understood the often self-imposed isolation which many teachers' experience. I now see it as a result of rigid, hierarchical system, where there was no teaming or collaboration. Because of the uniquely collaborative aspects of their role in the school, the teacher-librarian is in an excellent position to be a leader. However, this still remains a hard sell to some, who want to continue the image of the teacher-librarian as a custodian of books in a study hall. It is often the responsibility of the teacher-librarian, just as it is of the classroom teacher, to make the links with the principal and the school community happen.

Studies of primary schools and related literature revealed the following list of activities in which teachers may be involved. Teacher leadership is only a step away.

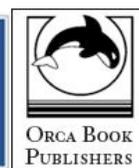
- Working as members of a school council, concerned with strategic decision-making
- Leading curriculum change as technology and globalization impact
- Establishing partnerships in community to gain support, such as resource acquisition
- Participating in professional networks, electronic and global
- Seeking professional development to ensure curriculum currency
- Developing accountability processes
- Advocating adequate resources (Cranston , p.4)

These activities are relevant to the teacher and the teacher-librarian, who are both teachers in an increasingly demanding system. In the remainder of this article the term 'teachers' refers to both classroom and non-classroom teacher including the teacher-librarian. Roland Barth, author of Improving Schools From Within (1990) points out that

"Teachers who become leaders experience personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and near learnings – all of which spill over into their teaching. As school-based reformers, these teachers become owners and investors in the school, rather than mere tenants. They become professionals." (Barth, p.1)

Who can be a teacher leader?

But can all teachers be leaders? Robert Hempel (Barth, p.1) spent several years studying ten schools and found that teachers typically fit into the following categories: the cynics, the sleepy people, the 'yes-but' people, and the teacher leaders. However, there are never more than 25 per cent who fit the teacher-leader profile. Todd Wittaker believes there are only three kinds of teachers in a school: superstars, backbones, and mediocres. (Wittaker, p. 356) The principal would replace the mediocre if given the chance but recognizes that the backbones are solid



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teachers. The superstars are your teacher-leaders. "If the superstars, the informal teachers, move forward, then the entire building goes with them." (Wittaker, p.357) It is my observation that teachers are infrequently self-congratulatory, and the term 'superstar' would not be acceptable by those who are leaders, nor by those who are not -- so engrained is the culture of servitude. Whether sleepy, mediocre, solid, or innovative, perhaps it is time to imagine and believe that all teachers can lead, that leadership takes many forms, and that when leadership capabilities are given the opportunity to flourish then the students benefit through improved schooling.

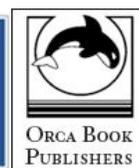
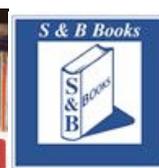
Professional development plays a vital role in unlocking the potential within teachers to lead. "A powerful relationship exists between learning and leading. The most salient learning for most of us comes when we don't know how to do it, when we want to do it, and when our responsibility for doing it will affect the lives of many others. This is where teacher leadership and professional development intersect." (Barth, p.3) When teachers are inspired by something they have learned, they want to share it with others. They want to affect the schools' decisions. When teachers become part of the school's decision-making process, they connect outside the classroom to the rest of the school, and the quality of the decisions improves, causing an improvement in the school.

The Principal's Role

The school principal, already burdened by increasing demands, can support staff development. Eventually, there should be a balancing of accounts as the energy and resources that the principal commits to professional development will be returned in teacher leadership. "The only way we're going to get from where we are to where we want to be is through staff development...When you talk about school improvement, you're talking about people improvement. That's the only way to improve schools." (DuFour, p.4)

Dufour reports on extensive studies of schooling practices by John Goodlad, who has written that participation in cooperative, collegial groups provides teachers with an opportunity to end their isolation. "Indeed, teaching has been described as the second most private act in which adults engage. This isolation causes a formidable barrier to staff development." (Dufour, p.35) Collaboration is seen as critical if teachers are to become engaged in group-discussion and shared decision-making. Principals can create many strategies to nurture collaboration and support teacher leadership. Activities as simple as a time of sharing at staff meetings, recognition of in-service participation, and encouragement of innovative classroom practice can demonstrate that the teacher is a valued professional capable of leading. "When teachers lead, principals extend their own capacity, students enjoy a democratic community of learners, and schools benefit from better decisions." (Barth, p.4)

Michael Fullen is concerned that this school improvement exists in pockets. A school may improve, but the wider education system has not. This poses as a serious disconnect in the school improvement movement. In order to improve schools system-wide, and not just have some superstars in some super schools, the development of teacher leaders has to take place everywhere, and not just be left to serendipity. "Nothing changes in an organization unless people change." (Riley, p.2) Governments and school districts must invest in professional development. Typically, teachers provide themselves with much of their own PD, through summer schools and university courses. But this is not enough to raise the standard. "Restructured schools spend one-half of one per cent of their budgets on staff



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development, whereas restructured corporations spend 15 to 20 percent of their budgets in this area." (Riley, p.2)

In 1998 Andy Baumgartner was chosen as National Teacher of the Year in the United States . Like many teachers, he is unwilling in his reflections to congratulate himself on his achievement. Rather he says that he is not better than his peers, but had been given a view of his own self-worth and had been applauded for doing things that other teachers also do. He writes, "I know that my success and the success of other teacher leaders depends on whether or not we find ourselves in situations that nurture teacher empowerment." (Baumgartner, p.25) My national award in school librarianship was only possible because I had two successive principals who supported the cooperative teaching program on which I had embarked. Had I been in another school, this might not have happened.

Feiler lists some key actions for which the principal can take responsibility in promoting teacher leadership: early clarification of the role, interaction in the classroom by the teacher leader with other teachers, focus on student learning, and commitment that the principal supports the teacher. "The principal plays a key role in how effectively the teacher leader functions." (Feiler, p.68) However, even in schools where principal support is less than ideal, teachers can work to establish conditions where they can support each other.

Conclusion

Teachers in the future require greater opportunities for shared-decision making, participation in school governance, and for collegial, cooperative teaching practices. Our schools are full of an abundance of underutilized talent. However, with an increase in profile, as leadership brings, teachers must be empowered to speak out about conditions that impact their effectiveness. Teacher leaders must not be afraid. In spite of the school district or system in which teachers work, they must become engaged in professional development, seeking out professional development experiences wherever possible. Administrators can assist them by encouraging the education of parents, peers, supervisors, and policy makers as to their role.

Teachers must show that they expect excellence from the education system and that we are willing to work for it. "After all, one of our most important jobs as teachers is to lead students to develop self-confidence, and the capability to proclaim and stand by their personal beliefs and convictions. And so, effectively teach it, we must demonstrate and live-it." (Baumgartner, p.26) Leadership is not about your troops following you into Hell, it is about collegiality, cooperation, partnership, respect for all, and mutual support. Leadership is not about one person, but it is about a body of learners and teachers. Teacher-librarians across the country must join this body.

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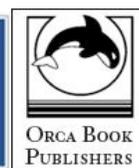
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Fractured Fairy Tales: Or, You Want To Do What To The Library...?

Cathy Yusep

Cathy Yusep is the Specialist Teacher-Librarian in charge of the Calgary Board of Education's Professional Learning Centre. Her current work includes providing professional learning opportunities for teachers and teacher-librarians.

"Talk to me about your library..." and what followed is actually the end to this short story ...so please, dear reader, allow me to start at the beginning where a tale normally begins...

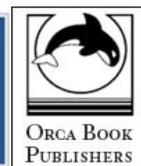
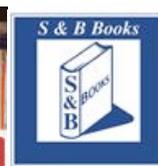
Once upon a time a beautiful young princess was curled up on her bed reading poetry...Oh, who am I kidding?

It was just me in my jeans and sweatshirt sitting at my kitchen table catching up on my reading homework (professional journals), and I happened to read an article (Montgomery & Vleck, 2004) about classroom libraries in a school where a conscious decision was made not to have a central school library but, instead, to divide the library collection among all of the classrooms. This was a school where each classroom had 2 carts – one with fiction and one with nonfiction books (anything other than books were kept out of the hands of the children and only accessible to staff – stored in the workroom and staffroom). After my first reaction where my heart started to race uncontrollably, my blood pressure rising so that I could literally feel the blood coursing into my brain...I decided to calm down for fear of having a heart attack.

"Arrrgh...how could they possibly?!" I started to rant to anyone who would listen – (whether they wanted to or not!). No one was around, but both of my dogs dove under the sofa fearing for their safety. I then stopped... absolutely surprised and astonished at myself. How could I so quickly condemn those who are attempting to try something new and daring? I, who had always prided myself for being open to change...yes, even embracing change – often accused of demonstrating risk-seeking behaviours. Now I was acting like an old fuddy-duddy caught up in the past and unwilling to change?

Perhaps I had been too long out of the day-to-day work in schools (I have been in a central school district position for all of 2 years after having been a teacher-librarian and, most recently an administrator, in elementary and senior high schools for over 18 years). Maybe things had drastically changed in schools to such an extent that they no longer had the need for a central, vibrant, dynamic school library. Do our kids really need or, indeed, deserve a library in their school or not? Why bother, if having a few carts of books in their classroom would suffice? Is this something from the past? Am I stuck in the Dark Ages?

I then decided to take a trip out to my friend Linda's school, Hawkwood Elementary, and search out some answers to my questions. I planned to do some action research to provide a bit of credibility to my gut feelings or ... rather, my love of fairytale endings? I gathered up my tools of research: my digital video camera and my pile of media release forms. I planned to interview a number of stakeholders



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who could provide me with some insights into their perceptions of the role of the library and the teacher-librarian and how (or if) those roles impact the teaching and learning in their school. I hoped I would glean from the videotapes significant comments related to my topic of study (stated in those dry, disinterested terms, it sure doesn't sound like any fairytale I know and love!).

Although I had been to Hawkwood a number of times over the past few years for various meetings and school related business, this visit was a fact-finding feat...no, actually it was more of a clue-collecting clamber (I know that the clever alliteration will not be lost on you, gentle reader). I needed to know if, indeed, a school still needs a library or would it be wiser to put that money (because it all comes down to the money, doesn't it?) elsewhere.

"Talk to me about your library..."

...that was the open invitation that I gave to various administrators, teachers, students and parents at Hawkwood and, oh my goodness, they did talk...

Principal, Ivan Mihaljevich, and Teacher-Librarian, Linda Steen (full-time, flexibly scheduled), sat with me in the middle of their school's library talking with me while surrounded by individual kids busy choosing books, groups of kids at tables working on projects, other kids at computer pods busily working. One or two teachers were busy with kids in various corners of the library. Huge hand-painted murals at each end of the library beautifully depict the foothills and mountains of the Calgary countryside.

" We promote avid readership...life-long learning...independence...provide strategies for learning within an inquiry-based, resource-based learning environment."

"Open door policy – kids are welcome to come at any time during the school day...any time that they need to with the permission of their teacher."

"We do not do whole class book exchanges...doesn't make sense. When a kid needs a book or other resource that's when they come and get them."

"Policy of Intellectual Freedom drives what we do...freedom of choice..."

"We respect and trust our kids...if you trust kids they will rise to the occasion..."

"We do very well on the provincial achievement scores...however this is not about achievement scores...we teach our students with the future in mind..."

...Directly supports our district vision...'Educating tomorrow's citizen today' – what better way to achieve that?"

"Talk to me about your library..."

A parent, Janet, sits with me and quietly and enthusiastically tells me about the teams of parents and teachers and students who are involved in what happens in the library. "It is the centre of our learning community...kids are able to discover new and unexpected finds...my daughter visits the library daily – she struggles with reading and finds great pleasure in borrowing old favourites that she is able to have success in reading."



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"We select quality literature to be sold at our Book Fairs – everyone is involved...parents, our teacher-librarian, our library assistant, kids..." "Linda, the teacher-librarian, has provided our kids with skills that they will take with them...they will be confident users of the public library, able to find what they want..." "Parents are very busy these days and so are their kids – lessons, sports and on and on...many do not have time to visit the public library regularly." "We are so proud of our library."

"Talk to me about your library..."

Three students, from Grade 5 and Grade 6 – Daniel, Isaac and Sierra- at first quietly, then very enthusiastically tell me and show me what they think of their library "We love it...we can come when we need to...it's so easy to find what we want because it is really well organized and Ms. Steen has taught us how to search on the OPAC...can we show you how to use the OPAC?...Would you like us to show you around the fiction and nonfiction?...We love the picture books – the art in them is so cool...I use them to help me with my questions..."

Then I drop the bomb...

"Here's an idea...how would you like it if I could persuade Mr. M. and Ms. S. to allow you guys to be able to take all the books that are for your grade into your classrooms so that you can have them with you all of the time instead of having to traipse down the hall to the library. Pretty cool idea, hey?"...

Dead silence and worried looks came over their faces...One of them slowly spoke

"Would we still be able to come to the library?"

"No, it would not be a library any longer – probably be a staff room – the teachers need more space to work."

The kids responded with worry in their voices, "Well, that might seem like a good idea to some...but first of all how would you decide what should go into the Grade 6 classrooms? ...We wouldn't be able to get to the picture books because they would probably have to go into the Kindergarten and Grade ½ classrooms..." They picked up speed and volume at this point..."The teachers in the other classes wouldn't want us to disturb them so we wouldn't be able to get the books in their classrooms"... "How would we find anything?"...

And in very firm voices..."That's a rotten idea..." "We love our library and we want it to stay this way."

With those words ringing in my ears I bid farewell to everyone, left Hawkwood Elementary School Library (and rode into the sunset)...

Relieved, I again strongly believe that this notion of a vibrant, dynamic school library is not a fuddy-duddy idea, an out-dated concept, something that risk-takers scoff at – instead I had just seen an example of education at its best...cutting edge... exactly what good learning and teaching is all about... strong pedagogical



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philosophy put into practice. When done thoughtfully it is as good as it can get in a school... and...it is not just a fairy tale – it is alive and well in Calgary .

I would like to use the same words that ended the article regarding classroom libraries:

But every school needs a vision of what school and classroom

libraries need to become. Without such visions, there will be no

plan of action. Without some plan of action, nothing will change.

If we are to create thoughtful schools where all children become literate,

we need school and classroom libraries that provide all children access

to the books they need to accomplish that end.

(Allington & Cunningham, 1996)

Note from the Author:

Our pedagogical practice needs to be supported by sound research. You may be interested in reading this news release which talks about the fact that both American and Canadian studies have shown that there is a significant connection between high student achievement and schools with libraries that support student learning... <http://www.cbe.ab.ca/sss/plc/nr01.asp> (Haycock et. al., 2004).

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Message from the Managing Editor

Jennifer L. Branch

I hope you enjoy our first issue of SLIC in 2005. I want to thank Jeanne Buckley for her dedication to the profession of teacher-librarianship. She is already a leader for the next generation of teacher-librarians. Jeanne is young and committed to the profession. I know that her research, editorial work, and presentations are going to make a difference locally, provincially and nationally.

As you know, work in school libraries involves being an advocate for the profession. It is demanding and exhausting work. The articles in this issue should help you advocate for the profession while thinking about what it means to be a professional.

Remember that we need to work together – volunteer to help out at the local or provincial/territorial level or join us on CASL. Ken Haycock reminds us that advocacy is like banking. We need to make deposits in the bank before we can make withdrawals.

Contribute where you can and the profession will reap the benefits in the years to come.



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Message from the Co-Presidents of CASL

Gloria Hersak

Gloria Hersak Chief Librarian The Winnipeg School Division

Welcome to the first issue of School Libraries in Canada Online for 2005!

By now, our members will have received their second issue of Impact, the CASL newsletter, and, thanks to the efforts of Councillor Jennifer Branch, a copy of the CASL Handbook as an extra added benefit of membership for you to enjoy.

Looking for a school library leadership opportunity? There is still time to apply for one of the following CASL Executive Council positions: Councillor (2 year term), Secretary-Treasurer (2 year term), President-Elect (3 year term with 1 year as President-Elect, 1 year as President, and 1 year as Past President). Nominations close on 1 February 2005.

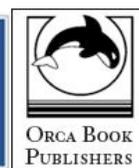
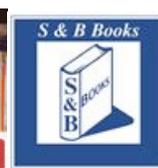
CASL, as a CLA Division, is responsible for drafting a preliminary slate of candidates for the 2005 CLA Elections. CASL Executive Council is pleased to announce that the following have already agreed to allow their names to stand for election for the positions indicated: Mark Kaminiski, Councillor; Diana Gauthier, Secretary-Treasurer; Sandra Hughes, President-Elect.

The nominations deadline for the CASL Awards is 28 February 2005! Take the time to nominate a deserving colleague for one of the following awards: Angela Thacker Memorial Award, Chancellor Group Conference Grant, Margaret B. Scott Award of Merit, National Book Service Teacher-Librarian of the Year Award. Further information and nomination forms are available at <http://www.cla.ca/casl/awards.htm>. Co-President, Marlene Asselin, looks forwards to receiving your enthusiastic submissions.

Thanks to all CASL members who took up the challenge of advocacy with regard to proposed changes to the Copyright Act which would require schools to pay a fee for access to free and publicly available Internet resources. Access the Council of Ministers of Education, Canada press release on this topic at <http://www.cmec.ca/releases/press.en.stm?id=17>. A French language document is also available on the CMEC website.

As part of a broader advocacy campaign, The Canadian Library Association, among others, recently placed an advertisement in the *Ottawa Hill Times*, which opened with "When 13 associations dedicated to sharing knowledge come together with one message, you know it's serious." The message? "Canada is headed down the wrong path of copyright reform."

Feedback on advocacy from individuals, provincial school library associations, provincial teachers' federations, and individual school boards has been encouraging. If you have not already done so, you may wish to write to your Member of Parliament, to Liza Frulla, Minister of Canadian Heritage, or the Prime Minister.



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Sample letters to facilitate response were circulated to members in early December. No stamp is necessary when sending letters to the House of Commons, Ottawa ON K1A 0A6 .

Thanks to Richard Beaudry, CASL Listserv Moderator, who has facilitated our communications with members concerning elections, awards and advocacy.

Marlene Turkington, President-Elect, will be hosting a Canadian Association for School Libraries Provincial Advisory Committee (CASL-PAC) meeting in the near future. It is the intention of CASL Executive Council to consult with CASL-PAC members on an ongoing basis and to coordinate all of our efforts on behalf of school libraries for mutual benefit. To ensure full participation, Marlene requires up-to-date contact information for each association. E-mail pertinent details and suggestions for agenda items to <m.turkington@tvdsb.on.ca>.

We are looking forward to seeing our members and CASL-PAC representatives at the CLA Annual Conference 15-18 June 2005 in Calgary . Marlene Asselin is happy to announce that all CASL conference proposals were accepted for inclusion in the CLA Conference program.

Can't get away? Look for the CASL representative at your next provincial association conference. In the ensuing months, CASL Executive Council members will visit Ontario , Saskatchewan , and Alberta to meet and greet you!



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Advertise on SLIC

The Canadian Association for School Libraries (CASL) invites you to advertise on SLIC, a professional journal with four online issues a year. For our most recent issue, 57,512 visitors came to our site resulting in almost 400,000 page views. The SLIC website has page rank of 5 in Google.

We are looking for advertising for SLIC Online, Canada's national online school library journal. Individuals, associations, and organizations are asked to click on [contact us](#) for more information

Advertising Policy

Any advertising appearing on SLIC shall:

- Conform to the Constitution and By-laws of Canadian Association for School Libraries;
 - Conform to this Policy;
 - Contain no statements that are false or misleading.
 - Advertising from non-profit or service organizations may appear free of charge.
 - Decisions concerning the acceptance of advertisements shall be made by the Managing Editor.
 - Non-discriminatory language must be used.
 - Advertising may not include pornography, stereotyping or exploitation.
-



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Faire de la publicité sur SLIC

La revue SLIC est la revue officielle de CASL. C'est une revue professionnelle publiée 4 fois par année ayant comme objectif la publications d'articles spécialisés destinés aux professeurs bibliothécaires et au personnel travaillant dans les bibliothèques scolaires. Dans la plus récente édition, nous avons eu 57,512 visiteurs résultant en plus de 400,000 pages visitées. Le site hypertoile de SLIC a un classement de 5 sur Google.

Nous sommes à la recherche de publicité pour continuer de produire SLIC sur Internet pour les professeurs bibliothécaires à travers le Canada et autour du monde. Les individus, associations ou organisations désirant faire de la publicité sont priés de nous **contacter** pour plus d'informations.

Politiques de publicité

Toute publicité sur SLIC doit:

- Être conforme à la constitution et aux règlements de CASL;
- Être conforme à cette politique de publicité;
- Ne pas contenir de déclarations fausses ou trompeuses.
- Il n'y a pas de frais de publicité pour les sociétés à buts non lucratifs
- L'approbation de toute publicité est fait par l'éditeur de SLIC
- Un langage non discriminatoire doit être utilisé
- La publicité dans SLIC ne doit pas contenir d'images pornographiques, stéréotypies ou d'exploitations

Les publicités sont acceptées pour publication selon des critères légaux, sociaux, professionnels et déontologiques. CASL se réserve le droit de rejeter ou de supprimer toute publicité qui, selon CASL, ne respecte pas nos critères. Pour chaque édition, nous tiendrons compte de demandes tardives, mais l'acceptation ne peut être garantie.

