Secondary School Principals' Perceptions of the School Librarian's Instructional Role

Audrey P. Church, Associate Professor, Department of Education and Special Education, Longwood University

Note: The survey for this study was administered and the research completed in spring 2009 before AASL's change in terminology from "school library media specialist" to "school librarian" in January 2010. For that reason, the term "school library media specialist (SLMS)" is used throughout.

Abstract

Principals serve as instructional leaders within their schools. Their understanding and support play a key role in the effectiveness of the library program. At the same time, findings from studies in numerous states demonstrate the positive impact that the school library media specialist (SLMS) has on student achievement. This descriptive study explored Virginia secondary school principals' perceptions of the role of the SLMS as teacher and as instructional partner. Findings demonstrate that principals support the instructional role of the SLMS, that they expect the SLMS to be the primary initiator of collaboration with classroom teachers at both the individual teacher and school levels, and that they gain their knowledge of the instructional role of the SLMS from SLMSs with whom they work as teachers and as administrators. These findings have significant implications for the field—in the K–12 environment for practicing SLMSs and in the higher education environment for SLMS preparation programs.

Introduction

Principals serve as the instructional leaders of their schools. They establish school climate, determine performance expectations, and set priorities for effective teaching and for student learning in their schools (Campbell 1991). Principal support and advocacy are important to the development of a strong school library program that supports and enhances teaching and learning (Haycock 1989; Henri, Hay, and Oberg 2002). Principals foster effective library programs through budgetary decisions that affect collections and staffing, through organizational decisions that affect scheduling, and through the expectations that they set for library use by students and teachers (Hartzell 2002b). Yet research has demonstrated that principals are not knowledgeable of the critical role that school library media specialists (SLMSs) play in student learning (Buchanan 1982; Dorrell and Lawson 1995; Kolencik 2001; Wilson and Blake 1993).

Review of the Literature

Empowering Learners: Guidelines for School Library Programs (AASL 2009) continues in the tradition of *Information Power: Building Partnerships for Learning* (AASL 1998) and specifies that SLMSs are teachers and instructional partners. According to *Empowering Learners*, the SLMS as a teacher "empowers students to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information" (18). As an instructional partner, the SLMS "collaborates with classroom teachers to develop assignments that are matched to academic standards and that include key critical thinking skills, technology and information literacy skills, and core social skills and cultural competencies" (17).

Numerous studies, including those by Lance, Rodney, and Hamilton-Pennell (2000, 2001, 2002, 2005) and Smith (2006), have demonstrated that student achievement is higher when SLMSs take an active role in teaching and learning. In Illinois, 11th-grade ACT scores were 3 to 4 percent higher in schools in which SLMSs regularly collaborated with teachers by identifying materials, planning, and team teaching (Lance, Rodney, and Hamilton-Pennell 2005). In Oregon, SLMSs from high schools with the highest reading and language arts scores were twice as likely as SLMSs from the lowest scoring schools to plan collaboratively with classroom teachers (Lance, Rodney, and Hamilton-Pennell 2001).

In Wisconsin, Smith (2006) found that reading and language arts test scores were higher in schools in which the SLMS spent more time on instruction-related activities—between 7.9 and 19.0 percent higher at the high school level. Todd and Kuhlthau (2004) conducted a study in Ohio, examining how SLMSs and library media programs help students learn. Surveying more than 13,000 students served by 39 effective school libraries, they concluded that SLMSs in Ohio were agents of resources, information literacy development, knowledge construction, academic achievement, independent reading and personal development, technological literacy, and individualized learning. Achterman (2008) noted that in California, "the levels of services regularly provided by the library program are significantly related to student achievement" (190). As Kaplan (2006) asserts, however, "principals continue to be benignly neglectful of school library media programs" (xi).

Previous studies indicate that principals learn about the instructional role of the SLMS from SLMSs with whom they work. Pearson (1989) noted that principal preparation coursework did not include information on the importance of the role of the library in the school's instructional program, and Campbell (1991) found that principals gained most of their knowledge about school library media programs from their current SLMSs. Buchanan (1982) and Hartzell (2002a) suggested that principals' perceptions of the role of the SLMS also were formed through library experiences as students and as classroom teachers.

Theoretical Framework

In this study I explored principals' perceptions within the context of critical incident technique (CIT). Flanagan noted in his seminal 1954 article that critical incidents "may be a very valuable supplementary tool for the study of attitudes" (353). Precedent has been set for using CIT in library and educational leadership fields. Andrews (1991) used it to identify difficulties that students had when using an academic library. Both Radford (1996, 2006) and Ozkaramanli (2005) used it when exploring students' perceptions of reference encounters, while Todd and

Kuhlthau (2004) used it in their study of services offered by effective Ohio school library media centers.

In the field of educational leadership, Russell (1985) used CIT to analyze behaviors and activities of secondary school principals that contributed either positively or negatively to school effectiveness. Christensen (1993) explored activities of the principal in a restructured school, which featured collaborative decision-making and shared power, and Zalman and Bryant (2002) looked at incidents defined by elementary school principals as high-conflict encounters with parents, students, and staff.

Research Questions

The purpose of this descriptive study was to explore Virginia secondary school principals' perceptions of the instructional role of the SLMS in the context of the following questions:

- How do secondary school principals view the SLMS as a teacher of information literacy skills?
- How do secondary school principals view the SLMS as an instructional partner?
- To whom do secondary school principals ascribe the responsibility for initiating collaborative instruction?
- How do principals feel that they support the library media program?
- What is the source of secondary school principals' perceptions of the instructional role of the SLMS?
- What incidents shape principals' perceptions of the SLMS?

Method

In December 2008 I requested permission from each of the 134 school divisions in Virginia to invite principals to participate in a 34-question web-based survey (see **Appendix A**). Sixty school divisions granted permission, and I sent their 315 middle and high school principals an e-mail invitation to participate in the study. Responses arrived during February and March 2009. A total of 108 principals completed the survey for a response rate of 34 percent, and all 8 Virginia superintendents' regional study groups were represented in the responses.

Data Sources

I asked principals to rate statements regarding the teaching role of the SLMS and the instructional-partner role of the SLMS on a five-point Likert scale (strongly disagree to strongly agree). "Check all that apply" questions asked principals to characterize the role of the SLMS in their schools and to describe how they supported their SLMS's instructional role. Principals were also asked to identify their primary source of knowledge of the instructional role of the SLMS. The survey concluded with an open-ended question:

Think back to a situation or incident which you have had with a library media specialist which helped to form your view of the role of the library media specialist in the school. This incident could be a positive one, or it could be a negative one. Please describe the incident.

I transferred the responses from the web-based survey from Inquisite to SPSS for analysis, and I explored responses to the open-ended question through content analysis.

Findings

Respondent Characteristics

When asked their total years of classroom teaching experience, 71 percent of the respondents reported fewer than sixteen years of teaching experience; 11 percent reported five or fewer years (see **Table 1**).

Table 1. Total Years of Classroom Teaching Experience

Years of Experience	Frequency	%
0–5	12	11.2
6–10	39	36.1
11–15	26	24.1
16–20	13	12.0
21–25	9	8.3
Over 25	8	7.4
No response	1	0.9
Total	108	100

When asked to specify their total number of years of administrative experience, 44 percent of the principals reported six to ten years administrative experience, and 19 percent reported eleven to fifteen years; 13 percent reported one to five years experience as an administrator (see **Table 2**).

Table 2. Total Years of Administrative Experience

Years of Experience	Frequency	%
1–5	14	13.0
6–10	47	43.5
11–15	20	18.5
16–20	15	13.9
21–25	5	4.6
Over 25	5	4.6
No response	2	1.9
Total	108	100

The SLMS as Teacher

Most of the responding secondary school principals in Virginia support the instructional role of the SLMS as teacher and as instructional partner. Eighty-one percent agreed or strongly agreed that SLMSs should teach students to use print materials while 97 percent agreed or strongly agreed that SLMSs should teach students to use electronic databases to write reports and research papers and to complete classroom projects. Eighty-seven percent agreed or strongly agreed that the SLMS should teach students to use information found at free websites.

In the area of skills, 96 percent of the secondary principals agreed or strongly agreed that SLMSs should teach students to locate information in print and electronic sources; 90 percent agreed or strongly agreed that SLMSs should teach students to evaluate information found, but only 47 percent agreed or strongly agreed that SLMSs should teach students to take notes or to organize the information found. Ninety-four percent of the secondary principals agreed or strongly agreed that SLMSs should teach students to respect intellectual property, avoid plagiarism, cite sources, and respect copyright laws, and 96 percent agreed or strongly agreed that SLMSs should teach students to practice ethical behavior and follow acceptable-use policy guidelines.

In the area of access to students' standardized test scores to inform instruction, however, secondary principals were much less supportive. Only 44 percent agreed or strongly agreed that SLMSs should have access to student standardized test data, and only 43 percent agreed or strongly agreed that SLMSs should use standardized test data to assist in the development of information-literacy instruction.

In the area of staff development, 91 percent of the secondary principals agreed or strongly agreed that SLMSs should provide staff development for teachers in such areas as effective searching on the Web and effective use of electronic subscription databases. Ninety-two percent of the secondary principals either agreed or strongly agreed that SLMSs should provide staff development for teachers in areas such as intellectual property and copyright. Detailed data demonstrating principals' views of the SLMS as teacher are provided in **Table 3** and **Figure 1**.

Table 3. Teacher Role of the Library Media Specialist

Question	% Strongly Disagree	% Disagree	% Neither agree nor disagree	% Agree	% Strongly agree	% No response
Teach students to use print materials	1.9	7.4	9.3	53.7	26.9	0.9
Teach students to use electronic subscription databases	0.9	0.9	0.9	42.6	54.6	0
Teach students to use information found at free websites	0.9	2.8	9.3	47.2	39.8	0
Teach students how to locate information	1.9	0	0.9	30.6	65.7	0.9
Teach students how to evaluate information	0.9	2.8	5.6	41.7	48.1	0.9
Teach students how to take notes and organize information	1.9	25.0	25.9	29.6	17.6	0

Teach students to respect intellectual property	1.9	2.8	0.9	25.0	69.4	0
Teach students to practice ethical behavior	1.9	0	1.9	29.6	66.7	0
Have access to standardized student test data	4.6	17.6	33.3	29.6	13.9	0.9
Use standardized test data to develop information literacy instruction	4.6	15.7	34.3	25.9	16.7	2.8
Provide staff development for teachers in areas such as effective Web searching and effective use of subscription databases	0.9	1.9	5.6	42.6	48.1	0.9
Provide staff development for teachers in areas such as intellectual property and copyright	0.9	1.9	5.6	41.7	50.0	0

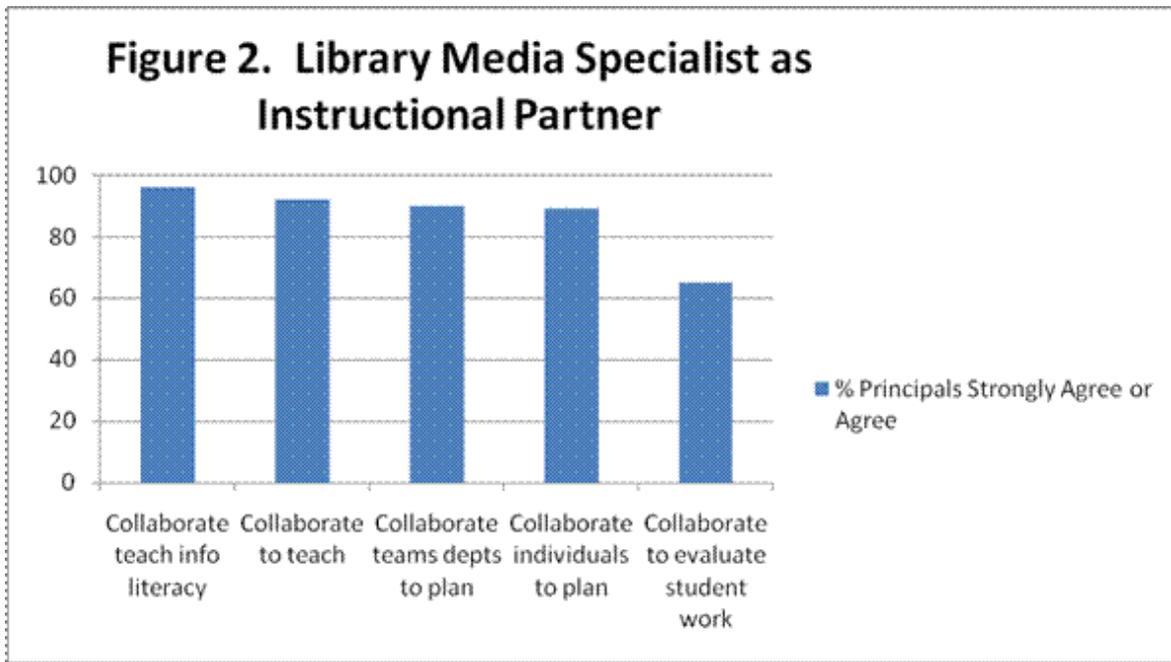Figure 1. Library Media Specialist as Teacher
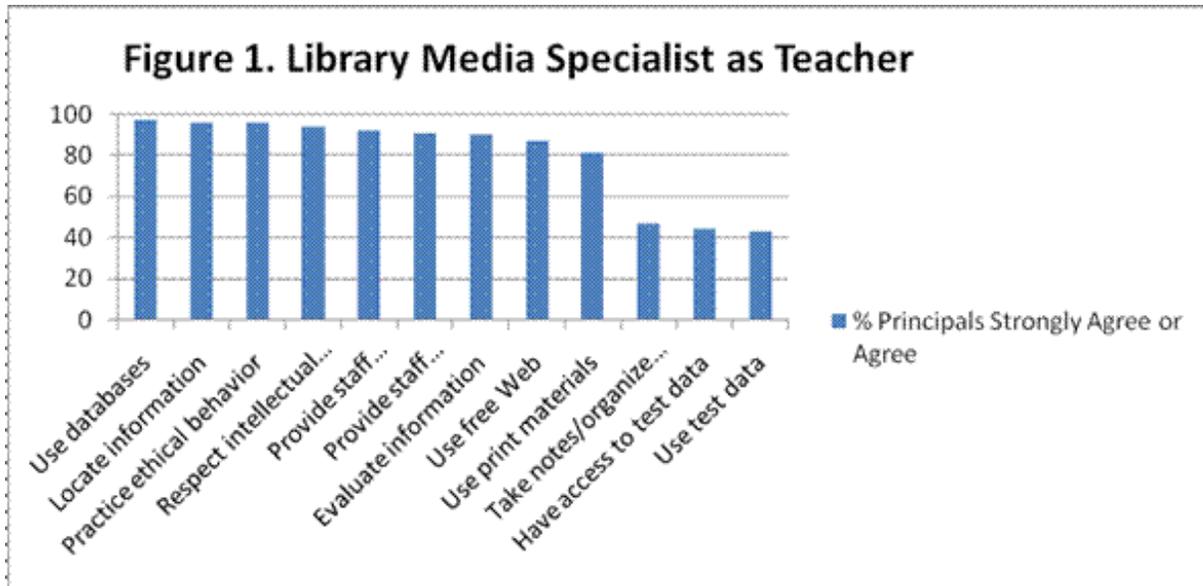
School Library Media Specialist as Instructional Partner

When considering the SLMS and the classroom teacher as partners for instruction, 96 percent of the secondary principals either agreed or strongly agreed that SLMSs should collaborate with teachers to teach information literacy skills in the context of the content curriculum. Eighty-nine percent either agreed or strongly agreed that SLMSs should collaborate with individual teachers to plan lessons which integrate information literacy into the curriculum, while 90 percent either agreed or strongly agreed that this collaboration should occur at the grade level/team level/department level. Ninety-two percent either agreed or strongly agreed that SLMSs should collaborate with teachers to teach lessons which integrated information literacy into the curriculum, yet only 65 percent either agreed or strongly agreed that SLMSs should collaborate with teachers to evaluate student work from these lessons. Detailed data demonstrating principals' views of the SLMS as instructional partner are provided in **Table 4** and **Figure 2**.

Table 4. Instructional Partner Role of the Library Media Specialist

Question	% Strongly disagree	% Disagree	% Neither agree nor disagree	% Agree	% Strongly agree	% No response
Collaborate with teachers to teach students information literacy skills	0.9	1.9	0.9	47.2	49.1	0
Collaborate with individual teachers to plan lessons	0.9	3.7	6.5	44.4	44.4	0
Collaborate with teachers at grade level to plan lessons	0.9	1.9	6.5	48.1	41.7	0.9
Collaborate with teachers to teach lessons	0.9	1.9	4.6	53.7	38.0	0.9
Collaborate with teachers to evaluate student work	2.8	10.2	22.2	41.7	23.1	0
Play an active role in the school improvement plan/process	0.9	0	4.6	36.1	57.4	0.9

Figure 2. Library Media Specialist as Instructional Partner

[Bar chart showing "% Principals Strongly Agree or Agree" with the following categories:]
- Collaborate teach info literacy: ~96
- Collaborate to teach: ~92
- Collaborate teams depts to plan: ~90
- Collaborate individuals to plan: ~89
- Collaborate to evaluate student work: ~65

School Library Media Specialist's Contributions to Instruction

Ninety-four percent of principals either agreed or strongly agreed that SLMSs should serve on the school improvement team. Ninety-four percent said that SLMSs should be advocates for their library media programs; 90 percent noted that SLMSs should be instructional partners. Seventy-five percent said that SLMSs should serve as members of the leadership team;61 percent said that SLMSs should be instructional leaders within the school; 43 percent said that SLMSs should be master teachers. **Table 5** and **Figure 3** depict the SLMS's contributions to instruction as perceived by principals.

Table 5. Library Media Specialist's Contribution to Instruction

| Role	Frequency	%
Serves as member of school improvement team	101	94.0
Advocate for the library media program	101	94.0
Serve as instructional partner	97	90.0
Serve as member of leadership team	81	75.0
Be an instructional leader within the school	66	61.0
Be a master teacher	46	43.0

School Library Media Specialist as Initiator of Collaboration

When asked who should initiate collaboration at the individual teacher level, 8 percent of principals responding said that they as administrators should; 61 percent felt that this was the responsibility of the SLMS, whereas 31 percent said that it was the responsibility of the teacher. When asked who should initiate collaboration at the school level, 42 percent of principals responding felt that it was their duty as administrators; 55 percent said it was the responsibility of the SLMS, and 3 percent felt it was the responsibility of the teacher. **Table 6** and **Figure 4**

provide data regarding responsibility to initiate collaboration as perceived by principals.

Table 6. Initiation of Collaboration

Question	% Administrator	% Library media specialist	% Teacher	% No response
Primary initiator of teacher-library media specialist collaboration at the individual teacher level?	8.3	61.1	30.6	0
Primary initiator of teacher-library media specialist collaboration at the school level?	41.7	55.6	2.8	0

Figure 4. Responsibility to Initiate Collaboration
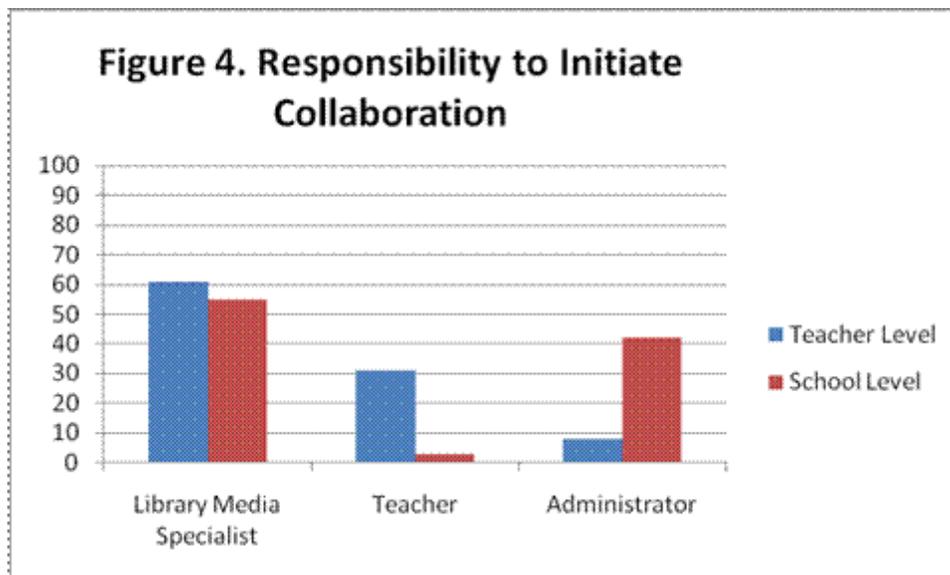
Principal Support of the School Library Media Specialist's Instructional Role

Sixty-six percent of principals indicated that they strongly supported the SLMS in implementing an instructional role in the school. Thirty-three percent said that they supported the SLMS, while 1 percent indicated provision of minimal support. When asked to document how they supported implementation of an instructional role, 84 percent responded that they included the SLMS on key school committees; 75 percent noted that they encouraged the SLMS to take a leadership role in instruction; 74 percent said that they expressed an expectation to teachers to collaborate with the SLMS; 73 percent felt that they provided adequate funding for library resources;66 percent indicated that they provided clerical staffing for the library. **Table 7** provides data showing how principals indicate they support their SLMS's instructional role.

Table 7. Principal Support of Instructional Role

| Role	Frequency	%
Appoint library media specialist to key school committees	91	84.3
Encourage library media specialist to take leadership role in instruction	81	75.0
Express expectation to teachers to collaborate with library media specialist	80	74.1
Provide adequate funding for library resources	79	73.1
Provide clerical staffing for library	71	65.7

Source of Principals' Knowledge

Asked to note their primary source of knowledge of the instructional role of the SLMS, 60 percent of respondents indicated that they formed their views from interactions with SLMSs

during their administrative careers; 32 percent indicated they formed their views from interactions with SLMSs during their teaching careers; 6 percent attributed their knowledge to relevant readings in professional journals, and 1 percent each to principal preparation coursework and conference presentations. **Table 8** and **Figure 5** illustrate sources of principals' perceptions. In response to a follow-up question asking if they received any sort of formal training regarding the role of the SLMS during their principal preparation program, 6 percent

Table 8. Primary Source of Principals' Perceptions

Source	Frequency	%
Coursework in principal preparation program	1	0.9
Interactions with library media specialist during my teaching career	34	31.5
Interactions with library media specialist during my administrative career	65	60.2
Readings in professional journals	7	6.5
Presentations at conferences which I have attended	1	0.9

Figure 5. Source of Principals' Perceptions
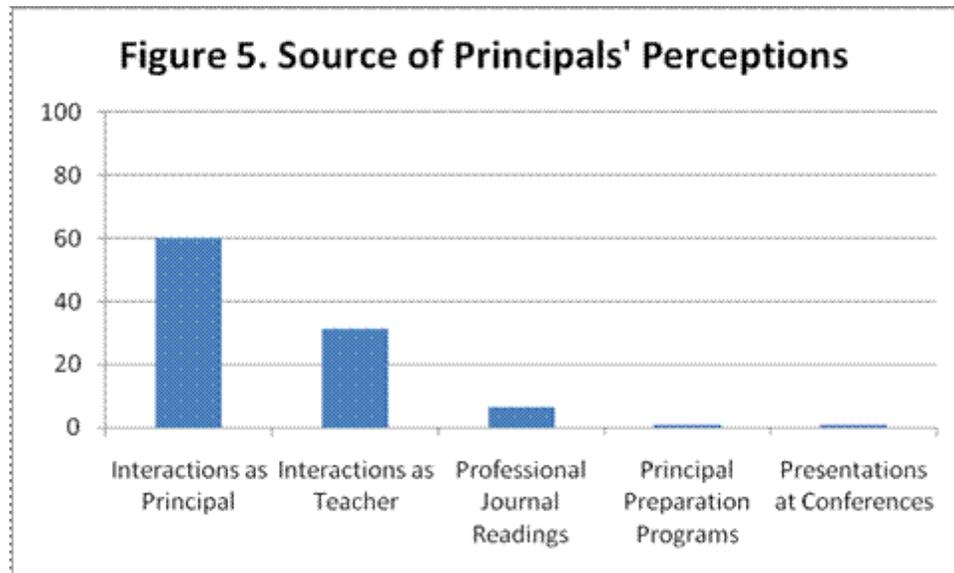
Critical Incidents

Fifty-eight of the 108 respondents (54 percent) answered the open-ended question: "Think back to a situation or incident which you have had with a library media specialist which helped to form your view of the role of the library media specialist in the school. This incident could be a positive one, or it could be a negative one. Please describe the incident." Responses to the open-ended question were systematically examined within the framework of critical incident theory (Flanagan 1954) using content analysis. Using Radford's organizational structure (1996), critical incidents were first classified as positive or negative, then further classified as informational (content) or relational (attitudes).

Critical Incidents—Informational (Content)

In the informational (content) area, six themes emerged: (1) collaboration to teach twenty-first-century skills, (2) knowledge of state curriculum standards, (3) connection of library instruction to classroom, (4) promotion of reading and literacy, (5) teaching technology skills, and (6) provision of staff development for faculty. First, principals expressed that the SLMS should collaborate with classroom teachers to teach twenty-first-century information skills and, second, that they should demonstrate knowledge of state curriculum standards. One principal responded,

> *"Early in my administrative experience the SLMS in my school led the charge in helping students to take notes from resources in a way that promoted paraphrasing and not rote copying. Her work was aligned clearly with writing SOLs [Virginia Standards of Learning] and with best practices in instruction. Besides her constant cooperative efforts with all departments, this one lesson became a strong model for others and influenced the approach of many teachers to their work with research and with student-developed summaries."*

Third, principals expected SLMSs to connect library instruction to the classroom. A respondent shared:

"I also taught multimedia and I would always bring my students to the media center to have the specialist review the use of print materials and online materials for students to use while doing research. I saw her role as one of information and support of the efforts we were trying to do in the classroom."

Fourth, principals expected SLMSs to support reading and literacy. One principal stated, "They welcomed students into the library to read. They had a group called 'Lunch Bunch' kids who came to the library to read and discuss books. They had the faculty to select a book to read and discuss. They set up monthly displays to generate interest." From another principal, "They have initiated several reading programs both during and after school and collaborate with teachers regarding literacy."

Fifth, principals noted that SLMSs should teach technology skills:

"I previously worked with a library media specialist who worked tirelessly to assist teachers in integrating technology into their daily classroom experiences. She was a wonderful support and model in this process."

Finally, principals expressed that SLMSs should provide staff development for their faculty members:

"As we were developing our staff development sessions a few years ago, one of my media specialists mentioned some ideas about what we could do and then volunteered to look it up, learn about it, and present it to the staff. I have since learned to go to her first when looking for ways to improve our staff and develop meaningful training for them. She has been a great asset to our school and me."

A reality check in the informational (content) area is provided by this principal's negative comment:

"In my opinion [the] library media specialist should be more involved in the instructional program of the school. Also, most LMS retire in the position and they are very resistant to change and being technologically supportive . . . Some librarians believe their role should be one which does not include instruction, collaboration, teamwork, student involvement."

Critical Incidents—Relational (Attitudes)

In the relational (attitudinal) area, three themes emerged: atmosphere, actions, and traits/dispositions. First, principals noted that they wanted their libraries to have warm, welcoming environments, to be inviting learning spaces with positive atmospheres. One principal related the following:

"I'll take this opportunity to express how important I feel it is for the library media specialist to set a positive tone in the library. I have worked in schools where adults and students avoided the library because they didn't see the specialist as a resource and in fact saw him/her as someone who was overly critical and hostile. The library resources went untapped. I have also worked in schools where the library media specialist made the library a welcoming place and consistently repeated the 'welcome' message across

all environments and at all opportunities. Those library resources were used to the max at all times."

Second, principals expected their librarians to display certain traits or dispositions: they wanted their librarians to be approachable, customer-service oriented, enthusiastic, friendly, and innovative: "Both of our librarians are extremely helpful in meeting our electronic media needs. They are both very customer-service oriented. By selling themselves, they sell the library and vice versa." One principal stated, "My library media specialist has always been very helpful and honest when it comes to instruction and helping students," and another related, "As a teacher, my library media specialist provided wonderful assistance to my class in finding material for my students for their chemistry research projects. She was friendly and approachable."
Finally, principals noted certain actions which contributed to their perceptions of the SLMS's instructional role: positive interactions with students and staff; investment in school culture; involvement in the whole school and ability to see the big picture; willingness to collaborate and to be a team player; and willingness to take the initiative, be proactive, and promote library services. "The media specialist has played an integral part of our research program for our language arts program. She collaborates with the teachers at curriculum meetings and is proactive in involving teachers in her program."

Another principal noted,

> *"For much of my administrative career I have been fortunate to work with a LMC specialist who was very involved in the whole school and saw the big picture. She worked on school improvement teams and spearheaded numerous school-wide activities. In doing so, people felt more comfortable in working with the LMC to facilitate lesson planning and instruction."*

Content analysis of responses to the open-ended question revealed both positive and negative incidents in the areas of informational (content) expertise and relational (attitudes) aspects. Principals related experiences and incidents which had formed their perceptions of the instructional role of the SLMS.

Discussion

Limitations of the Study
It must be noted that this study was performed in the context of several limitations. Sixty of Virginia's 134 school divisions granted permission for their principals to participate in the study. Additionally, while all eight Virginia superintendents' regional study groups were represented in the responses, response rate for the survey was 34 percent. Completion of the survey was voluntary in nature, and 66 percent of those Virginia secondary school principals who received the survey chose not to respond; therefore, there is a danger of non-response bias. Finally, responses were self-reported perceptions which cannot be objectively and accurately measured. While principals responding indicated how they view SLMSs as teachers of information literacy skills and as instructional partners and that they support the SLMS's instructional role, it was not possible to determine how accurately their responses reflected their actual views.

Areas of Less Support

Based on responses received, Virginia secondary school principals strongly support the instructional role of the SLMS as a teacher of information literacy skills and as an instructional partner. It is most interesting to explore areas in which principals are less supportive: principals assert that SLMSs should teach students to use electronic databases (97 percent) but are less supportive of the free Web (87 percent) and even less of print materials (81 percent). It is encouraging that principals differentiate between subscription databases and the free Web and that they understand the importance of students using quality, vetted information to perform research. Their rating of instruction in the use of print materials could be troublesome, however, if this indicates that they place less value on print than on electronic resources.

Principals support SLMSs teaching students to locate information (96 percent) and to evaluate information (90 percent), but less than half of the respondents (47 percent) support the SLMS teaching students to take notes and organize information. Additional information is needed. Do principals believe that students have already mastered these skills? Or do they feel that teaching these skills is the responsibility of the classroom teacher rather than the SLMS?

Exploring this thread further, an analysis of principals' ratings of the SLMS as an instructional partner shows strong support for collaboration to plan and to teach (ranging from 89 percent to 96 percent on relevant questions) but markedly lower support for the SLMS to collaborate to evaluate student work from lessons that integrate information literacy into the curriculum (65 percent). Again, additional information is needed. Do principals feel that evaluation of student work, even work taught collaboratively, is the job of the classroom teacher? And, if so, why? Do principals simply perceive that the classroom teacher should evaluate student work as part of his or her job, or do they feel that the classroom teacher is better qualified than the SLMS to evaluate student work?

Especially troublesome are the markedly lower percentages of principals who agree or strongly agree that the SLMS should have access to standardized test data (44 percent) and should use this test data to assist in the development of information-literacy instruction (43 percent). What are the implications here? Do principals, even those who express strong support for the instructional role of the SLMS, fail to recognize the contribution that the SLMS can make to student achievement? Do they fail to make the connection between the library program, instruction in twenty-first-century skills, standardized tests, and the key role that the SLMS plays in this area?

Exploring this underlying thread even further, when asked to identify the contribution the SLMS makes to the instructional program of the school, 61 percent of principals characterize the SLMS as an instructional leader and 43 percent as a master teacher (as opposed to 94 percent as an advocate, 90 percent as an instructional partner, and 75 percent as a member of the "leadership team"). The question must be asked: although principals support the instructional role of the SLMS, are they fully aware of their potential?

Sources of Principals' Perceptions

Secondary principals in Virginia public schools form their views of the role of the SLMS in their schools through their interactions with practicing SLMSs. Ninety-two percent of middle and high school principals report that they learn what SLMSs do from SLMSs with whom they work, either as teachers (32 percent) or as principals (60 percent). Pearson (1989) suggested that it is

the responsibility of the SLMS to inform and educate the principal concerning the library's potential contribution to student learning. Findings from this study validate Pearson's charge.

The SLMS as Initiator of Collaboration

Another key finding of the study demonstrates that secondary school principals expect the SLMS to be proactive and to be the initiator of collaboration within the school. In the context of collaboration between a teacher and the SLMS, 61 percent of principals responding named the SLMS as the primary initiator of collaboration. In the context of collaboration at the school level, 55 percent indicated that the SLMS should be the initiator. This finding is reinforced by the comments shared regarding the actions that principals expect of SLMSs: willingness to collaborate and to be a team player, take the initiative, be proactive, and promote library services.

Significance of Work and Implications for Practice

The findings of this study affirm findings of previous studies that indicate that principals do not gain knowledge of the SLMS's instructional role in their principal preparation coursework but rather learn from SLMSs with whom they work (Campbell 1991; Church 2008; Hartzell 2002a). It is worthy to take into consideration, however, that once principals are on the job, they are very busy as they coordinate, manage, and lead all activities occurring in their schools. As Hartzell (2002a) states:

> *"... the demands of the principalship preclude much chance of an administrator learning the truth about libraries and librarians on the job. The simple fact is that they just don't have the time to . . . they get caught up in the imperatives of their own environments and it becomes very difficult for them to expand their conceptual horizons."*

Therefore, whenever possible, SLMSs as individuals and library media as a profession should encourage the integration of information about the instructional role of the SLMS into principal-preparation programs.

Principal-Preparation Programs

SLMSs geographically located near colleges and universities that offer principal-preparation programs should consider volunteering as guest speakers to share information with principal candidates. Many state-level professional associations offer lists of speakers who might be invited for class visits as well as resources that might be used in such presentations. Personal contact with principals-to-be can provide them with background information regarding libraries and raise the expectations that they will have for their school library media programs.

Library media faculty can work within their institutions to insure that information regarding SLMSs is addressed in principal preparation coursework. Sanders and Angel (2007) describe an initiative at Appalachian State University in which they use case studies and web-based communication tools to allow "school administration and library science students to discuss real school problems and develop lasting solutions" (206). By partnering with educational leadership faculty, library media faculty increase the knowledge base of future principals while modeling both collaboration and advocacy.

At the national level, as standards for principal-preparation programs are developed and revised by the Educational Leadership Constituent Council and the Interstate School Leaders Licensure Consortium, and as principal licensure tests such as the School Leaders Licensure Assessment are revised, SLMSs need to have a voice. If language regarding the instructional role of the SLMS and the contribution that SLMSs make to schools is included in the standards, it will be included in principal-preparation-program curriculum. Additionally, SLMSs need to explore the possibility of writing for textbooks used in principal-preparation programs. Every opportunity should be seized to educate future principals as they are completing principal-preparation coursework.

Principal Professional Development

To inform practicing principals about the instructional role of the SLMS, SLMSs should actively participate in principals' professional-development activities. SLMSs should submit proposals to present at both state and national principal conferences. Copresenting with a supportive principal who understands what SLMSs do can be very effective. SLMSs are often characterized as writing for each other in library journals. SLMSs should write and submit for publication to journals read by principals, such as *Educational Leadership*, *Journal of Educational Administration*, *NASSP Bulletin*, and *Principal*.

Principals may also enroll in Mansfield University's "Leveraging School Libraries to Improve Student Learning," a "one-credit, online course for school administrators [which] will increase background knowledge and understandings of the role a quality school library media program plays in the academic success of students" (Kachel n.d.). Through course readings and online discussions, participants gain a better understanding of the instructional role of the SLMS and the contributions that a quality library program makes to their school.

Given the findings of this study, however, it is critically important that building-level SLMSs have the ability to communicate with their principals and to convey the critical ways in which the library program contributes to student learning. These findings offer significant implications for school-library-media preparation programs regarding the need for advocacy training within coursework, for professional associations to support SLMSs in their efforts, and for practicing SLMSs regarding the need for advocacy within their buildings.

Recommendations for School-Library-Media Preparation Program Curriculum

School-library-media preparation programs should prepare SLMSs to be advocates and leaders within their schools. Coursework should address the importance of analysis and understanding of the school's mission and goals; of developing an action plan that connects the library's mission, goals, and activities to the broader school mission and goals; and of collecting appropriate data to document how the library media program contributes to the mission and goals of the school and to student learning. Future SLMSs should learn how to effectively communicate with principals and other stakeholders to increase understanding of the importance of the library program. Advocacy training should be included in coursework.

Additionally, programs should scaffold instruction to provide opportunities for future SLMSs to develop the dispositions that principals value. Bush and Jones (2010) identify the following as areas in which SLMSs should develop dispositions: instructional strategies, information literacy,

assessment, literacy and reading, diversity, intellectual freedom, communication, advocacy, collaboration, resiliency, leadership, and professional ethics. Of these, responses to the open-ended question in this study highlight that principals value instructional strategies, information literacy, literacy and reading, communication, collaboration, and leadership.

Coursework should address the fifth role of the SLMS identified in AASL's *Empowering Learners: Guidelines for School Library Programs*, that of leader (2009, 16–17). *Empowering Learners* outlines the leadership role expected of the SLMS, requiring that SLMSs understand content-area teaching and learning, new pedagogical strategies, trends in the education and technology landscapes, and skills related to information, media, and technology fluency… build strong relationships with teachers, school administrators, and the community…[and serve as] a leading member of school-wide committees (47).

Activities and learning experiences that allow future SLMSs to develop skills in these areas should be provided throughout preparation program coursework.

SLMS Professional Development

For those practicing SLMSs already in the field, professional organizations should provide opportunities for advocacy and leadership training. SLMSs should take advantage of resources available from the American Association of School Librarians, such as the *School Library Program Health and Wellness Toolkit* (AASL 2010b). AASL's one-day Advocacy Institute for School Librarians provides excellent training. State professional organizations should offer workshops and conference sessions that allow their members to develop and hone advocacy and leadership skills. Toolkits such as the Ontario Library Association's *Teacher Librarian's Toolkit for Evidence-Based Practice* (n.d.) can assist them in their ongoing efforts.

Conclusion

Advocacy, as defined by the AASL Advocacy Special Committee (2010a), is the ongoing process of building partnerships so that others will act for and with you, turning passive support into educated action for the library media program. It begins with a vision and a plan for the library media program that is then matched to the agenda and priorities of stakeholders. Principals are library stakeholders, and their agenda and priorities focus on student learning. It behooves SLMSs to advocate for their library programs and to match them to principals' agendas and priorities. **Appendix B** offers to practicing SLMSs a tool to help estimate a principal's knowledge and understanding: "Assessment of Your Principal's Knowledge of Your Instructional Role." **Appendix C** presents a self-assessment tool for the SLMS focused on areas which this study identified as important to principals: "Assessment of Your Status in Attitudinal/Relational and Informational/Content Areas." **Appendix D** offers a template for development of an advocacy action plan.

SLMSs must demonstrate the difference that they make in student learning as teachers of information-literacy skills, collaborative instructional partners, and instructional leaders within their schools. SLMSs must communicate with and work to build partnerships with principals so that principals fully understand the contributions that a strong library program makes to student learning. Coursework in SLMS preparation programs should prepare SLMSs to be effective communicators and advocates in their schools. Professional organizations should offer ongoing workshops and trainings to allow practicing SLMSs to further develop skills in these areas.

Findings from this study offer insight into the types of activities performed by the SLMS that positively affect principals' perceptions of their instructional role. Principals want SLMSs who collaborate to teach twenty-first-century skills, who demonstrate knowledge of state curriculum standards, who connect library instruction with classroom instruction, who promote reading and literacy, who teach technology skills, and who provide staff development for faculty. They want SLMSs who create welcoming learning environments in their libraries; who are approachable, enthusiastic, and innovative; and who interact positively, collaboratively, and proactively with the staff.

School library media preparation programs can use these findings to inform coursework, and building-level SLMSs can use them to inform practice. Principals learn what SLMSs do from the SLMSs with whom they work. The responsibility to inform and educate lies with each of us.

Works Cited

Achterman, D. L. 2008. *Haves, halves, and have nots: School libraries and academic achievement in California.* Unpublished PhD diss., University of North Texas. <http://digital.library.unt.edu/ark:/67531/metadc9800/m1/1> (accessed Mar. 26, 2010).

American Association of School Librarians (AASL). *Information power: Building partnerships for learning.* 1998. Chicago: American Association of School Librarians.

———. *Empowering learners: Guidelines for school library programs.* 2009. Chicago: AASL.

———. 2010a. *Definitions of advocacy, PR, marketing*. <www.ala.org/ala/mgrps/divs/aasl/aaslissues/advocacy/definitions.cfm> (accessed Aug. 11, 2010).

———. 2010b. *School Library Program Health and Wellness Toolkit.* <www.ala.org/ala/mgrps/divs/aasl/aaslissues/toolkits/slmhealthandwellness.cfm> (accessed Nov. 28, 2010).

Andrews, J. 1991. The use of the critical incident research technique in an academic library. *Library and Information Research News* 14(50): 22–27.

Buchanan, W. 1982. The principal and role expectations of the library media specialist. *The Clearing House* 55(6): 253–55.

Bush, G. and J. B. Jones. 2010. *Tales out of the school library: Developing professional dispositions.* Santa Barbara, Calif.: Libraries Unlimited.

Campbell, J. M. 1991. *Principal-school library media relations as perceived by selected North Carolina elementary principals and school library media specialists*. EdD diss., Univ. of North Carolina at Chapel Hill.

Christensen, G. J. 1993. *The changing role of the principal in the move from a traditional school*

to an accelerated school. Stanford, Calif.: Stanford University, School of Education. ERIC Document ED375501.

Church, A. P. 2008. The instructional role of the library media specialist as perceived by elementary school principals. *School Library Media Research* 11. <www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume11/church.cfm> (accessed Sept. 6, 2009).

Dorrell, L. D. and V. L. Lawson. 1995. What are principals' perceptions of the school library media specialist? *NASSP Bulletin* 79(2): 72–80.

Flanagan, J. C. 1954. The critical incident technique. *Psychological Bulletin* 5: 327–58.

Hartzell, G. 2002a. *White House conference on school libraries: What's it take?* <www.imls.gov/news> *(accessed Mar. 26, 2010)*

———. 2002b. *Why should principals support school libraries? ERIC Digest.* Syracuse, N.Y.: ERIC Clearinghouse on Information & Technology. ERIC Document ED470034. Haycock, K. 1989. *Summary of EL research findings to date: What works, research: The implications for professional practice*. Vancouver, B.C.: Emergency Librarian. ERIC Document ED327181.

Henri, J., L. Hay, and D. Oberg. 2002. *The role of the principal in an information literate school community: Findings from an international research project*. Glasgow, Scotland: 68th IFLA Council and General Conference, Conference Programme and Proceedings. ERIC Document ED472865.

Kachel, D. E. n.d. *LSC 6600 Course syllabus: Leveraging school libraries to improve student learning*. <http://libweb.mansfield.edu/principals/syllabus.asp> (accessed Nov. 28, 2010).

Kaplan, A. G. 2006. *Benign neglect: Principals' knowledge of and attitudes towards school library media specialists.* EdD diss., Univ. of Delaware.

Kolencik, P. L. 2001. *Principals and teacher-librarians: Building collaborative partnerships in the learning community*. EdD diss., Univ. of Pittsburgh.

Lance, K. C., M. J. Rodney, and C. Hamilton-Pennell. 2000. *How school librarians help kids achieve standards: The second Colorado study.* San Jose, Calif.: Hi Willow.

———. 2001. *Good schools have school librarians: Oregon school librarians collaborate to improve academic achievement.* Terrebonne: Oregon Educational Media Association.

———. 2002. *How school libraries improve outcomes for children: The New Mexico study.* Salt Lake City: HiWillow.

———. 2005. *Powerful libraries make powerful learners: The Illinois study.* Canton: Illinois School Library MediaAssociation.

Ontario Library Association. n.d. *The teacher librarian's toolkit for evidence-based practice.*
<www.accessola.com/osla/toolkit/home.html> (accessed Nov. 28, 2010).

Ozkaramanli, E. 2005. *Librarians' perceptions of quality digital reference services by means of critical incidents*. PhD diss., Univ. of Pittsburgh.

Pearson, R. C. 1989. *A critical relationship: Rural and small school principals and librarians*. ERIC Document ED390589.

Radford, M. L. 1996. Communication theory applied to reference encounter: An analysis of critical incidents. *Library Quarterly* 66(2): 123–37.

———. 2006. The critical incident technique and the qualitative evaluation of the connecting libraries and schools project. *Library Trends* 55(1): 46–64.

Russell, J. S. 1985. *Linking the behaviors and activities of secondary school principals to school effectiveness: A technical report. Final report.* Eugene: Oregon Univ., Center for Educational Policy and Management. ERIC Document No. ED265654.

Sanders, R. L. and R. B. Angel. 2007. Shared decision-making: Case study analysis to promote cross-programme dialogue between administrators and media coordinators. *International Journal of Web Based Communities* 3(2): 206-18.

Smith, E. G. 2006. *Student learning through Wisconsin school library media centers: Case study report.* Madison: Wisconsin Department of Public Instruction.

Todd, R. J., and C. C. Kuhlthau. 2004. *Student learning through Ohio school libraries: Background, methodology, and report of findings.* <www.oelma.org/StudentLearning.htm> (accessed Oct. 11, 2006).

Wilson, P. J., and M. Blake. 1993. The missing piece: A school library media center component in principal-preparation programs. *Record in Educational Leadership* 12(2): 65–68.

Zalman, C. C., and M. T. Bryant. 2002. *The Solomonic pathway: Critical incidents in the elementary school principalship.* Paper presented at the meeting of the American Educational Research Association, New Orleans, La., Apr. 1–5. ERIC Document ED46602

Cite This Article

Church, Audrey P. 2010. "Secondary School Principals' Perceptions of the School Librarian's Instructional Role", *School Library Research*. American Library Association.
<**www.ala.org/aasl/slr/volume13/church**>.

Appendix A. Survey: Secondary School Principals' Perceptions of the Instructional Role of the Library Media Specialist

Section One: The Teacher Role of the Library Media Specialist
Directions: Please read each of the following statements and select the answer that best represents your response. Answer choices are Strongly disagree, Disagree, Neither disagree nor agree, Agree, Strongly agree.

1. My library media specialist should teach students to use print materials to write reports and research papers and to complete classroom projects.
>   1. Strongly disagree
>   2. Disagree
>   3. Neither disagree nor agree
>   4. Agree
>   5. Strongly agree

2. My library media specialist should teach students to use electronic subscription databases which contain journal articles and other reference material (Gale InfoTrac, Grolier Online, Britannica Online, eLibrary, etc.) to write reports and research papers and to complete classroom projects.
>   1. Strongly disagree
>   2. Disagree
>   3. Neither disagree nor agree
>   4. Agree
>   5. Strongly agree

3. My library media specialist should teach students to use information found at free Web sites to write reports and research papers and to complete classroom projects.
>   1. Strongly disagree
>   2. Disagree
>   3. Neither disagree nor agree
>   4. Agree
>   5. Strongly agree

4. My library media specialist should teach students how to locate information contained in print and electronic sources.
>   1. Strongly disagree
>   2. Disagree
>   3. Neither disagree nor agree
>   4. Agree
>   5. Strongly agree

5. My library media specialist should teach students how to evaluate information for accuracy and reliability before using it in a report, paper, or project.

    1. Strongly disagree
    2. Disagree
    3. Neither disagree nor agree
    4. Agree
    5. Strongly agree

6. My library media specialist should teach students how to take notes and how to organize information to be used in a report, paper, or project.

    1. Strongly disagree
    2. Disagree
    3. Neither disagree nor agree
    4. Agree
    5. Strongly agree

7. My library media specialist should teach students to respect intellectual property (avoid plagiarism, cite sources, respect copyright laws).

    1. Strongly disagree
    2. Disagree
    3. Neither disagree nor agree
    4. Agree
    5. Strongly agree

8. My library media specialist should teach students to practice ethical behavior by following acceptable use policy guidelines in their use of information.

    1. Strongly disagree
    2. Disagree
    3. Neither disagree nor agree
    4. Agree
    5. Strongly agree

9. My library media specialist should have access to standardized student test data.

    1. Strongly disagree
    2. Disagree
    3. Neither disagree nor agree
    4. Agree
    5. Strongly agree

10. My library media specialist should use standardized student test data as he/she develops information literacy instruction.

    1. Strongly disagree
    2. Disagree
    3. Neither disagree nor agree
    4. Agree
    5. Strongly agree

11. My library media specialist should provide staff development for teachers in areas such as effective searching on the World Wide Web and effective use of electronic subscription databases.
1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree

12. My library media specialist should provide staff development for teachers in areas such as intellectual property and copyright.
1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree

Section Two: The Instructional Partner Role of the Library Media Specialist
Directions: Please read each of the following statements and select the answer that best represents your response. Answer choices are Strongly disagree, Disagree, Neither disagree nor agree, Agree, Strongly agree.

13. My library media specialist should collaborate with teachers to teach students information literacy skills (accessing, evaluating, and using information) in the context of content curriculum.
1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree

14. My library media specialist should collaborate with individual teachers to plan lessons which integrate information literacy into the curriculum.
1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree

15. My library media specialist should collaborate with teachers at grade level/team level/department level to plan lessons which integrate information literacy into the curriculum.
1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree

16. My library media specialist should collaborate with teachers to teach lessons which integrate information literacy into the curriculum.

1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree

17. My library media specialist should collaborate with teachers to evaluate student work from lessons which integrate information literacy into the curriculum.
1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree

18. My library media specialist should play an active role in the school improvement plan/process.
1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree

Section Three: Overall Contributions of Library Media Specialist to Instruction

Directions: Please read each of the following statements and select the answer that best represents your response.

19. My library media specialist should be a(n) (Check all that apply)
1. Advocate for the Library Program
2. Instructional Leader
3. Instructional Partner
4. Master Teacher
5. Member of the Leadership Team/Principal's Advisory Council
6. Other (please specify)

20. Who should be the primary initiator of teacher-library media specialist collaboration at the individual teacher level? (Check one)
1. Administrator
2. Library media specialist
3. Teacher

21. Who should be the primary initiator of teacher-library media specialist collaboration at the school level? (Check one)
1. Administrator
2. Library media specialist
3. Teacher

Section Four: Demographics

Directions: Please respond to each of the following questions.

22. Superintendents' Regional Study Group in which your school is located (Check one)

1. **Region 1:** Charles City County, Chesterfield County, Colonial Heights City, Dinwiddie County, Goochland County, Hanover County, Henrico County, Hopewell City, New Kent County, Petersburg City, Powhatan County, Prince George County, Richmond City, Surry County, Sussex County

2. **Region 2:** Accomack County, Chesapeake City, Franklin City, Hampton City, Isle of Wight County, Newport News City, Norfolk City, Northampton County, Poquoson City, Portsmouth City, Southampton County, Suffolk City, Virginia Beach City, Williamsburg-James City County, York County

3. **Region 3:** Caroline County, Colonial Beach, Essex County, Fredericksburg City, Gloucester County, King and Queen County, King George County, King William County, Lancaster County, Mathews County, Middlesex County, Northumberland County, Richmond County, Spotsylvania County, Stafford County, West Point, Westmoreland County

4. **Region 4:** Alexandria City, Arlington County, Clarke County, Culpeper County, Fairfax City, Fairfax County, Falls Church City, Fauquier County, Frederick County, Loudoun County, Madison County, Manassas City, Manassas Park City, Orange County, Page County, Prince William County, Rappahannock County, Shenandoah County, Warren County, Winchester City

5. **Region 5:** Albemarle County, Amherst County, Augusta County, Bath County, Bedford City, Bedford County, Buena Vista City, Campbell County, Charlottesville City, Fluvanna County, Greene County, Harrisonburg City, Highland County, Lexington City, Louisa County, Lynchburg City, Nelson County, Rockbridge County, Rockingham County, Staunton City, Waynesboro City

6. **Region 6:** Alleghany County, Botetourt County, Covington City, Craig County, Danville City, Floyd County, Franklin County, Henry County, Martinsville City, Montgomery County, Patrick County, Pittsylvania County, Roanoke City, Roanoke County, Salem City

7. Region 7: Bland County, Bristol City, Buchanan County, Carroll County, Dickenson County, Galax City, Giles County, Grayson County, Lee County, Norton City, Pulaski County, Radford City, Russell County, Scott County, Smyth County, Tazewell County, Washington County, Wise County, Wythe County

8. **Region 8:** Amelia County, Appomattox County, Brunswick County, Buckingham County, Charlotte County, Cumberland County, Greensville County, Halifax County, Lunenburg County, Mecklenburg County, Nottoway County, Prince Edward County

23. School setting (Check one)
    1. Urban
    2. Non-urban

24. Grade level configuration which best describes the school in which you are principal (Check one)
  1. 6–8
  2. 7–8
  3. 9–12
  4. 6–9
  5. 7–9
  6. 10–12
  7. 6–12
  8. 7–12
  9. 8–12
  10. Other (please specify)

25. School enrollment (Check one)
  1. 1 to 299
  2. 300 to 749
  3. 750 to 1,499
  4. 1,500 to 2,249
  5. 2,250 and above

26. Total years of classroom teaching experience which you have (Check one)
  1. 0 to 25 years
  2. Over 25

27. Content area(s) you taught as classroom teacher (Check all that apply)
  1. Computers/Technology
  2. Driver Education
  3. English
  4. Fine Arts
  5. Foreign Language
  6. Health
  7. History/Social Sciences
  8. Mathematics
  9. Physical Education
  10. Sciences
  11. Other

28. Grade level(s) you taught as classroom teacher (Check all that apply)
  1. a. PreK-2
  2. b. 3–5
  3. c. 6–8
  4. d. 9–12

29. Total years of administrative experience which you have (including the current academic year) (Check one)
  1. 0 to 25 years
  2. Over 25

30. How would you characterize your support of the library media specialist in his/her instructional role?
     1. Strongly support
     2. Support
     3. Minimally support
     4. Do not support
     5. Do not feel that library media specialist has an instructional role

31. How do you support your library media specialist in his/her instructional role? (Check all that apply)
     1. Encourage the library media specialist to take a leadership role in instruction
     2. Express your expectation to teachers that they collaborate with the library media specialist
     3. Include the library media specialist on key school committees
     4. Provide clerical staffing for the library
     5. Provide adequate funding for library resources

32. What would you specify as the primary source of your knowledge of the instructional role of the library media specialist? (Check one)
     1. Coursework in my principal preparation program
     2. Interactions with library media specialists during my teaching career
     3. Interactions with library media specialists during my administrative career
     4. Presentations at conferences which I have attended
     5. Readings in professional journals
     6. Other (please specify)

33. In your principal preparation program, did you receive any sort of formal training related to library/media specialists?
     1. No
     2. Yes

If yes, in what context? (Check one)
     3. Entire course in school library media
     4. Topic of discussion in several courses
     5. Topic of discussion in one course
     6. Presentation from guest lecturer
     7. Other? (please specify)

34. Open-ended Question:
Directions: Please respond to the following open-ended question in the space provided.

"Think back to a situation or incident which you have had with a library media specialist which helped to form your view of the role of the library media specialist in the school. This incident could be a positive one, or it could be a negative one. Please describe the incident."

Thank you very much for completing this survey. If you have any questions or are interested in the results of this research study, please feel free to contact the researcher at churchap@longwood.edu.

Appendix B. Assessment of Your Principal's Knowledge of Your Instructional Role

How would your principal respond to each question using the following scale?

1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree

Section One: The Teacher Role of the Library Media Specialist

My library media specialist should…

1. Teach students to use print materials to write reports and research papers and to complete classroom projects.
    1   2   3   4   5

2. Teach students to use electronic subscription databases which contain journal articles and other reference material (Gale InfoTrac, Grolier Online, Britannica Online, eLibrary, etc.) to write reports and research papers and to complete classroom projects.
    1   2   3   4   5

3. Teach students to use information found at free Web sites to write reports and research papers and to complete classroom projects.
    1   2   3   4   5

4. Teach students how to locate information contained in print and electronic sources.
    1   2   3   4   5

5. Teach students how to evaluate information for accuracy and reliability before using it in a report, paper, or project.
    1   2   3   4   5

6. Teach students how to take notes and how to organize information to be used in a report, paper, or project.
    1   2   3   4   5

7. Teach students to respect intellectual property (avoid plagiarism, cite sources, respect copyright laws).
    1   2   3   4   5

8. Teach students to practice ethical behavior by following acceptable use policy guidelines in their use of information.
    1   2   3   4   5

9. Have access to standardized student test data.

      1   2   3   4   5

10. Use standardized student test data as he/she develops information literacy instruction.

      1   2   3   4   5

11. Provide staff development for teachers in areas such as effective searching on the World Wide Web and effective use of electronic subscription databases.

      1   2   3   4   5

12. Provide staff development for teachers in areas such as intellectual property and copyright.

      1   2   3   4   5

Section Two: The Instructional Partner Role of the Library Media Specialist

My library media specialist should…

13. Collaborate with teachers to teach students information literacy skills (accessing, evaluating, and using information) in the context of content curriculum.

      1   2   3   4   5

14. Collaborate with individual teachers to plan lessons which integrate information literacy into the curriculum.

      1   2   3   4   5

15. Collaborate with teachers at grade level/team level/department level to plan lessons which integrate information literacy into the curriculum.

      1   2   3   4   5

16. Collaborate with teachers to teach lessons which integrate information literacy into the curriculum.

      1   2   3   4   5

17. Collaborate with teachers to evaluate student work from lessons which integrate information literacy into the curriculum.

      1   2   3   4   5

18. Play an active role in the school improvement plan/process.

      1   2   3   4   5

Section Three: Overall Contributions of Library Media Specialist to Instruction

How would your principal respond?

Please read each of the following statements and select the answer that best represents your response.

19. My library media specialist should be a(n) (Check all that apply)

    1. Advocate for the Library Program

    2. Instructional Leader
    3. Instructional Partner
    4. Master Teacher
    5. Member of the Leadership Team/Principal's Advisory Council
    6. Other (please specify)

20. Who should be the primary initiator of teacher-library media specialist collaboration at the individual teacher level? (Check one)
    1. Administrator
    2. Library media specialist
    3. Teacher

21. Who should be the primary initiator of teacher-library media specialist collaboration at the school level? (Check one)
    1. Administrator
    2. Library media specialist
    3. Teacher

22. How would you characterize your support of the library media specialist in his/her instructional role?
    1. Strongly support
    2. Support
    3. Minimally support
    4. Do not support

    5. Do not feel that library media specialist has an instructional role

23. How do you support your library media specialist in his/her instructional role? (Check all that apply)
    1. Encourage the library media specialist to take a leadership role in instruction
    2. Express your expectation to teachers that they collaborate with the library media specialist
    3. Include the library media specialist on key school committees
    4. Provide clerical staffing for the library
    5. Provide adequate funding for library resources

Appendix C. Assessment of Your Status in Attitudinal/Relational and Informational/Content Areas

Rate yourself on the following traits/activities using a scale of 1 to 5, 1 being the lowest implementation, 5 being the highest.

Attitudinal/Relational
Atmosphere

       Warm welcoming environment in library itself (greet, smile, welcome)
          1   2   3   4   5

Inviting learning space (place of learning; busy, bustling learning lab, not shrine)
     1   2   3   4   5

Positive tone
     1   2   3   4   5

Traits/Dispositions

Approachable
     1   2   3   4   5

Customer-service oriented
     1   2   3   4   5

Enthusiastic
     1   2   3   4   5

Energetic
     1   2   3   4   5

Friendly
     1   2   3   4   5

Innovative
     1   2   3   4   5

Actions

Has positive interactions with students and staff
     1   2   3   4   5

Invests in school culture
     1   2   3   4   5

Is a team player
     1   2   3   4   5

Is collaborative/willing to be instructional partner
     1   2   3   4   5

Is involved in whole school/sees big picture (activities and instruction)
     1   2   3   4   5

Is proactive
     1   2   3   4   5

Provides access to library
     1   2   3   4   5

Promotes library services
  1 2 3 4 5

Shows leadership skills
  1 2 3 4 5

Shows positive attitude toward school and library
  1 2 3 4 5

Takes initiative
  1 2 3 4 5

Takes strong stand on intellectual freedom
  1 2 3 4 5

Informational/Content

Collaboration with classroom teacher to teach 21st century skills
  1 2 3 4 5

Knowledge of and connection to classroom
  1 2 3 4 5

Knowledge of and use of student test data
  1 2 3 4 5

Knowledge of state curriculum standards
  1 2 3 4 5

Provision of meaningful and engaging professional development for staff
  1 2 3 4 5

Support for reading and literacy
  1 2 3 4 5

Teaching of research skills
  1 2 3 4 5

Teaching of technology skills
  1 2 3 4 5

Appendix D. Action Plan: Advocacy Begins with YOU!

1. The current emphasis in my school is

2. Advocacy Goal in the Attitudinal/Relational Area:

3. How will I assess progress toward this goal?

4. Advocacy Goal in the Informational/Content Area:

5. How will I assess progress toward this goal?

School Library Research (ISSN: *2165-1019*) *is an official journal of the American Association of School Librarians*. It is the successor to *School Library Media Quarterly Online and School Library Media Research. The purpose of School Library Research is to promote and publish high quality original research concerning the management, implementation, and evaluation of school library media programs. The journal will also emphasize research on instructional theory, teaching methods, and critical issues relevant to school library media. Visit the* **SLR website** *for more information.*

The mission of the American Association of School Librarians is to advocate excellence, facilitate change, and develop leaders in the school library field. Visit the **AASL website** *for more information.*