Predictors for Success: Experiences of Beginning and Expert Teacher Librarians

Dr. Lesley S. J. Farmer
Professor of Librarianship
California State University, Long Beach
USA

The current research examined the experiences of beginning teacher librarians (TL) and expert TLs to ascertain the factors that predict practitioner success. In the process, the study compares southern California TLs (and their academic preparation) with the experiences of TLs in other representative countries (e.g., Australia, Brazil, Canada, European Union, South Africa, Hong Kong, and Singapore). Factors were identified that link to TL preparation, with the intent of determining: 1) at what point in the academic-practice continuum identified skills, knowledge, and dispositions should be addressed; 2) what pre-service and in-service activities optimized learning. The investigator also uncovered universal and culturally determined practices.

Problem Statement

The teacher librarian preparation program has as its charge to prepare candidates to serve as successful teacher librarians in K-12 settings. While the intent is not to prepare them merely for their first job, the program does try to optimize the experiences of beginning practitioners. As such, part of that preparation may include field experience. Nevertheless, the first couple of years can be difficult, particularly if the TL's original expectations do not match the realities of day-to-day work or do not mesh with the school's existing values and norms.

Particularly since the profession predicts a surge of librarian retirements in the near future, it is imperative that those candidates who enter the profession will be successful, and will remain as TLs for the foreseeable future.

This study examined the academic preparation, predispositions, initial job experiences, and professional development opportunities of beginning TLs and expert TLs to ascertain possible predictive factors that can foster effective TLs.

Literature Review

The literature review drew upon the standards, academic preparation, career choice, and in-service experiences of TLs. Because their functions largely overlap those of classroom teachers and educational administrators, literature from these related fields were also examined.

Standards, Competencies, and Academic Preparation

Standards for pre-service librarians exist at state, national, and international levels. The International Federation of Library Associations and Institutions (2000) developed guidelines for library programs, which focuses on the management and use of information within systems. In 2002, the National Council for Accreditation of Teacher Education, in collaboration with the American Association of School Librarians, established student outcomes for school library media preparation programs in the following areas: using information and ideas, teaching and learning, leading and collaboration, program administration. Most standards and library education programs incorporate theory, practice, and field experience.

Nevertheless, in reviewing the literature of the education and competencies of TLs in the United States, Shannon (2002) discovered a complex and sometimes conflicting picture; although resource management remained a constant, an increased need for technological and leadership skills became apparent, while instruction and collaboration skills were perceived unevenly. McGracken's 2000 survey indicated that TL's main roles were self-reported to be as information specialists and then as program administrators; instruction was less important, partly because of school community expectations. In surveying TL practitioners in Georgia, McCoy (2001) found that administration, information access and delivery, and collection development were core competencies; technology was less well defined. In a Northwest United States study of faculty, candidate, and administrator perceptions of ideal beginning TLs, the consensus was that the person should be able to work well with others, and have strong technical and managerial skills (Roys & Brown, 2004). Likewise, the summer 2006 issue of the Journal of Education for Library and Information Science included five papers about library education in Asia; the authors found that management and information /communication technologies were core elements, but great variability in education and other projected competencies existed; moreover, little attention was paid to TLs. Although academic experiences vary, several studies concur that prior successful academic librarianship preparation is key for workplace success as a TL (Oberg, 1991; Shannon, 2002; Cochran-Smith, 2004).

Career Decisions and Dispositions

Certainly, individual attributes and situational realities impact career choice and subsequent actions. TLs bring a wide variety of career paths and expertise as do many classroom teachers. In their study of beginning teachers, Chin and Young (2007) created an ecological model of development, which captured factors related to choosing a teaching career and certificate program. Six distinct personnel clusters emerged from their analysis: compatible

lifestylists (teaching fit their family lifestyle), working-class activists (first-generation college students with a strong sense of service), romantic idealists (younger, reform-minded, wanting self-fulfillment in their job), family tradition followers, second-career seekers, and career explorers (males seeking additional credentials). These clusters echo the attitudes of TLs, although it is not clear which cluster would reflect those TLs who worked in other library settings.

Independent of their career motivation, some librarians are more likely to be satisfied with their jobs than others. Williamson, Pemberton, and Lounsbury (2005) collected personal data from 1500 librarians to reveal with emotional resilience, work drive, and optimism were significant predictors of career and job satisfaction. Oberg (1995) identified several personal attributes that were indicators of career success: leadership and collaborative skills to create and communicate a vision, self-confidence and self-knowledge for supervising, negotiating, and collaborating; ability to learn from role models; understanding of change processes; advocacy skills.

In-Service Experiences

Having realistic expectations of the job was another predictor for work and career satisfaction (Person, 1993; Johnson & Birkeland, 2003; Graziano, 2005). This understanding was largely dependent on prior experience working in libraries (Oberg, 1991; Macmillan, 1998; Domeracki, 2002; Yonyz & McCook, 2003). While academic preparation programs intend to prepare TLs, on-the-job expectations can differ significantly from idealized ones (Kinard, 1991; Oberg, 1991; Person, 1993; Gwatney, 2001). TLs without prior work experience often had preconceptions about their work functions that reflected current professional standards, but found that their actual duties were less professional, which led to job dissatisfaction (McCracken, 2000; McCoy, 2001). Part of the problem resides in the school's expectations of TLs, which might not be informed based on current TL standards and best practices (Kinard, 1991; Kuhlthau, 1993; Cochran-Smith, 2004). That same phenomena happens in university settings, where teaching faculty value libraries more for their reference work than for their contributions to teaching (Manuel, Beck & Molloy, 2005).

Little research about first year experiences of TLs has been conducted. Because the TL's job description has elements of a variety of other positions, the literature review was broadened to examine the experiences and challenges of first year classroom teachers and administrators. The induction activities (i.e., district-based in-service training for clear teaching credentials and library media teachers) described for these professional groups were also examined and adjusted to serve the purposes of supporting new library media teachers.

Cochran-Smith (2004) noted the importance of retention. While many people enter the teaching profession for idealistic reasons, such lofty goals will not keep them in the field without successful school conditions, site support, opportunities for professional learning communities, and advancement prospects. Johnson and Birkeland (2003) echoed this retention issue in their study of new teachers' career decisions. They mentioned the need for stable and orderly work environments, adequate resources, reasonable workload, and dependable advice and support

from colleagues. In their review of recent empirical literature about teacher retention, Guarino, Santibanez, and Daley (2006) noticed that urban, low-performing schools had higher attrition rates. Schoolers with higher proportions of minority and low-income student populations also had higher attrition rates. In surveying TLs' perceptions of school climate throughout their first year, Domeracki (2002) discovered perceptions became less positive, as did job satisfaction.

In examining site-based factors, several indicators were identified as potential predictors of success. A professional school climate with a positive and focused vision was positively correlated with job performance and satisfaction (Oberg, 1991; Slygh, 2000; Vereen, 2002; Graziano, 2005). Peterson and Deal (2002) identified school cultural elements that foster positive thinking and action: norms of collegiality that encourage sharing issues and resources, norms of performance that encourage a strong work ethic, norms of improvement that encourage self-improvement, a shared sense of purpose and a shared sense of responsibility for student learning. In comparing beginning teachers in highly structured and "co-constructive" schools, Achinstein, Ogawa, and Speiglman (2004) found that a collaborative climate where beginning professionals are given autonomy and expected to be creative led to higher performance and greater job satisfaction. Similarly, Kuhlthau (1993) asserted that team-oriented, constructivist school climate led to success. In parsing school climate factors, Zhang, Verstegen, and Fan (2006) identified participation in decision-making as the strongest positive relationship with teacher job satisfaction. Gagnon (2004) noted that new TLs need a school climate in which they can express their feelings, thus reducing stress. In short, having a "voice" is important for beginning TLs.

Support by the principal and other personnel is also crucial to TL success. (Achinstein, Ogawa, & Speiglman, 2004; Graziano, 2005; Slygh, 2000; Vereen, 2002). Gagnon (2004) noted that principals organize and structure the school environment. Similarly, Oberg (1995) asserted that principals help beginning TLs achieve by explain library services to the school community, demonstrating personnel commitment to library services, and providing the resources and structures to facilitate library program success. It should be noted that beginning teachers sometimes perceive that the principal gave less support than the principals thought they gave (Oberg, 1995; Ingram, 2002). Part of that support includes providing and encouraging professional development opportunities (Oberg, 1991; Dumas, 1994; Johnson, 2002; Hook, 2003; Achinstein, Ogawa, & Speiglman, 2004; Graziano, 2005). Clagg (2002) cautioned that staff development, per se, does not impact teacher retention; professional development needs to be immediately applicable to their practice; personal mentoring programs are more effective than standardized in-services. Smith and Ingersoll (2004) emphasized the need for collection induction activities such as planning and collaboration in these induction programs.

Background Theories

Three theoretical strands provided valuable conceptual models for this investigation: competency theory, change theory, and contingency theory of socialization. The first focused on the individual's expertise, the second focused on decision-making and behavior, and the third focused on interpersonal relationships.

Competency Theory

Dreyfus (2004) posited five levels of adult skill acquisition, from notice to expert. The novice can follow directions, but cannot succeed independently; they need to understand the underlying principles and context of the skills. The advanced beginner practices skills, applying them to real situations, and is given additional examples in order to analyze new situations. Competent adults develop schema to help them decide how to apply their skills, identifying important elements for planning. Proficient adults leverage their emotional involvement to make situational decisions quickly rather than having to weigh each factor abstractly. Since situations may differ widely, with accompanying factors changing relative importance, competent and proficient adults may still make mistakes because they are unlikely to anticipate all consequences. Experts have a wide repertoire of skills and experiences, and can make discriminating decisions that take into account nuanced subclasses of situations. In their discussion of master teachers, Ambrose and Bridges (2005) asserted that, among things, expert faculty understand students "in multiple ways that represent the complex human beings they are," including their cultural and historical context (5).

Van Manen's (1977) levels of reflectivity offered a developmental approach to teacher competency. Beginning teachers reflected technical rationality: technical application of skills; next, they reflected practical action: clarifying assumptions while addressing educational consequences; ultimately, they displayed critical reflection: concerned with knowledge and its context. Focusing on first-year teachers' experience, Short (2003) found that new teachers focused more on their own actions than on their students' learning, and Richardson (2003) noted how structured mentoring program helped first year teachers transition from self-concern to concerns about effective instruction, manifesting Van Manen's model.

In the process of learning, adults also tend to progress from passive receiver of information to engaged reflective learner (Ericsson & Charness, 1994). In his review of the literature on workplace learning, Smith (2003) concluded that skill development beyond the procedural level requires human guidance and opportunities for action learning. Nevertheless, scaffolding is needed to construct goals and strategies that will lead the beginning TL through a problem space. The need for timely feedback needs to be part of this socially-contextualized experience in order to enable pre-service and beginning TLs to make appropriate changes. These findings reinforce the concept of structured service learning and field experience in TL preparation programs.

Belenky and Stanton (2000) focused on affective epistemologies of knowledge formation in relation to constructive teaching. They identified the following stages:

- silence: not seeing oneself as a learner, having a sense of powerlessness to change
- received knowledge: learning by listen to outside authority, a sense of one truth
- subjective knowers: learning by using procedures for finding the truth
- separate knowers: critical discernment, comprehending the affective domain, recognizing oneself in others
- connected knower: active construction of knowledge

- constructive knower: select and integrate a large repertoire of processes, cultivate range of abilities in others.

The researchers also recommended that pre-service academic faculty diagnose the stages of their teacher candidates, and provide developmentally appropriate learning activities to help candidates bridge to the next higher level.

Perrone's study of librarian expertise (2004) focused on the transition from competent to expert librarian, building on Berliner's 1994 research about exemplary performance. As librarians practice repeatedly, they need to exert less effort, but they also are less likely to be learning. It normally takes over 10,000 hours, or about five years, to optimize the opportunities of different situation to gain true domain-specific expertise that is manifested in flexible pattern-finding and quick, efficient problem-solving. However, if librarians focus on performance alone, they may well stay at the competent level. Dall-Alba and Sandberg (2006) echoed this possibility, defining two dimensions of professional development: improved skills (the competency level) and embodied understanding of practice (the "big picture"); beginners tend to focus on the former, but as they practice they may shift to the other perspective.

Dweck's 2006 research on self-theories offered one possible explanation for this gap between competency and expertise: a fixed mind-set vs. a growth mind-set. The former attitude assumes that intelligence is fixed; these individuals prefer lower-effort success and want to outperform other. The latter attitude assumes that intelligence is malleable and incremental; these individuals love learning, seek challenges, value effort, and persist despite obstacles. When faced with failure, the former are likely to think that results are out of their control and will try less; the latter want to master the situation, and will take a longer-term perspective.

Attribution theory is a related set of principles concerned with competency. In this theory, individuals attribute their success or failure to internal or external causes. If the cause is stable, there is little chance for change; if the cause is unstable, the outcome might be situational so that eventual change is possible. Likewise, the locus of control impacts success; if the individual feels that he or she can control the situation, then there is hope for eventual success even in the midst of immediate difficulties (Weiner, 1986).

Self-perception and self-confidence also impact competency. Bandura (1997) asserted that "perceived self-efficacy is concerned with judgments of how well one can execute courses of action required to deal with prospective situations" (122). Self-efficacy is reflected in one's choices of actions and situations, one's persistent efforts in overcoming obstacles, one's feelings of stress and anxiety (Schmidt, Kosmoski & Pollack, 1998). Individuals with high self-efficacy are likely to perform and cope better than individuals with low self-efficacy. For example, Nahl (2005) investigated the influence of affective variables in using the Internet. She found that high self-efficacy and optimism counteracted feelings of frustration and irritation in challenging Internet tasks; additionally, high affective coping skills led to lower uncertainty and greater acceptance of technology systems.

In a similar vein, Collins (2005), known for his work on helping institutions go from good to great, identified level 5 leadership (effective expert) as combining professional will and personal humility with ambition for their institution's success; these leaders set high standards for themselves and others towards that end, and find ways to produce long-term results. He

asserts that level 5 leaders know and leverage their strengths, their motivations, and their passions.

Charter (1982) discovered that identified exemplary TLs were extroverted independent leaders and learners. Comparing beginning and experienced TLs, Oberg (1995a) found that experienced TLs had stronger professional networks, and were committed to ongoing professional education, mentoring, advocacy, and policy development.

Change Theory

Beginning TLs experience significant change as they transition from one role to another: either from a classroom teacher, other type of librarian, or a student to the role of a TL. They need to change both their behavior and their attitudes. This change involves both internal factors as well as interactions with external factors (e.g., school culture and norms).

Fiske (1980) focused on middle and later life changes, which applies to the career ladder of the majority of TLs. Fiske identified four dimensions of adult self-concept: interpersonal, altruistic, master, and self-protectiveness. Individuals differ in the attitudinal and behaviorial degrees of commitment to these dimensions, and they change their priorities over time. Those central changes may be precipitated by role changes: becoming a teacher librarian, for instance. Self concerns and responses to external factors may be the impetus, but in either case, the subjective meaning of becoming a TL impacts one's changing self-concept. If, for instance, the new role of TL requires significant behavioral change, then the meaning of the role leads to greater consequence and requires more commitment. These changes can impact personal well-being along each dimension, and may result in abandoning the new role. Individual and external conditioning variables (i.e., personal resources, social support, social status, socialization experiences) all impact the individual's coping responses, interpretation of the change, and ultimate response to change (George, 1980). Brindley, Morton, and Williams (2006) reiterated the difficulties that second-career teachers faced. These mid-lifers come with precise career expertise that might not transfer well into educational culture, and they may have non-conforming habits that clash with their "new" organization. This situation can occur with classroom teachers entering school librarianship as well as non-education librarians transitioning to K-12 settings.

Skinner's operant conditioning theory (1969) posited that individuals respond to discriminative stimuli; positive behaviors and effective reinforcers need to be identified. As the person performs appropriately, he or she can be reinforced intermittently until the old behavior is extinguished; furthermore, refinements of the desired behavior can be reinforced much in the way that teachers scaffold learning. Skinner's intent was purposeful external conditioning. However, operational conditioning might well occur on the unconscious level as new TLs respond to personally-relevant institutional stimuli such as social inclusion or principal support. Additionally, an individual can purposely self-reinforce changing role expectations by substituting a new habit (e.g., seeking opportunities for collaboration) for an old one (e.g., depending completely on oneself to instruct) with the positive reinforcement of getting to work

with more students (a positive past experience that might be harder to accomplish independently as a TL). In any case, for change to occur, the new behavior has to be more compelling and beneficial than the old one.

In her study of beginning TLs who had been paraprofessional library staffers, Oberg (1991) recognized the feelings of loss and dislocation that accompanying the abandonment of prior roles and the assumption of new roles. She counseled, "Awareness and acknowledgment of these feelings will go a long way in helping novice teacher-librarians deal with the challenges of their new role; in fact, such discomfort may be an indication that a real and necessary transformation is occurring." (1)

One of the most important research-based models for change, the Concerns-Based Adoption Model, was developed at the University of Texas at Austin to address teacher resistance to innovation. It posited seven stages of concern, and asserted that change agents need to use a different approach at each point for people to advance to the next stage.

1. Awareness: briefly define the change and its benefits.
2. Information: provide factual information about how the change works.
3. Personal: link the change to the person, showing its impact and how the person will be supported.
4. Management: train the person, showing them how to manage the change.
5. Consequence: show concrete evidence that change impacts student learning.
6. Collaboration: provide opportunities to share experiences and leverage change's potential together.
7. Re-focusing: provide opportunities for pro-active improvement (i.e., more change). (Hord,1987)

At the site level, the TL's role needs to be clearly delineated, communicated, and fit into a reasonable timeframe for development. Resources (human, material, space, time, money) need to be identified and allocated to insure the needed level of support. Stages of concern should be identified, with appropriate strategies determined to help the teacher librarian accept and implement the professional role. Monitoring and assessment need to be ongoing so plans can be modified as needed. As with operant conditioning, the Concerns-Based Adoption model may be pro-actively implemented on a conscious personal level. Indeed, academic preparation is the typical means of initial role acceptance; the individual becomes interested in teacher librarianship, gathers information and relates it to one's personal life, learns and practices the new skills with others, and refocuses his or her new role. If the stages are not successfully experienced, the potential TL is likely to drop the academic pursuit. On the other, if the final stage is reached successfully, the individual is certificated as a teacher librarian. In the new job, the beginning TL then has to revisit these adoption stages as he or she has to negotiate the TL role as expected by the school community.

A related theory focused on role development. More specifically, Toffler (1981) traced professional growth from the end of formal academic preparation and five months into employment, focusing on role-development stress. She noted two sources of role-development stress: role ambiguity where the role is unclear, and role conflict where expectations differ between employee and employer. Role development depends on both rational and emotional

reactions; at the beginning, role stress tends to be more internal-based while over time the relational aspects of the job are the main predictors for successful role development.

It should be noted that the school community as much as the TL may need to grapple with change. Contemporary TLs are likely to have been taught newer instructional design approaches such as collaborative planning, newer learning strategies such as problem-based inquiry, and newer student learning issues such as information and technology literacy. When that new TL enters a pre-existing school culture that expects a traditional TL role, the newcomer has to determine the extent that he or she will need to change self-expectations – or need to change the school community's expectations. Certainly, TLs should play an active role in school improvement so they can help shape change rather than be shaped by others. As TLs examine their own strengths and the contributions of the library media program, they can articulate those assets as a team player for systemic improvement. If the school community continues to do the same things in the same way, chances are that the library media program will not be optimized. Therefore, schools themselves have to change in order to improve. Even positive change requires disequilibrium and re-adjustment, which can threaten the existing structure of power and influence and can result in different reallocation of resources and priorities. Thus, the force for change needs to overcome resistance, and needs to benefit those who accept and spearhead change. Both social and functional aspects of change need to be addressed since the school culture as well as operations are affected.

Contingency Theory of Socialization

Contingency theory of socialization examines the interaction of a new employee and an organization in pursuit of attaining the goals of general satisfaction and mutual influence Four stages of socialization exist: anticipatory socialization (prior experience and pre-assessment of the job and the organization), encounter and accommodation (learning new tasks, establishing interpersonal relationships, clarifying the role within the organization, and evaluating congruence), role management (resolving personal and work conflicts), and outcomes (satisfaction, influence, distress, turnover) (Feldman, 1976). Feldman found that role-centric socialization was more impactful than social group initiation. However, personal resolutions of conflicts significantly impacted general satisfaction with the job.

Gott (1989) and Mezirow (1991) focused on socially constructed workplace learning. Gott asserted that three types of knowledge of required for real world tasks: procedural (reflecting Dreyfus's novice level), declarative (domain), and strategic (decision-making). Mezirow identified three types of workplace learning: instrumental (similar to Gott's procedural knowledge), dialogic (the organization and the person's role within it), and self-reflective (similar to Feldman's socialization stage of accommodation). Cunningham (1998) emphasized the effectiveness of workplace learning through interactions with other learners and experts, reinforcing social-interaction conceptualization.

In examining the emotional and cognitive stresses of organizational socialization, Nelson (1987) discovered a number of emotional factors that led to greater satisfaction: higher self-

efficacy, open-mindedness, and greater risk-taking. Several studies showed how family support lowered stress (Cochran-Smith, 2004; Farmer, 2000; Johnson & Birkeland, 2003). In terms of knowledge, the more that individuals know about the job and the school, and have a strong library science background, the more likely that they will be able to handle stress, and will be successful and satisfied in their job.

Louis (1980) noted the inadequacies of organizational socialization, and identified key features of new employee experiences: surprise, contrast to assumptions, and need for change. Rather than trying to avoid all surprise or unexpected experiences, employers should help newcomers make sense of these surprises by facilitating relationships with knowledgeable peers, sharing information, and giving timely feedback. TL programs should also alert their pre-service students about possible assumptions and likely surprises when encountering the realities of the job and the organization.

Jones (1986) examined socialization tactics. He compared collective and formal initiations to individualized and informal ones. He also compared role models and self-identified situational action. Formal models tend to lower anxiety for newcomers with less self-efficacy (and likely to be associated with more routine jobs), while informal models lead to more differentiated responses to work situations, which is more reflective of TL positions. The implication is that self-efficacious professionals are more likely to be successful; organizations who want to help less confident beginning TLs need to focus on ways to reduce anxiety by providing targeted professional development opportunities and positive role models. In short, both organizational demands and personal self-efficacy impact the socialization process.

One specific perspective of this socialization theory focuses on work role transition. Nicholson (1984) posited three pre-conditions: the person's prior occupational socialization and motivational orientation, the organizational induction-socialization processes, and the role requirements. Three types of outcomes result: affective status and coping responses, identify changes, and behavioral changes. Depending on the nature and degree of personal and role development, four modes of adjustment are possible. Replication implies little significant change (an unlikely state for most TLs even if their prior job was in the same school). Absorption occurs as one gains the skills and knowledge to be successful and accepted; one could remain at this stage, which mirrors Dreyfus's competency level, or one can make further adjustment as follows. Determination is characteristic of mid-career change where the individual has a well-established self-identify and self-confidence, is skills, and desires control; the person tries to reshape the new work role and the environment. This adjustment is usually unstable; either the individual is successful and the rest of the school readjusts, or the individual makes personal changes in another direction. Exploration occurs with continual novelty of job demands or possibilities. This mode is more likely to happen in creative learning environments, which would match optimal TL work. If the new role offers more autonomy, the new TL is likely to absorb or follow expectations; with less autonomy, the TL is likely to determine the role differently or explore more. Likewise, if the new TL wants feedback, absorption or exploration will probably result.

One popular approach to socializing new personnel is the use of mentors. Mentorships by – and collaboration with – peers in the same subject domain result in job and career retention, although their impact is surprisingly not dependent on sociability (Clagg, 2002; Vereen, 2002; Pierce, 2004; Smith & Ingersoll, 2004; Australian Library and Information Association, 2005).

Kardos (2004) reiterated the importance of matching subject-specific mentors with their beginning counterparts in order to positively impact teacher retention. Hein (2006) noted one limitation of mentorship: lack of joint available time. Nor is mentoring a natural activity for educators; making good practice explicit and crafting individualized learning activities for new peers requires training for mentors themselves (Feiman-Nemser, 2003). For mentors to be successful, Pierce (2004) asserted that several factors need to be in place: a sense that the mentor is the expert, a complementarity of needs between the beginner and expert (i.e., forming a professional identity and self-renewal), a willingness to nurtured and to be nurtured. Monsour's 1998's recommendations for successful administrative mentoring programs included similar factors: mutually respectful pairs that met at least monthly and participated in various activities characterized by networking, emotional support and validation, resource sharing, site visits, and guidance. Kram (1985) identified four phases of mentorship: 1) initiation, with its sense of excitement and expectation as the relationship starts; 2) cultivation, when all mentoring functions are at their peak; 3) separation, which may be friendly or stressful; and 4) redefinition of the relationship. Thus, mentoring is in itself a microcosm of the contingency theory of socialization.

Research Objectives and Description

The investigation examined the experiences of beginning and expert TLs to ascertain the factors, including role of employer-based induction programs, which impact their relative degree of success, particularly in implementing library media programs. It will also determine at what point in the academic-practice continuum identified skills, knowledge, and dispositions should be addressed, and what pre-service activities will optimize learning. This research compares southern California TLs (and their academic preparation) with the experiences of TLs in other representative countries (e.g., Australia, Brazil, Canada, European Union, South Africa, Hong Kong, and Singapore) in order to uncover possible universal and culturally determined practices.

Beginning and Expert TLs (as defined as those who have been nationally certified or the equivalent in other countries) were interviewed in order to determine whether the nature of, and responses to, job demands change with experience.

A series of research questions were proposed:

- What are the critical differences between first/second year and expert TLs' behaviors in terms of: time management, challenges, sources of support, library program implementation, application of career-preparation skills/ knowledge/ dispositions?
- What are the critical differences between successful and unsuccessful first/second year TLs' behaviors in terms of: time management, challenges, sources of support, library program implementation, application of career-preparation skills/ knowledge/ dispositions?
- Is there a significant difference between successful and unsuccessful first/second year TLs in terms of demographics, prior teaching experience, status in TL preparation programs, school community, or district induction programs?

- What critical factors for success can be linked to TL academic preparation, including field experience?
- What critical factors for success are more effectively learned "on the job?"
- What information and activities would be most effective in helping TLs transition into their first/second years of school librarianship?
- To what extent do TL academic preparation and TL experiences reflect universal or culture-specific practices?

For the purposes of this study, "successful" was defined as those first/second year TLs who:

- have been retained by their school for a second year (or more),
- receive all satisfactory or better ratings in their evaluation,
- implement library media program principles (as defined by AASL) to at least the basic level, and
- choose to continue as an TL.

Successful TLs may also include those TLs who are retained, but choose to be transferred to another locale.

Unsuccessful TLs are defined as those TLs who:

- were *not* asked to remain at the school,
- were asked to leave the TL position, or
- chose for themselves to leave the profession.

Research Methodology

To address these issues, the investigator used a mixed methods approach to provide a rich dataset and to triangulate responses.

Findings from the literature review were compared to standards for incoming and proficient TLs (California Commission on Teacher Credentialing, National Council for Accreditation of Teacher Education, AASL, National Board of Professional Teaching Standards). In general, most standards for entering professionals focused on content knowledge and skills, with some attention to dispositions (e.g., ethical behavior, effective interpersonal skills, professional outlook). Proficient TLs were expected to play a leadership role within the educational setting and the community at large. On the other hand, professional success often depended on circumstantial factors, which called upon the TL's ability to negotiate personal and school community expectations.

As a pilot ethnographic exploratory study to determine appropriate criteria for assessment, thirty-nine beginning and expert TLs from the greater Los Angeles area were surveyed and interviewed. The subjects were recruited from the list of National Board for Professional Teaching Standards certified Library Media Teachers, and from two large school districts (Los Angeles and Long Beach) via their library services. The Interviews were conducted by the investigator via real time or via online chat using a validated TL interview protocol instrument

(Johnson & Birkeland, 2003). These interviews were followed by the administration and collection (via email or print) of the following assessment instruments to gather specific data about the subjects:

- Library media program implementation and values rubric (Farmer): to assess the degree to which school library programs implemented AASL principles, and the degree to which TLs valued those principles
- Library media teacher standards self-assessment (Farmer): to assess the degree to which TLs met professional standards
- TL challenges and support survey (Bourke, 2003): to identify top-ranked challenges and support systems as self-reported by TLs
- TL time management instrument (Farmer): to assess which major AASL principles were addressed throughout the work day
- TL satisfaction survey (University of Alberta, 2005): to assess TL job satisfaction and work conditions

The preliminary data validated the instruments, and the survey was adjusted to accommodate international TLs, who constituted the second level of the research. At this point, the data revealed significant differences between first- and second-year TLs, so both years were included in the ultimate study.

IASL regional directors were then contacted to identify first- and second-year TLs and expert TLs per country (Australia, Brazil, Canada, European Union, South Africa, Hong Kong, and Singapore). A follow-up message was sent to IASL members through the association's listserv. The same set of assessment instruments were administered to gather specific data about the subjects via email and print.

Findings

As of April 1, 2007, 125 responses were collected: 45 from the U. S., 38 from Australia, 15 from Hong Kong, 10 from Canada, 5 from South Africa, 5 from Europe, and one each from Brazil and Singapore. Respondents ranged from their twenties (3) to their sixties (7) in age, with 45 % in their 50s, 30% in their 40s, and 17% in their 30s. Sixteen percent have never been married. Females constituted 89% of the respondents. Only 7% considered themselves to be a visible minority group member, and only 6% self-identified a disability. A third had dependent children; another 6% had dependent adults.

Academic Preparation

Two-thirds had education degrees, 47% had library/information science degrees, and another 31% are interested in earning a library/information science degree. Over 90% participated in field experience while enrolled in their pre-service academic programs.

In examining the responses of TLs, a few culture-specific factors were identified. Non-US programs were slightly less satisfactory than US ones, typically because of technology and collaboration elements. In a few Hong Kong cases (where TLs are required for every site), individuals were assigned to become TLs, even though there was no self-identification of that role, which resulted in lower satisfaction of the academic preparation and site situation. The most frequent recommendations for program improvement included providing more technology and practical information (particularly textbooks in the U. S., and human resource management in Australia and Canada).

Predispositions and Prior Experience

In stating the reason for becoming a TL, almost half mentioned their love of reading and sharing that interest. Longer-term TLs were more likely to mention loving libraries and books (newer TLs mentioned the act of reading more than books in themselves). The second-most mentioned reason was working with people: students, teachers, and others. A close third was the interest in the research process, and helping others find and use information/materials (mentioned mainly beginning U.S. TLs and U.S. nationally certified TLs). While a quarter liked teaching or working education, almost that same number wanted an alternative to classroom teaching. About a fifth mentioned their love of libraries, and about an eighth were motivated to become TLs because of prior library work experience. About a tenth noted an interesting in professional development or liked library working conditions.

Almost half had been classroom teachers before becoming TLs (TLs without a master's degree were more likely have taught than TLs with a master's degree, and U.S. TLs were more likely to have been prior classroom teachers). Another quarter had been teachers on special assignment or other service personnel. About 40 percent had no prior library work experience; about 15 percent had worked in public libraries, and about 10 percent had work in university libraries. Nation Board certified TLs were less likely to have had field experience than first-year TLs. The main reasons people did not go into school librarianship initially were because they thought about teaching first or there were no librarian positions available.

Induction Experiences

During their professional induction period, about a quarter of respondents did not participate for any identified experience. Little training was experienced the first year, and not much more was given the second year; only by the third year did the majority of TLs participate in the majority of training options listed. Ninety percent did independent reading; they responded that they found this activity to be the most helpful method of training. The second most helpful training was library association conferences; the least helpful was district training (site-based faculty training was also not found to be very effective). Library and technology trainings were found to be helpful. U.S. on-site training seemed to be more useful for non-U.S. TLs. On the

other hand, non-U.S. TLs thought that professional workshop were more helpful than for U.S. TLs. More experienced TLs, particularly National Board certified TLs, stated that technology training and university courses were more helpful than what beginning TLs asserted.

Expectations of beginning TLs impacted their work. First-year TLs sometimes expected more collaboration. In some cases, they felt as if they had less control of their jobs than as a classroom teacher; in other cases, beginning TLs thought they had more autonomy. Expectations of the rest of the school community also influenced their work; if the prior TL was ineffective, the new TL was either welcomed with open arms – or the new TL had to work hard to overcome the bad past impression.

To cope, first-year TLs tried to learn about the school and about library technologies. They tried to find supporters at the site and within the profession. They tried to be more assertive and welcoming. By the second year, TLs felt more self-confident, and balanced school and home more effectively; they were often given more responsibility, but were given more support. In any case, the onus was squarely placed on them.
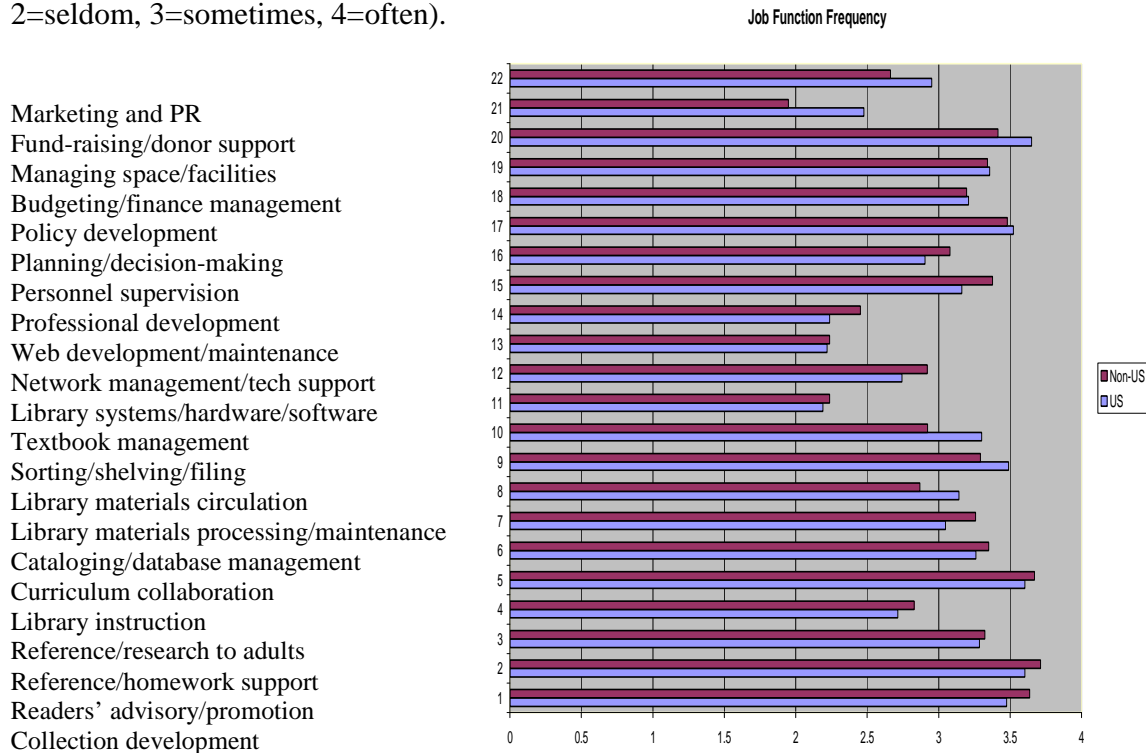
TLs who decided to leave the profession identified the following reasons:

- feeling of isolation
- preference to work with a small number of students in more depth rather than deal with all students more superficially
- feeling of lack of control and self-determination because of other people's demands on library services
- unrealistic job expectations, either because of heightened expectations raised in pre-service academic preparation or because of principal's determination.

Work Conditions

In terms of working conditions, TLs worked an average of 40 hours weekly. Hong Kong TLs tended to work longer hours, and Canadians tended to work fewer. A quarter of the respondents worked alone; the majority had at least one library clerk or technician who worked half-time or more. Almost a quarter worked with another professional librarian, and one respondent worked with seven other TLs. Usually no adult volunteers worked in the library, but several had multiple parent volunteers (20 at the most, more often in non-U.S. libraries). The median number of student volunteers was four, with libraries having a range from zero to over a hundred student help (more often in U.S. libraries).

This table shows how often TLs self-reported performing job functions (1=never, 2=seldom, 3=sometimes, 4=often).

Job Function Frequency

Marketing and PR
Fund-raising/donor support
Managing space/facilities
Budgeting/finance management
Policy development
Planning/decision-making
Personnel supervision
Professional development
Web development/maintenance
Network management/tech support
Library systems/hardware/software
Textbook management
Sorting/shelving/filing
Library materials circulation
Library materials processing/maintenance
Cataloging/database management
Curriculum collaboration
Library instruction
Reference/research to adults
Reference/homework support
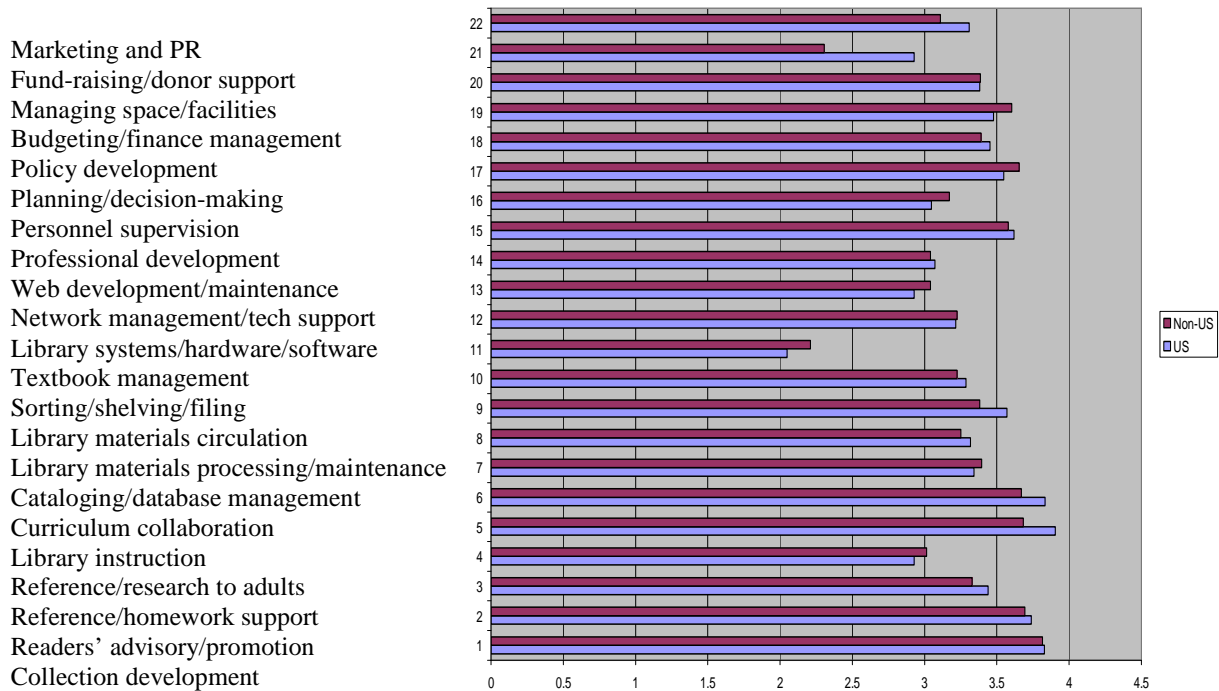Readers' advisory/promotion
Collection development

Several differences (at the .05 significance level) in job functions emerged relative to experience, as this chart shows. The symbols indicate frequency relative to the U.S. TLs in the preceding column. For non-U.S. TLs, similar patterns emerged for collection development and instruction. Less-experienced non-U.S. TLs did more materials processing than their more experienced peers.

1ST YEAR TLS	2D YEAR TLS	3-5 YEAR TLS	NATL. BD. CERTF. TLS
Collection development	=	<	<
Readers' advisory	=	<	=
Instruction	<	<	<
Reference	=	>	=
Collaboration	=	=	<
Circulation	<	<	>
Shelving	=	<	>
Textbooks	=	>	>
Web development	<	>	<
Professional development	=	=	<
Personnel supervision	=	=	<
Planning/decision-making	<	=	<
Policy development	<	=	=
Marketing/PR	=	=	<

In terms of the relative importance of each of these job functions, TLs responded according to this scale: 1=no importance, 2=of little importance, 3=important, 4=vital.

22	Marketing and PR
21	Fund-raising/donor support
20	Managing space/facilities
19	Budgeting/finance management
18	Policy development
17	Planning/decision-making
16	Personnel supervision
15	Professional development
14	Web development/maintenance
13	Network management/tech support
12	Library systems/hardware/software
11	Textbook management
10	Sorting/shelving/filing
9	Library materials circulation
8	Library materials processing/maintenance
7	Cataloging/database management
6	Curriculum collaboration
5	Library instruction
4	Reference/research to adults
3	Reference/homework support
2	Readers' advisory/promotion
1	Collection development

In terms of valuing library functions, National Board certified TLs valued collaboration, professional development, planning/decision-making, policy development, and fund-raising significantly more (at the .05 level) than the other TLs.

About twenty percent of the TLs had no other jobs. More experienced TLs either had few extra duties or many extra duties; they reflected the extremes. Some of the non-library jobs that TLs performed included:

- textbooks (particularly by beginning U.S. TLs)
- club/activity supervision
- technology-related work (mainly in Hong Kong and Australia)
- mentoring (mainly be experienced TLs)
  In terms of the relative importance of site aspects of school librarianship,

Work Satisfaction

How satisfied were TLs relative to aspects of school librarianship at their site? In general, those TLs with master's degrees were more satisfied with their jobs than non-degree owners.

Overall, the most satisfying aspects were intellectual challenge and autonomy; second most satisfying were safety and professional development issues. The least satisfying factor was district support. There was no significant difference in perceptions relative to country. Several aspects of the job were significantly positively correlated (at the .01 level). Besides the overall work conditions correlating with job satisfaction, the following significant correlations were identified:
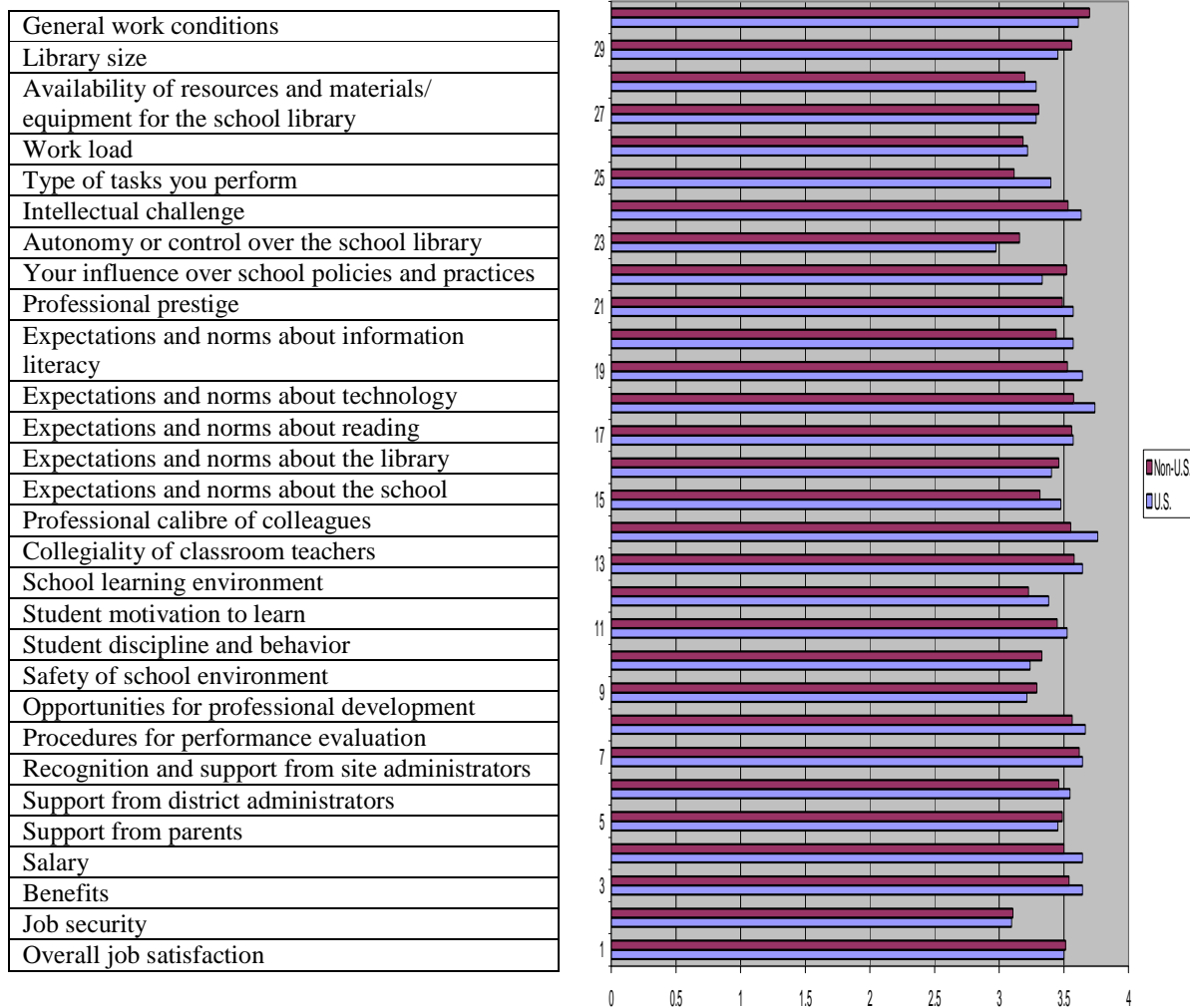
- intellectual challenge satisfaction with TL influence, professional development, recognition
- autonomy and technology expectations
- teacher collegiality and satisfaction with intellectual challenge, prestige, information literacy expectations, professional development, recognition
- prestige and higher expectations for information literacy, technology, and reading.
Significant (at the .01 level) negative correlations existed between satisfaction with parent support and satisfaction with library tasks, library influence, reading expectations, student behavior. Satisfaction with higher expectations also correlated negatively with satisfaction with student behavior.

Satisfaction with the intellectual challenge and autonomy was reported for all TLs. However, TLs reported different degrees of satisfaction of site factors depending on the length of time in this profession.

- First-year TLs were least satisfied with resources, student motivation, and information literacy expectations.
- Second-year TLs were least satisfied with equipment, student motivation, professional development, and parent support.
- Third- to fifth-year TLs were, on the majority, very satisfied with the professional calibre of the teachers, but were least satisfied with district administration support, and to a lesser degree with workload and equipment.
- Sixth- to tenth-year TLs were least satisfied with administrators, information literacy expectations, and library size.
- Eleventh- to fifteenth-year TLs were, on the majority, very satisfied with their tasks and school safety, and were least satisfied with school expectations and district support.
- Long-term TLs were, on the majority, very satisfied with their job security and professional development.

In terms of the relative importance of work conditions, all were rated highly.

General work conditions	
Library size	
Availability of resources and materials/ equipment for the school library	
Work load	
Type of tasks you perform	
Intellectual challenge	
Autonomy or control over the school library	
Your influence over school policies and practices	
Professional prestige	
Expectations and norms about information literacy	
Expectations and norms about technology	
Expectations and norms about reading	
Expectations and norms about the library	
Expectations and norms about the school	
Professional calibre of colleagues	
Collegiality of classroom teachers	
School learning environment	
Student motivation to learn	
Student discipline and behavior	
Safety of school environment	
Opportunities for professional development	
Procedures for performance evaluation	
Recognition and support from site administrators	
Support from district administrators	
Support from parents	
Salary	
Benefits	
Job security	
Overall job satisfaction	

All respondents thought that intellectual challenge, autonomy, site administration support/recognition, and the school learning environmental were vital. However, significant differences in relative importance emerged, depending on how long the respondent had been a TL.

- First-year TLs rated the following aspects as vital: information literacy and library expectations, student discipline, and safety.
- Second-year TLs rated the following aspects as vital: resources, kinds of tasks performed, information literacy and reading expectations, collegiality, student motivation, and job security.
- Third- to fifth-year TLs rated the following aspects as vital: district support and job security; the majority considered the following as vital aspects: kinds of tasks performed,

reading and library expectations, collegiality and professional calibre of counterparts, safety, professional development.
- Sixth- to tenth-year TLs rated the following as vital: resources; the majority considered the following as vital aspects: workload and tasks to be done, reading and library expectations, collegiality and professional calibre of counterparts, safety, and professional development.
- Eleventh- to fifteenth-year TLs rated the following as vital: reading expectation and overall work conditions; the majority considered the following as vital aspects: resources, workload and tasks to be done, prestige, library and information literacy expectations, collegiality and professional calibre of counterparts, professional development, student motivation and behavior, administrative support (both site and district), and job satisfaction.
- The majority of long-term TLs rated the following aspects as vital: resources, reading and library expectations, collegiality, student motivation, safety, and job security.

The degree of satisfaction with some site factors were found to be significantly correlated (at the .01 level) with several important aspects of the job: the types of tasks performed, intellectual challenge, influence, school expectations, student behavior, performance evaluation procedures, and parent support. For example, when TLs were happier about school and library expectations, resource availability becomes more important. Likewise, when TLs were satisfied with professional development opportunities, collegiality and library size become more important. For workload and parental support, there was a negative significant correlation; that is, when TLs liked the tasks they performed or have satisfying intellectual challenge, the workload, salary and amount of parent support was not as important.

Respondents were asked what would motivate them to perform better. Regardless of county or experience, the main issues were resources, funding, time, availability of library staff, and administrative support/recognition. Europeans wanted more school emphasis on information literacy, and Hong Kong TLs wanted more collaboration. Beginning TLs focused on need for more collaboration. National Board certified TLs wanted more policy-making opportunities, and wished that students were more motivated.

In responding to job changes over the past five years, the majority of TLs strongly agreed that their jobs become more interesting, challenging, enjoyable, and rewarding; they are more motivated to do their jobs. Over two-thirds of the respondents agreed that their job currently requires more skill and incorporates a wider variety of tasks, that they perform more management and leadership functions, and that they needed to learn more new tasks included high tech functions.

All TLs noted some kinds of challenges in their work. As with motivation, overall challenges for all segments of the study population included time, money, staffing, and workload. Many mentioned conflicting teaching loads, as well as the difficulty of balancing work and personal life. In Hong Kong one theme was the fact that other people controlled their job decisions. In Australia, it appeared that the library situation is in great transition: new sites and mergers, new curriculum, more technologies, uneven workloads. Challenges also differed according to the length of time that the respondent had served as a TL.

- First-year TLs sometimes had to clean up after a prior TL, entice people to use the library (particularly if the past TL was not outgoing), and deal with incoming books from prior-year orders. They sometimes felt overwhelmed because they were learning a new job, often at a new site. Some TLs felt isolated because they did not have their usual support group (e.g., other teachers at the same grade or within the same discipline). Some lacked clarity about their job functions and budget details. Some did not have a positive or clear working relationship with their principals. In general, the source of challenge was outside the library: the TL had to respond to others' demands or behaviors.
- Second-year TLs were challenged by textbook management, dealing with student behavior – while trying to be more students to use the library, updating technology, and dealing with new administrators.
- Veteran TLs were trying to keep current, and were frustrated with increased testing that resulted in less library-based instruction.
- National Board certified TLs were frustrated by non-supportive administrators, and were asked to do more non-library functions such as accreditation and special program coordination.

When asked how they met those challenges, beginning TLs tended to mention administrators, classroom teachers, and mentors. Expert TLs identified many more sources of help; they had established a strong support system.

While over time, TLs tended to become more satisfied with their jobs, those TLs who were identified as expert TLs did not necessarily have more positive job satisfaction or job status than non-experts. They were more satisfied than beginning TLs with the resources available, but were less satisfied with their workload, influence, and professional development opportunities. They valued equipment availability, autonomy, performance evaluation procedures, and benefits more than beginning TLs, but were less concerned about parental support. While they all self-reported a more-depth understanding of their role, especially in terms of instruction, their role did not necessarily align with their status. In some case, expert TLs were asked to do more work or assume greater responsibility without commensurate authority. In other cases, their status did not change and other faculty felt more threatened by their national certification. Relative to beginning TLs, expert TLs had a greater support system, used a greater repertoire of coping techniques, and took a longer term perspective, including effective work-arounds for current practice.

Discussion

Initial findings from the local research indicate that academic preparation has some impact on TL hiring. Furthermore, first- and second-year TLs have different experiences, expectations, and challenges; how they address those issues impact their immediate future. Additionally, expert TLs share some of the same issues as beginning TLs, have some different issues, and resolve these issues in acceptable ways. Unsuccessful TLs also shared some factors that led to the decision of leaving the field.

The experiences of TLs and principals are more closely aligned than to those of teachers for three main reasons: 1) likelihood of having prior work experience; 2) extent of administrative tasks; 3) school-wide perspective and clientele. As such, as both parties moved into their career position, they followed predictable patterns, substantiated by the theoretical models noted above. Furthermore, these models were considered from an ecological perspective (Barab and Roth, 2006) that recognized the particular network of opportunities, intentions, and "life-world" perspectives of the individual.

While no one institution had a "lock" on successful TLs, those TLs whose academic preparation melded theory and practice factors had more satisfying work experiences. Those students who pursued a master's degree had a deeper understanding of the profession, and were more able to weather temporary setbacks and use a longer-term perspective. Generally, service learning and field experience provided reality checks for professional expertise and matches for individual success. As much as possible, academic preparation should prepare TLs for technological expectations. Pre-service programs should also prepare beginning TLs for the possibility that the school community might not be ready to embrace information literacy and other current professional standards, and provide advocacy techniques to help beginning TLs educate their prospective school communities. Academic programs should also alert new TLs can they will need to negotiate their duties and sense of control.

The degree of change from prior job experience to the workings of the TL sometimes impacted the individual's ultimate career success. If it was easy to make the transition, then fewer surprises occurred, which facilitated the new job (Skinner, 1969). On the other hand, less change required less commitment; it was easier to slip back to the prior job. Most TLs who left their library positions did so their first year; moreover, most of them worked at the same site as they had before, and returned to their previous duties. In some cases, being at the same location makes that re-assignment easier; in other cases, a change in site may be in order, particularly if the beginning TL has not had a good experience in the new position. Change in job title and site requires more commitment – and a greater leap of faith. Additionally, coercion into a TL positions seems to be a counter-productive measure. If the potential TL did not self-identify him/herself in that position, it was more likely that the person would not be successful and would try to be transferred to another position. On the other hand, if individuals identify peers as good potential TLs, then this action can be a way to recruit TLs; the key is whether the identified person goes from the awareness status to self-appreciation/acceptance status. Administrators need to hand-pick potential TLs carefully, and facilitate their change in job affiliation.

Induction activities should support new TLs explicitly address the unique tasks of beginning TLs even though few governmental or educational expectations or standards exist. First-year TLs, in particular, felt isolated, overwhelmed, and unclear about their job or school expectations. The most effective training involved library-savvy mentors or subject-specific training. Beginning TLs needed to feel comfortable about site-specific resources such as the library's automation system and related administrative systems. While activities to facilitate social relationships help beginning TLs feel more accepted, it did not automatically lead to greater job satisfaction. TLs also liked having a choice in their training activities, which might account for the fact that independent reading was a preferred professional development method. School systems and regional or national capacity also impacted the type of professional development available; distance to learning sites, lack of technology and other resources, lack of

mentorship training, and under-developed professional associations all constitute possible barriers to further education.

Of particular interest was the occasional mismatch of expectations relative to information literacy and collaboration; current beginning TLs may well expect that the school community will values these notions, but few teacher and administrative preparation programs address these issues. The beginning TL sometimes found him/herself in the unenviable position of being considered a neophyte while being more highly trained in collaboration and information literacy strategies. Those with a strong professional reputation had an easier time of education their faculty as to library program potential. Nevertheless, administrators would do be well to acknowledge the beginning TL's current expertise, and find venues for these new professionals to share their recent academic training with the rest of the school community. Such practices would help newcomers feel more recognized for their learning, and would foster a sense of a learning community, which is a significant factor for job satisfaction.

The experiences of first- and second-year TLs differed significantly from more experienced TLs. In general, beginning TLs were more involved with daily operations such as textbook management (particularly in the U.S.). First-year TLs were trying to sort out their job functions and balance work with personal life. Second-year TLs understood their own jobs better so they could focus more attention on their professional relationships with the rest of the school community. More experienced TLs did more planning (including collection development), instruction, and readers' advisory; they demonstrated more longer-term perspective and collaborative attitude.

Although most job functions and their relative importance were universal, a few differences existed between countries: money-raising was less typical and less valued among non-U.S. TLs, probably because of state funding. The main reason for differences among cultures depend on administrative issues: hiring practices and job assignments. Additionally, when TLs experienced support and recognition from administrators and other school personnel, they felt less resentment about workload, and complied more easily with resource constraints.

In terms of job satisfaction, first-year TLs sometimes experienced a "honeymoon" attitude of idealism and staff openness. By the end of that first year, they were less hopeful; if they felt that they "survived," they felt successful; they focused on their own activity and felt that the rest of the school should provide appropriate structures and support. Second-year TLs had sufficient time to reflect upon their first-year experience and make appropriate adjustments so that they felt more self-confident and out-going the following year; they focused more on effective working relationships. With competence and a sense of belonging, experienced TLs expected more district support and recognition; they reached a plateau of competence and so wanted accompanying recognition, be it in terms of influence or allocation of resources. Expert TLs accurately identified what they could control or influence, and what needed to be accepted or side-stepped; in either case, their goal was student and library program success. Generally, with time TLs become increasingly happy with their job; they had invested the time and had made accommodations that led to comfortable workload and accepted relationships with the rest of the school community. They did not expect others to "make" their job.

Experienced TLs either were satisfied with they job as is (and focused on job security), or they sought opportunities for expansions of tasks or influence. The transition from experienced TL to expert TL seemed to require a mindset of lifelong learning and risk-taking. This transition was site-independent, depending primarily on the TL. Formal professional development was usually needed to make that transition, be it an external incentive such as National Board certification or self-initiated professional development/recognition opportunities.

Conclusions

This study provides a model for future investigation, and can be replicated in additional settings both in the United States and globally. Constraints in classroom visitation and videotaping rights limited this study; including those experiences would strengthen the reliability of the self-reporting. Another important limitation was the identification of non-U. S. expert TLs; the only criteria was longevity. Professional awards might be one filter, though flawed, to determine expertise status.

Nevertheless, the findings from this research provide a richer picture of the experiences and needs of first- and second- year TLs. Of particular interest is the potential differentiation among beginning, competent and expert TLs. Thus, the study's findings can inform TL-preparation graduate programs and site induction programs. Furthermore, longitudinal data can determine if the TL program modifications impact the success rate of these TLs.

The international aspect advances study on determining the universal and culture-specific experiences of TLs in their academic preparation, induction period, and eventual long-term success. Amazingly, most content knowledge and practices are universal. Culturally-defined aspects tend to focus on hiring practices, job functions, and decision-making. Additionally, gender- and age-linked factors were not identified as significant.

What kinds of candidates should TL preparation program coordinators and school administrators look for? Extroverted or service-oriented individuals who are self-confident risk-takers or at least open-minded, life-long learners, and flexible. Candidates are more likely to be successful if they are good communicators and collaborators. In terms of "good fit" with the function of a TL, those who value intellectual challenge and autonomy, and those who like reading and research processes, are more likely to feel comfortable. While having these pre-existing dispositions can facilitate beginning TL experiences, some of the behaviors (e.g., independent learning skills, communication, collaboration) can be taught in pre-service programs.

In terms of its impact on academic TL preparation programs, the assessment instruments can be used in the field experience to ascertain to what extent those candidates are prepared for their first professional position. Data collected from the use of the instruments can also be examined to modify programs in order to optimize TL candidates' professional success. Candidates need to understand underlying theories of librarianship as well as apply those principles and best practices in real-life situations, with an intention of educational management and leadership. They also need to be able to explore current library technologies in order to

develop valued expertise at the future work sides. Furthermore, explicitly addressing professional dispositions should constitute part of academic recruitment and socialization.

Reflecting expert TLs' high regard for continuing education, TL preparation programs should give serious consideration to offering advanced and refresher courses for TL practitioners. Potentially, such programs could provide mentoring opportunities, combining pre- and in-service TLS. Another promising practice is to provide two-tiered TL licensure: 1) a preliminary credential to enable individuals to begin work within a school setting, perhaps as a part-time intern; and 2) a "clear" credential, which would require additional academic preparation. This latter tier could involve an induction partnership between the school system and the university.

In terms of dispositions and career motivation, whatever the motivation (e.g., activist vs. idealist), the match between personal and school expectations should be optimized. Field experience can be an effective "filter" or reality check to make sure that the anticipated expectation reflects real job functions. Additionally, pre-service faculty should explain change theory and issues of job transitioning in order to help candidates deal with possible stressful situations. Academic advisors should alert potential TLs that the job will not be less stressful or demanding, but rather the pacing and interaction with the school community will be different from their prior jobs. They should also be alerted that they will likely not be able to read on the job.

The contingency theory of socialization provided a framework to explain the relative success of beginning TLS, and reinforced the impact that administrators have on the success of TLs. Indeed, academic faculty should remind their students that the hiring process is as much about interviewing and sizing up the school and its administration as much as the school interviewing the potential TL. Several recommendations for administrators emerged from the data analysis. For example, administrators need to clarify job expectations, including budget issues. They should also be sensitive to first-year workload, and provide professional development opportunities for new functions such as technology expert. To ensure TL retention and success, administrators should provide targeted professional development opportunities throughout TLs' career paths. Greater attention needs to be made to earlier professional development, particularly to close transfer of learning. Administrators should make sure that beginning TLs have subject-expert mentors and opportunities to see TL best practice. While general/site orientations are useful, more social connections should be the focus in the second year. To that end, administrators need to demonstrate explicit encouragement for collaboration and information literacy incorporation. Additionally, they need to explicitly encourage reading, information literacy, and technology competencies through curriculum development and allocation for time and recognition for collaborative planning and implementation. Fostering a learning community could optimize such efforts. Administrations also need to make sure to acknowledge and publicly recognize TL's efforts beyond their identified job descriptions; their public support will gain them acceptance when they ask TLs to do more with no additional renumeration. Administrators also need to make sure that all TLs, regardless of their tenure, have opportunities to network, to voice their needs, and to contribute to the school's mission based on their abilities.

The findings reinforce the identified theoretical constructs of competency theory, change theory and contingency theory of socialization. Based on the data collected and analyzed, the main conclusion drawn is that librarians grow developmentally in their job:

- growing from outside control to inner control,
- growing from concerns about self-centric actions to impact on student achievement,
- moving from self-survival to school-wide improvement,
- moving from absolutist to realistic expectations,
- focusing from daily operations to long-term influence,
- focusing from skills development to deep understanding of information literacy and the role of information, moving from self-control to schoolwide leadership.

Reflecting competency theory, significant differences existed between first- and second-year TLs, and between second- and third-year TLs and more experienced TLs. Additionally, significant differences existed between veteran TLs and National Board certified TLs. In general, first-year TLs focused on their own practice and their transition to their new role. Second-year TLs tended to focus on fitting into the school culture as they impact student achievement; they also put more attention on the resources they had in contributing to the school's purpose. By the time that TLs reached their third year, they focused on their working relationship with other school personnel as well as other TLs. National Board certified and other expert TLs were self-motivated, and found ways to improve library programs by optimizing school factors and finding ways to advance one's own knowledge and application for influencing school improvement. Administrators and library service supervisors would do well to check the process of TLs from one year to the next to determine if satisfactory progress is being made. They should also encourage and facilitate tenured TLs to advance from a competent status quo to expert status.

Several research questions remain to be explored. Replicating the study in other geographic areas would extend the conclusions' reliability, and more fully determine the universality or culturally-embeddedness of TL experiences and success.

The present study did not see age- or gender-linked perceptions, mainly due to the small number of the population. Larger populations may lead to correlations due to these demographics.

Tying motivation for entering the TL profession to Chin and Young's personnel clusters could provide insights into eventual success and job retention.

Few pre-service teacher and administration programs address TLs or library issues. Further study on incorporation such knowledge and determining the impact of such pre-service coverage on induction activities and library program impact would be insightful.

Examining how pre- and in-service TLs experience and cope with change might also lead to predictions about TL success, including the conditions for work success. The Concerns-Based Adoption Model is a promising assessment approach.

Similarly, studying how beginning TLs and the rest of the school community negotiate current expectations about information and technology literacies as well as collaborative practices could lead to beneficial practices that could be woven into pre-service training for TLs and other school personnel. Additionally, discovering how TLs, both beginning and expert, are

perceived by the rest of the school community could help facilitate socialization and eventual success/satisfaction.

Focusing on the differences between competent and expert TLs could also inform pre- and in-service learning experiences as well as career ladder development.

In summary, this area of research is ripe for study and could well advance future TL preparation, induction, and ultimate effectiveness.

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