

It Doesn't Mean What You Think It Means: Perceptions of the School Librarian and Their Work

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Abstract: *A survey of stakeholders—superintendents, principals, and board members—explored their perceptions regarding the work of degreed librarians. Results showed that there is an understanding of school librarians' contributions to student success in learning. When asked what the school librarian does, however, the responses focused on facilities management and read-for-pleasure suggestions. There is ample evidence that the work of the school librarian in the school community increases both standardized test scores and reading scores for an entire school where the librarian is a degreed teacher. Many of the respondents affirm that they are aware of these findings. The decision to retain a school librarian is often framed as a struggle between retaining a classroom teacher and retaining the librarian. Respondents said they understand the benefit of having a school librarian. However, the cognitive bias involved in thinking about the contributions of a school librarian does not secure the position of the school librarian. Prospect theory dictates that the decision to retain needs to be reframed in order to preserve access to school librarians' contributions to the school community.*

Keywords: *prospect theory, expected utility theory, decision to retain, school librarians school libraries, school librarian status*

Introduction

Traditionally, librarians are thought of as helpful, mild proponents of reading in quiet places within a dedicated building housing an enormous number of books. The role of the librarian has been to introduce children to books, help adults find interesting books and information, and if you ask any American what a librarian does, the answer will have something to do with books, mainly because of adults' own experiences with librarians when they were children, but partly because the role of the librarian is to support and supplement others' work (Hartzell, 2002). The only problem with this assumption is that librarians' jobs have changed in intrinsically fundamental ways (Crosby, 2000). Not only has the advent of the internet and

digital technology changed the way librarians work, but these things have also increased a need for understanding how to leverage them in k-12 education. In schools, however, the perception seems to remain that librarians and books are part of a dyad that only exists within the four walls of the library itself. This perception may be changing in part because the recent pandemic has forced patrons to “go online,” including distribution of hardware and internet connectivity as well as to retrieve electronic copies of books rather than visit a library in person. The notion that librarians are reading advocates and book mavens has not been significantly changed (McClellan & Beggan, 2019). This remains the main notion about what librarians do.

School librarians, or more correctly, teacher librarians, are highly skilled experts in a variety of fields involving the world of education—educational technology, child psychology, pedagogy, information literacy, search skills, organization of information, and curriculum—as well as facilities managers, collaborators, and professional development creators for their teacher colleagues (American Association of School Librarians, 2017). This study highlights the disconnect between the skills librarians possess and the steady-state perception that the librarian is a keeper of books. Attitudes toward and notions of the librarian’s support for the school community seems to be lost in persistent perceptions regarding the powerful skills this professional has.

There is no doubt that schools with librarians have higher test scores. This has been proven repeatedly throughout the US by a number of studies (Lance & Kachel, 2018). Further, performance on standardized test scores from particular school districts have shown that losing a certified teacher librarian is correlated with a decrease in standardized test scores. Anecdotal evidence of this is shown in Figure 1, which is a graph obtained from the school’s website. This graph shows that scores have dipped since school librarians were eliminated at the middle school and high school at the end of the 2010-2011 school year for this midwestern school district. Elementary librarians were never hired.

Figure 1.

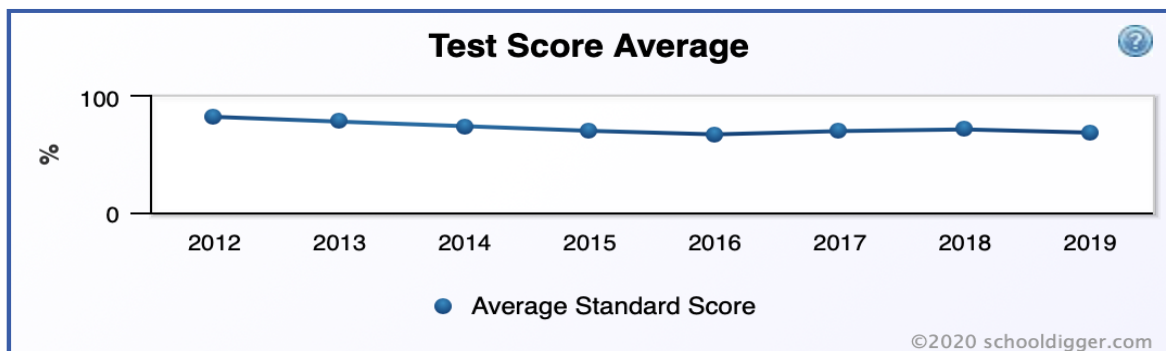


Figure retrieved from the school’s website, January 2021.

Further, this same information is disseminated to school boards, districts, principals, and others in positions to retain teacher librarians. Yet the number of school librarians has decreased nationwide by 20% from 2005-2015 (Sparks & Harwin, 2018). School boards, superintendents, and principals are tasked with providing the best learning environment possible, but the connection between the retention of certified librarians and their impact on learning success has been lost.

This study surveyed school board members, superintendents, and principals to better understand attitudes and perceptions of what school librarians do. The results showed that while the American Library Association and other entities have continually advocated for the teacher librarian, cognitive bias as well as the framing of tradeoffs conspire to downplay the importance of the role of the teacher librarian. It seems that the advocacy efforts employed by many concerned professionals does not help enough to justify the retention of teacher librarians. The vital connection between what school librarians do and what respondents believe they do is woefully far apart. Advocacy efforts fall short in terms of helping stakeholders understand what they remove from the learning space when school librarians are no longer available to students and teachers. The work of school librarians impacts their students' efforts and success.

Literature Review

Librarians in popular culture have the reputation of being associated with books and reading, as well as with quiet places where people read books (Maynor, 2019, McClellan and Beggan, 2019). This view of librarians is ubiquitous, even as attempts to quell this version of librarianship abound internationally as well as in the US (Badruesham, 2018). School librarians are not exempt from this stereotype, although this may be changing. School librarians, or more correctly, teacher librarians, have a relationship with students that is different from that of public librarians. They see students within the school inside and outside the library, so students have a different experience with these professionals (Phillips, 2017). As well, the American Association of School Librarians (AASL), a component of the American Library Association, has driven research regarding the efficacy of the school librarian in support of learning and achievement in the k-12 space. The AASL points out that the role of the school librarian has changed since the middle of the last century (AASL, 1988). Until around the end of the 20th century, librarians were tasked with management of print collections in a school library. However, since that time there has been an increase not only in books and media, but also in the proliferation of online databases and of educational technology in schools. The school librarian's responsibilities have gone from managing library collections and teaching skills for finding appropriate articles for research to

multifaceted cybersecurity and technology management in addition to the traditional role (AASL, 2018). School librarians must provide expertise in the management of library catalogs, web sites, computers, networks, and internet security as well as teaching students and teachers how to find books in the online public access catalog (OPAC), navigate databases for research, and manage the library space, the school's maker space, and collaborate with teachers on lessons from information literacy to storytelling and moviemaking. Since the Child Internet Protection Act (CIPA) of 2000, school librarians have been tasked with support and protection of children's online activities. As well, librarians have been asked to help support the use of educational technology in their schools, and this aspect of the work involves supporting colleagues as they learn to implement educational technology in classrooms (Turner & Reidling, 2003, Lewis, 2019).

Many studies have been conducted which provide evidence that students with a teacher librarian achieve not only better reading scores, but also higher scores on standardized tests. This is a nationally proven phenomenon. In 1992, researcher Keith Curry Lance and others began a state-by-state survey to gauge the impact of the school librarian (Lance, 1994, Lance, Rodney, & Hamilton-Pennell, 2000, Lance & Kachel, 2018 Kachel & Lance, 2018). These studies proved repeatedly that schools which employed degreed librarians had higher reading scores *and also* higher scores on standardized tests. Advocacy efforts to help stakeholders understand better how school librarians contribute to the overall success of student learning are well-developed (AASL, 2014). When it comes to budget management, however, the school librarian's position is often cut. There are some factors at work here that need to be investigated.

Prospect Theory

The responsibilities of stakeholders and decision makers such as school board members, superintendents, and principals are not only focused on the learning needs of students. For these public servants it is important to be a good steward of the funds entrusted to them for the public good. They must make decisions regarding budgets and funding that sometimes clash with learning needs of students. One of the factors about decision-making involves cognitive bias. The human brain relies on streamlining decisions (Erlinger, Readinger, & Kim, 2016). We take a body of knowledge that we believe is the truth, and make decisions based upon that truth. Even after exposure to new ideas, it is difficult for people to incorporate this new information, even when evidence to the contrary is proven to them. In the case of stakeholders in a school district, they see the school librarian as they remember her in their experience, not as the highly trained information specialist and collaborative teacher that she is. Further, prospect theory predicts that school board members and those charged with

managing the budget will weigh the fiscal outlay as greater negative than the losses of educational opportunity. Prospect theory is the notion that “the psychological value of losses loom[s] larger than that incurred by equivalent gains” (Persson & Tinghög 2020, p. 302). Information regarding the skills and value a school librarian adds to the school community are not top of mind. Instead, decision-making reverts to information and long held beliefs that may not reflect the true nature of the situation. School boards may rely on their own long-held notions of what the school librarian adds to the school community based on their own experiences in school rather than the school librarian’s ability to collaborate with classroom teachers and the support of higher thinking skills. Both of these topics are of importance to school boards, but there is no direct correlation in the minds of these decision-makers. It is difficult to change one’s own beliefs even in the face of compelling evidence.

Satisficing

Satisficing is a term in economic decision-making that is a combination of the words sacrifice and satisfy (Merriam-Webster, 2021). One decides on a course of action in order to both satisfy the constraints of the situation and sacrifice what seems most easily let go. Prospect Theory proposes that the underlying framework for this form of decision-making is an influence of cognitive bias in public sector decision-making (Bellé et al., 2018) and may account for the seemingly incongruent decision to remove a vital professional because of budget constraints.

Standards

The American Association of School Librarians (AASL) points out that role of the school librarian has changed since the middle of the last century (AASL, 2018). Until the late 20th century, librarians were seen as organizers of information in the form of the print collections in a school library, even if they were doing more than that. This perception persisted, even though many libraries housed audio-visual materials as well. An increase not only in books and media, but also in the proliferation of educational technology in schools has made the school librarian essential in educating faculty and students in these areas (Ross, 2020). The school librarian has gone from teaching about books and how to find appropriate articles for research, to multifaceted cybersecurity and technology management in addition to the traditional views of the librarian’s role (Bartlett, 2014). School librarians must provide an expertise in the management of library catalogs, web sites, computers, networks, and internet security as well as teaching students and teachers how to find books in the online public access catalog (OPAC), navigate databases for research, and manage the library space, the

school's maker space, and collaborate with teachers on lessons from information literacy to storytelling and moviemaking. Since the Child Internet Protection Act (CIPA) was implemented in 2000, school librarians have been tasked with support and protection of children's online activities (ALA, 2001). In addition, school librarians support inquiry learning, a 21st century skill. As well, school librarians have been trained to help support the use of educational technology in their schools (AASL, 1988, 1998), and this aspect of the work involves supporting colleagues as they learn to implement educational technology in classrooms (Turner & Riedling, 2003, Wine, 2016).

School Librarianship

The school librarian is ostensibly a teacher who has had extensive training in library science (AASL, 1998). Upon completion of a master's degree (or certification if the candidate already has a master's degree and chooses this option), the school librarian has had education in cataloging of books so that a computer program can keep track of them, how to organize information so that others may find it, an extensive background in fiction and nonfiction of interest and value to the k-12 community, and experience in constructing collaborative lessons with teachers that include information literacy and 21st century thinking skills (AASL 2018). All school librarian preparation programs produce professionals who are comfortable with the changing field of information science as well as ways to create lessons to help students increase their critical thinking skills.

Evidence of Efficacy

Since 1993 with the first study on the efficacy of school libraries and school librarians in Colorado, Keith Curry Lance and others have done extensive and far-ranging studies that show how teacher librarians support learning in schools so much that standardized test scores are affected when these professionals' positions are eliminated (Lance, Wellborn, and Hamilton-Pennell, 1993). An example of the results of one school district is in Figure 1, above. In this example, all of the upper level (middle school and high school) school librarians were eliminated at the beginning of the time outlined on the table. In this district, certified elementary teacher librarians were never employed. Standardized test scores have continued to fall in this district.

The effectiveness of teacher librarians in the support of students as well as their teacher colleagues in digital literacy and information literacy has been documented (Phillips, 2015). These professionals' skills are not well understood because information literacy and facility with digital media is not top of mind when thinking about what the school librarian does.

Perhaps for those reasons, their positions are seen as expendable. However, evidence shows that they have so much to offer in terms not only of the activities directly involved with the library space, but also learning opportunities that support computational thinking, social-emotional learning, reading, creative endeavors, as well as an administrative role as regards the library space and materials themselves.

Methods

This research is phase I of a two-part study. This first phase was a survey created and sent to a number of professionals similar in background as the respondents in order to ensure that the questions asked were clear and easy to understand. After editing, surveys were sent to school board members, principals, and superintendents in k-12 schools in a large southern state after obtaining IRB approval. Survey questions can be found in appendix A.

The survey sought to answer the following research questions:

1. What do respondents say school librarians' contributions to the school community are?
2. Are respondents aware of the research regarding certified school librarians and increased standardized test scores within the k-12 community?
3. What is the main purpose of the school librarian?

The respondents are all employees or school board members of school districts in the state of Texas. The survey was sent to all of the districts in the state, over 1,000 school districts. There were 61 respondents. Not all respondents answered all questions. Demographic data is in table 1.

Table 1. Demographic data

Ethnicity		
American Indian	1	
American Indian, Hispanic/Latinx, White	1	
American Indian, White	1	
Hispanic/Latinx	1	
Black or African American	3	
White	36	
Total	43	
Gender		
Female	21	
Male	22	
Total	46	

Table 2. Shows the range in age of respondents**Table 2. Age Range and number within range**

30-34	1
35-39	6
40-44	5
45-49	12
50-54	6
55-59	6
60-64	2
65+	1

When asked about educational attainment and background, the respondents to this survey have all completed at least an undergraduate degree. The educators in the group have many years in education and/or graduate degrees. The responses range from number of years taught to terminal degrees such as EdD or PhD. These respondents represent a wealth of experience and understanding. There were 40 responses to the question regarding position. This information is in table 3. The majority of principals in this group work with children in grades pre-k-5. There were two whose primary role was at the high school level.

Table 3. Position within School Community

Assistant Superintendent for Curriculum	3
Principal	28
School Board Member	4
Superintendent	5
Total	40

When asked if their school district employs certified librarians in their schools, 47 said yes. Six said no, and four were not sure. Table 4 shows the percentage of respondents with a certified school librarian and where they are placed.

Table 4. School librarian placement

In every building, full-time.	71.43%
in every building, but not full-time or they are responsible for more than one location.	16.67%
at the district level. We have one person who is responsible for all buildings.	11.90%

Seventy-five percent of the respondents said they are aware of the research that shows a certified teacher librarian makes a difference in student success as measured by state standardized test scores, an objective measure of school effectiveness. 70% of respondents have children who attend school in the district they serve.

Librarian Activities

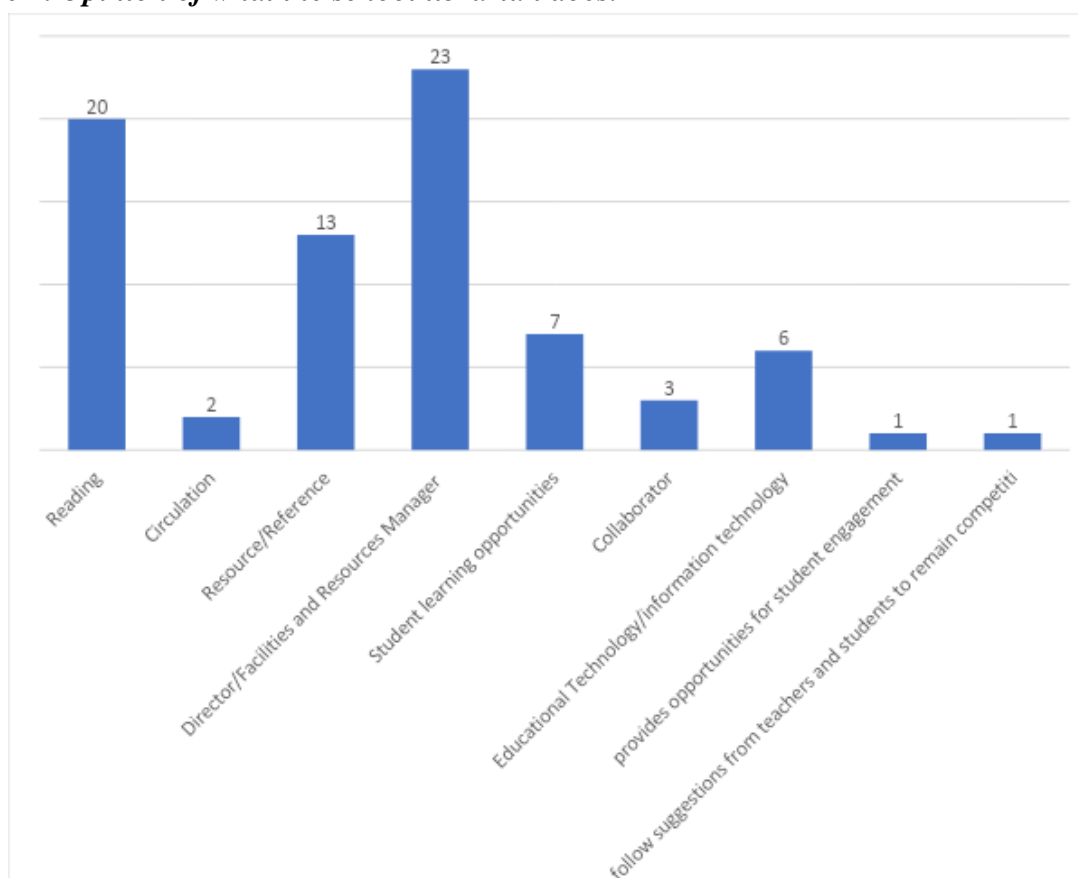
Respondents were given a list of common school librarian activities and responsibilities and asked to choose from this list. The results are in table 5. One respondent who chose “Other” noted that school librarians are responsible for instructional technology.

Table 5. What does the Librarian do?

Manages book check in/check out	23.23%
Manages the library space in terms of scheduling for meetings there and the like	22.22%
Teaches information literacy	19.19%
Manages the Maker Space	13.13%
Holds events to promote reading	21.21%
Other	1.01%
Total	100%

However, when asked the open-ended question, “In your opinion, what do you think the main function of a school librarian is?” Responses differed. The tabulated result of these comments is in figure 2. Respondents thought that the school librarian is primarily concerned in two main areas: the management of the facility, including computer carts, book management including buying books and managing the budget, and promotion of reading in the school.

Figure 2. Opinion of what the school librarian does.



The Value of a School Librarian

Respondents were asked about the values of having degreed, certified librarians in schools. The results are found in Figure 3. The results when filtered for full-time degreed school librarians is in Figure 4.

Figure 3. Librarian adds value~ all respondents

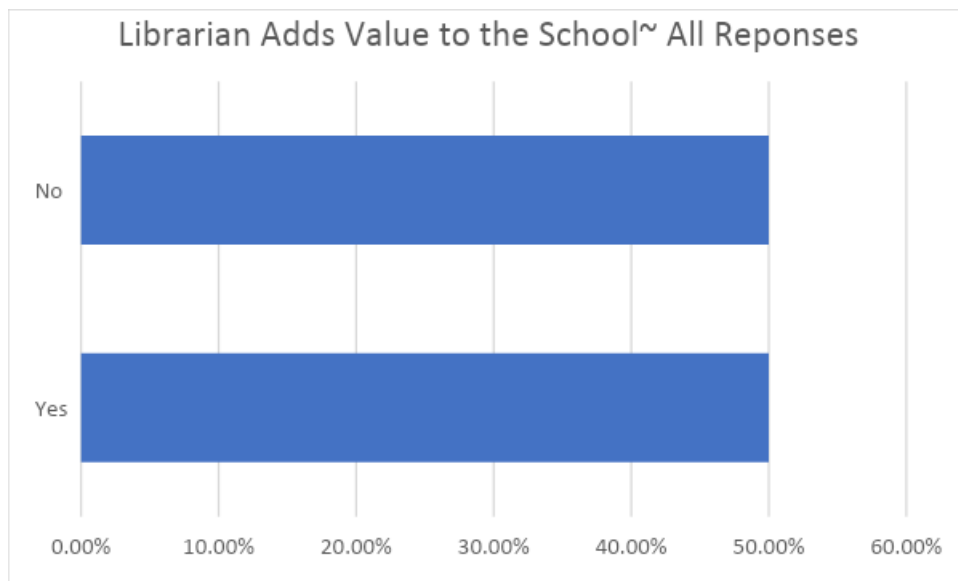
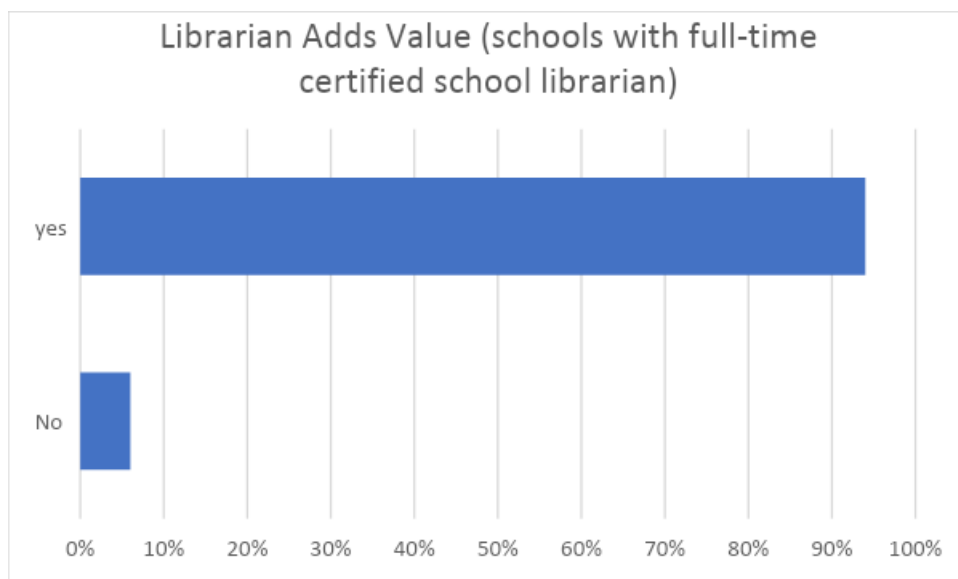


Figure 4. Librarian adds value~ those who have a librarian in schools fulltime



Discussion

It is important to note that while this survey was distributed widely, there were not many respondents as compared to the number of education professionals in the state in which it was distributed. Rather than a robust data set, this study is preliminary in its findings. Part of the problem regarding the perception of the school librarian seems to be reflected in the disinterest of potential respondents to contribute their thoughts and understandings. It is of interest to note that many of those who did respond have school librarians in either full- or part-time capacities. Some of what can traditionally be thought of as school librarian positions are filled at least by certified teachers. However, most are filled by certified school librarians. Respondents recognize the value of school libraries and librarians and are cognizant of the need for digital literacy and information-seeking competencies in their students and faculty. When asked whether the school librarian adds value to the experience of students and teachers, the answers were fairly evenly split. But when those educators who have school librarians in every school building were asked this same question, nearly all (94%) agreed that this professional adds value. The worth and added value of the school librarian is appreciated by those they serve, and it seems to be a case of not knowing what their schools are missing by not having this professional on board (Ewbank, 2011). In Oregon for example, a program was started to encourage principals to apply for special funding to add a school librarian to faculty. The rationale was that the reason school librarians are not retained is only because of funding. Since this program started, “more principals have now experienced working with a professional teacher librarian and have discovered the added value of librarians” (Kachel & Lance, 2018, p. 17). Principals, superintendents, and even school board members are aware of the studies that show how the school librarian helps improve standardized test scores, which seems to be an important benchmark. However, when budgets need to be balanced the benchmark becomes how many students the teacher has direct charge of rather than the learning experiences of the students in the entire school. This is the wrong frame in which the decision should be made. The value the school librarian adds is a completely different contribution than that of a classroom teacher.

Instructional Coaches and Educational Technologists

There has been an increase in the positions of instructional coaches and educational technologists in schools over the past few years. Districts recognize the need for the skills these professionals provide. The perception of most administrators regarding the skills of school librarians include managing books and fostering a love of reading. However, the school librarian is already an instructional coach and educational technologist. The American Association of School Librarians (AASL) Educator Preparation Program Standards demand this. Not only has the school librarian already been trained in educational technology and

ways to implement it successfully *in the classroom*, but they also have been trained to share these skills in professional development both formally and informally, and not only in the library space. School librarians support and collaborate with classroom teachers to apply educational technology and learning design principles to lessons and curriculum (Elkins, 2018). Stakeholders do not understand this value-added aspect of school librarians. When asked in this survey whether respondents know that there is evidence to suggest that schools with teacher librarians have increased standardized test scores compared to schools which do not have a certified, degreed librarian on the faculty, they answered in the affirmative. Yet when asked what the school librarian actually does, many noted facilities management and promotion of a love of reading as the main things they do.

Cognitive Bias

Cognitive bias, that is, a tendency to rely on what is already assumed, may be at work here. On its face, a school librarian on faculty in every school district ensures student success. Standardized test scores increase, reading levels increase, there is more collaboration within and between faculty, and the school also gains a trained and skilled facilities manager and collections developer who supports the curriculum and community (AASL, 2019, Lance, 2003). There are many studies throughout the country that support this (Lance, 1992, Lance, Rodney, Hamilton-Pennell, 2000a, 2000b, 2002, 2003, 2005, Lance & Hofschire, 2012). The notion to choose to retain the school librarian means that the school community has access to increased digital literacy, collaboration, information-seeking skills, and a library collection that supports the school's curriculum and goals for learning. However, when asking even those respondents who believe the school benefits from the skills of the school librarian, most of these aspects of the value of school librarians are not mentioned. What they list are things like facilities manager and reading appreciation support. What stakeholders think about what the school librarian does is *historical*, that is, it is what their own experience has shown that librarians do. The teacher librarian's role and skillset have changed so much, even in the last 20 years, that even people in their 30s do not have a good idea of what is happening in the school library. When it comes to making decisions regarding staffing, stakeholders' cognitive biases direct their actions. Part of what makes the decision to retain harder is that it is framed around in-class teachers as opposed to the school librarian who is ostensibly responsible for the entire school, but whose contributions are ill-defined compared to those of a classroom teacher (Kachel & Lance, 2018). They are difficult to tease out, because as in most educational research there are many moving parts. When thinking about the opportunity cost of the position, stakeholders tend to fall back on preconceived notions of what the school librarian does (facilities manager and reading promoter). It is very difficult to justify the outlay for this position if that is what they believe this individual does (Plough, 2014).

Expected Utility Theory and Prospect Theory

Expected Utility Theory (EUT) describes the way decision-makers interact with risky decisions, ostensibly through weighting the decisions based on the probability of return (Mongin, 1997). The prospect of the expected utility of the decision is a driving factor. Sometimes, though, people make decisions that are driven by the way the decision and its outcomes are framed. Prospect theory has been advanced to explain the decision-making behavior of public servants (Kahneman & Tversky, 1981). If a stakeholder only looks at being able to fill a classroom with students and there is a teacher in charge of this class, the decision-makers believes that this is the best use of funds because a class has to have a teacher. When weighing the EUT of the classroom teacher against the school librarian, it seems a fairly easy choice. However, if the framing of this choice were different—that is, exhibiting how the school librarian cannot be weighed on the same balance as a classroom teacher because of the extended value of this person to the entire school community (educational technologist, collaborative co-teacher, inquiry learning, search support, educational psychologist) it would not be so easy to make the choice to eliminate the school librarian position. When people are given choices, the framework within which the choice is to be made, public servants do not feel confident with what they think is not an assured outcome (Bellé, Belardinelli, & Cantarelli, 2018). When public school stakeholders see the choice to retain the school librarian as an ill-defined benefit rather than a best practice, they cannot support this position. They see it as a liability because they are swayed by the cognitive bias of their perceptions of what the school librarian does rather than the reality of the value they add to the school community and to student and teacher learning.

What the School Librarian Does

While the American Library Association, the American Association of School Librarians, Association of Library Service to Children, and many teacher unions all have been vocal in the positive effects of the school librarian, and the many studies to show the efficacy of the school librarian has been proven, it seems that the educators with the responsibilities to provide the best educational experience for the students in their care only think about this position in terms of a facilities and resources manager (23%) or a promoter of reading (20%). This is indeed part of what these professionals do, but is not the bulk of the work. Even after many years' advocacy, those in charge of the budget rely on confirmation bias as well as prospect theory to make decisions regarding the value of the school librarian. More research is needed to focus on the school librarian's specific contributions to student success in order to help reframe the work of the school librarian (Johnson & Green, 2018) is needed.

Conclusion

This survey was sent to every school district across a large southern state in the United States in 2019. The disconnect between the evidence-based value of the teacher librarian on standardized test scores—not only in reading and English Language Arts, but also in mathematics—and the lack of retention of these professionals is confounding in the light of the need for critical thinking skills, digital literacy, and facility with Science, Technology, Engineering and Mathematics (STEM) in schools. It has been proven many times and with different populations in different states of the United States that a degreed, certified school librarian makes a difference not only in student learning, but also in teacher professional development. The American Library Association as well as the American Association of School Librarians has advocated at the state and national levels, disseminating information regarding the vital role of this professional, as well as the positive outcomes for schools who retain or hire a degreed librarian. The evidence is documented. It is of interest to note the contributions to the learning community that school librarians have given during the pandemic. They have been able to connect students and teachers virtually, and have helped teachers in the pivot to online learning that was necessary to continue to teach students. They will be part of the process necessary to help children narrow the learning gap due to the chaotic learning environments experienced since the 2020 school year.

Limitations

This survey was sent to stakeholders in just one state of the United States. The response was very small, and it is only a snapshot of stakeholder views. More work needs to be done to continue to develop a deeper understanding of the challenges and aims of these public servants as well as to help reframe the decision to retain the school librarian not as an either/or choice of classroom teacher or school librarian. A commitment to retaining classroom teachers, thereby keeping class sizes small, and also receiving the benefit of a certified professional school librarian and all they add to the school community, is necessary for student benefit.

Recommendations

This survey is part of a two-phase study. The second phase includes visiting the communities across the state in order to better understand the environment in which school districts operate and their needs in these geographically different areas. Part of the problem in understanding what the school librarian does is that there are no well-recognized metrics for quality performance. Faculty evaluations are geared toward classroom teachers, and a rubric to help

administrators to know what to look for in a school librarian would help in this area. Publishing articles in journals that school board members and administrators already read would also keep the conversation going to discuss not only how the school librarian adds value, but also how the affordances offered by the school librarian justify the move to retain this individual so that all children are served. As well, visits to the communities across the state will help to bring the challenges of retaining school librarians into context. The school librarian can bring skills and learning to students in order for them to become lifelong learners, ready for an unpredictable future, and able to find the information they need.

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Appendix A

Survey of Perceptions of the School Librarian: Superintendents, Principals, and School Board Members.

Click on your response below:

- I understand the above and consent to participate.
- I do not wish to participate in the current study.

Does your school district employ certified school librarians?

- Yes
- No
- I'm not sure.

Certified librarians are available

- in every building, full-time.
- in every building, but not full-time or they are responsible for more than one location.
- at the district level. We have one person who is responsible for all buildings.

In your opinion, what do you think the main function of a school librarian is?

What journals do you read in support of your service to the community of learners?

Do you read about the contributions of certified school librarians in these journals?

What types of contributions stick in your mind, if any?

Are you aware of the research that shows schools with certified librarians increase their reading and standardized test scores?

Are you a

- School Board Member
- Principal
- Superintendent
- Assistant Superintendent for Curriculum

What are your priorities for the district in your position? Please rank in terms of their importance to you:

- _____ STEM/STEAM Learning
- _____ College Preparedness
- _____ Readiness for the world of work
- _____ Social-Emotional Learning
- _____ Reading and Literacy
- _____ Standardized Test Scores
- _____ Budget
- _____ State Requirements

For what level building(s) are you responsible (Ex. K-5, high school 9-12)? If you are a middle school or junior high school principal, please list the grade level:

The following are values that you might feel are important. Please rank them in order of importance to you.

- _____ Campus morale
- _____ Reading and literacy
- _____ Mathematics/numeracy
- _____ STEM/STEAM Learning
- _____ Social Emotional learning
- _____ Readiness for the world of work
- _____ College Preparedness

Does the certified librarian support and add value to these priorities?

Please tell us a little more about how the librarian supports your priorities.

There are many studies that point to the success of a school when there is a certified librarian on staff. Are you aware of these studies?

- Yes
- No

Do you believe the librarian is a

- Teacher
- Administrator
- Both

If you meet with your librarian, about how often do you meet?

- Once a month or more
- Between once every semester and once a month
- Once every semester
- Once a year
- We do not feel the need to meet formally
- Other _____

What are some of the tasks that librarians perform in your school(s)? Check all that apply.

- Manages book checkin/checkout
 - Manages the library space in terms of scheduling for meetings there and the like
 - Teaches information literacy
 - Manages the Maker Space
 - Holds events to promote reading
 - Other _____
-

What professional journals do you read regularly?

If you can recall, do you ever read about libraries and their impact on learning in these professional journals?

Do you have anything else you would like to share about the role of the librarian in your school/district?

What is your age?

What is your gender?

- Male
- Female
- Non-binary

What is your ethnicity? You may choose more than one.

- American Indian
- Asian
- Black or African American
- Hispanic/Latinx
- White
- Other

What is your background and education?

Do you have school-aged children who go to the district where you serve?

Would you be willing to meet for a short interview? If so, please add your email address below.

Thank you!

Biography

Elizabeth A. Gross is Assistant Professor at Sam Houston State University and has twenty years' experience in libraries. Research interests include school librarianship, social justice, and using AR in libraries.