ROLE EXPECTATIONS FOR SCHOOL LIBRARY MEDIA SPECIALISTS:

A Collective Case Study of Two Medium-Sized Wisconsin School Districts

by

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> Students today live in a challenging, exciting world of information within a society that is increasingly dependent on knowledge. A dynamic, student-centered library media program fosters information literacy and lifelong learning - the basis for true information power. The school library media specialist's opportunities for cultivating authentic information-based learning have never been greater, and the responsibilities are also more crucial than ever before. (American Association of School Librarians & Association for Educational Communications and Technology, 1998, p. 47)

"We are without a doubt at a crossroads in education which will impact our jobs as library and information professionals. This could be the hour of decision about whether our part of the profession continues to exist." (D. D. Barron, 1993a, p. 49)

"If you were alive in 1979, you have lived the entire history of the microcomputer." (Loertscher, 2000, p. 3)

"The central purpose of libraries is to provide a service: access to information." (Buckland, 1992, p. 1)

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Abstract

During this period of radical change in the field of information technology there is evidence of confusion about the role of school library media specialists in the implementation, and the administration of emerging information technologies in Wisconsin public schools.

This study sought to answer the question what is the role of the school library media specialist (SLMS) in Wisconsin public schools?

In-depth interview methodology was used to discover role expectations for workers in the area of information and instructional technologies. Among the sub-questions to be answered through the use of interview methodology were (a) what roles/services are expected exclusively of media specialists, (b) what role/services were expected to be shared with other personnel? There was reason to believe that role expectations for SLMS may vary by the instructional level at which they serve. Therefore, school library media specialists, at the (a) elementary, (b) middle school, and (c) high school levels were interviewed.

Eight school library media specialists in two medium-sized school districts in south eastern and south central Wisconsin participated in the interviews. Among other things, the interviews revealed that school library media specialists at the elementary level preferred the role of Teacher as defined by *Information Power* (1998). At the secondary level, school library media specialists were found to prefer the role of Information Specialist as defined by *Information Power* (1998).

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Chapter I - The problem

A. The Changing Role of the School Library Media Specialist

> "We are without a doubt at a crossroads in education which will impact our jobs as library and information professionals. This could be the hour of decision about whether our part of the profession continues to exist." (D. D. Barron, 1993b, p. 49)

Shouldn't school librarians prosper in an age defined by the acquisition and processing of information? In a time commonly referred to as "The Information Age," shouldn't Daniel Barron's sentiments, expressed above, seem absurdly inappropriate? Barron, however, is not alone in expressing his ambivalence toward the future of the school library media profession. Since 1975, when I began my career as a school librarian in a small dusty town in west-central Wisconsin, my chosen profession (school library media specialist) has undergone enormous changes. Over those thirty-eight years, the tools used to locate information at the K-12 level have changed at a seemingly ever-accelerating pace. Along with the changes in the way we gather information, as one would imagine, changes have also taken place in (a) the way we view ourselves and (b) the ways in which others view those in the library media profession.

On the cusp of the Information Age it could be assumed that the role of the librarian, or media specialist as an information specialist would be recognized and understood by all members of the educational community (a) administrators, (b) teachers, (c) students, and (d) media specialists. If this were truly the case, it would be difficult to explain recent changes in (a) professional affiliation, (b) information technology, and (c) the declines in library school numbers and graduates. There seems to be a great deal of confusion amongst librarians, and their

patrons, users, or clients as to the role of libraries and librarians in the future of information technology.

1. Introduction to the problem.

In Chapter I, we will discover that (a) school libraries have been transformed by recent technological changes, and (b) that the role of the school library media specialist may have changed as a result. We will ask how the role of the school library media specialist has changed and we will attempt to determine what factors may have influenced role expectations for school library media specialists.

2. Changes in the school library media profession.

Brian Caulfield noted in an article published in the August 1997 issue of *Wired* entitled "Morphing the Librarian: Fighting Off Extinction in the Information Age", that:

> According to the American Library Association, 15 library schools have closed since 1976. Meanwhile, the National Center for Educational Statistics reports that the number of graduate degrees awarded in library science plunged from 8,037 in 1975-76 to 4,845 last year. Such grim statistics have led some librarians to worry they may go the way of blacksmiths as more information moves out of buildings and into electronic databases. (Caulfield, 1997, p. 64)

Recent journal article titles also give us a glimpse of the current confusion that reigns in the field of library and information science. Titles like; "What are We? Library Media Information Specialists, Computer Technology Coordinators, Teacher Instructional Consultants, School-based Management Team Members, or What?" (Ohlrich, 1996), or "Wanted: Educational Technologist - Whatever That is" (Jenkins & Rossett, 2000) give us a feel for the profession's confusion over our role in schools.

Some experts have cautioned that complacency amongst the profession may be dangerous. School library media specialists have been in this situation before, when "non-book" items made their first appearance earlier in the 20th Century. In a 1970 article in *American Libraries*, Budd L. Gambee wrote,

> When a profession fails to provide needed services logically expected from it, another will arise to fill the gap, and in the process, challenge the status of the original group. In too many instances what was essentially a second school library with its attendant personnel was set up in school systems to handle the nonbook materials ignored by the traditional book-centered library. (Gambee, 1970)

Gambee's statement refers to the conflict that arose between traditional librarians and audiovisual services professionals in the 1960's and 1970's as nonbook materials began to proliferate in schools. Many librarians unfamiliar with the new technology or storage mediums were reluctant to incorporate nonbook materials into their collections. As a result, in those situations, parallel facilities that dealt with audiovisual materials and services often developed. Are we again at that point where we see parallel institutions develop to service our patron's need for access to electronic data and information?

3. The Changing nature of libraries.

In *Redesigning Library Services: A Manifesto*, Michael Buckland provides us with a model for the change that has taken place in libraries over the span of my professional experience. According to Buckland (1992), all library services have two goals: (a) to facilitate access to documents, and (b) "to support the mission of the institution or the interests of the population served." (Buckland, 1992, p. 3) In *Redesigning Library Services,* Buckland speaks of three stages in library development: (a) the paper library, (b) the automated library and (c) the

electronic library (Buckland, 1992, p. 6). According to Buckland, the paper library is distinguished by storing information in paper form, by providing access through paper indices and by conducting its operations on paper. In the paper library, materials are (a) owned by the library, and (b) acquired in anticipation of use.

In the automated library, information is still stored, for the most part, in paper form. In contrast to the paper library, however, the automated library provides access to its collection and conducts its operations by computer.

Finally, the electronic library is characterized by (a) storing information, (b) indexing that information and (c) conducting its operations by computer. In the electronic library, library patrons typically access information at the time of use. In the electronic library, information may not be permanently acquired and/or stored onsite.

It is now fairly evident that most of us in school libraries have completed the transition from the paper library to the automated library. As of 2007-2008, 87.2 % of school libraries had an automated catalog, 89.5% had an automated circulation system and 96.7% had access to the Internet (Snyder & Dillow, 2012, p. 634). Many school libraries are well into the process of making the transition to the electronic library. At least three factors seem to be driving the transition from the automated library to the electronic library: (a) increased serial costs, (b) increased access to the Internet, and (c) the increasing availability of information stored in digital form. Increasing serials costs have been problematic for collection developers at least since 1984 (R. H. Miller, 2000, p. 648). In the academic world, this trend has been referred to as the “serials crisis” (R. H. Miller, 2000, p. 648). It seems that in approximately 1984 publishers began to regard the libraries as a "perpetual source of revenue" (R. H. Miller, 2000, p. 648).

In the mid-1980's, publishers began to routinely raise subscription rates in double-digit percentage increments. In 1990, the average subscription price for U.S. periodicals (excluding Soviet translations was $93.45 (Carpenter & Alexander, 1991, p. 53); by 2002, the average Institute for Scientific Information (ISI) journal price had risen to $514.92 (Van Orsdel & Born, 2002, p. 52). Many libraries have dealt with the crisis by reducing the number of journal titles to which they subscribed. The loss of subscribers has caused journal publishers to further increase subscription costs in an attempt to recoup lost revenues. When faced with a choice between access and ownership; rising journal costs have provided yet another incentive for libraries to move toward the electronic model. The choice between ownership and access is not necessarily an exclusive one. According to Genevieve Owens (1994), the point is "not to replace ownership with access but to incorporate access into our collecting efforts to maximize our purchasing power and best serve our patrons" (Owens, 1994, p. 62).

4. Educational trends in library science and computer science.

The two professions, arguably, most closely linked to the Information Age are Computer and Information Science and Library Science. Data from *The Digest of Education Statistics 2011* reveals that from 1970-71 to 2008-09 Library Science degrees conferred at the (a) Bachelor's, (b) Master's and (c) Ph.D. levels have declined sharply while the number of degrees granted in Computer and Information Science have demonstrated remarkable growth.

Data gleaned from The *Digest of Education Statistics 2010 (Snyder & Dillow, 2011)* describes graduation trends from 1970 – 2009, at the Bachelor's level for both Computer and Information Science graduates and Library Science Graduates. Figure 1.1, below, reveals

graduation levels for Computer and Information Science graduates go from 2,388 in 1970-71 to 37,994 in 2008-09 (Snyder & Dillow, 2011, p. 412).

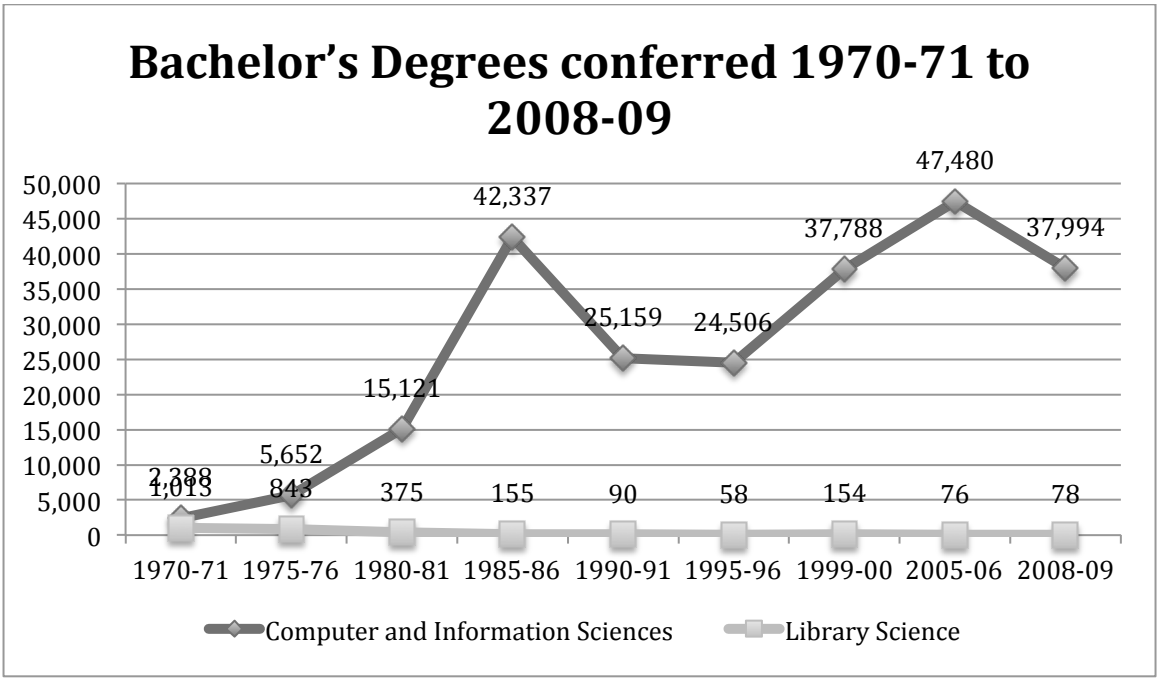


Figure 1.1 - Bachelor's Degrees conferred 1970-71 to 2008-09

Meanwhile, the number of Library Science graduates declined from 1,013 in 1970-71 to 78 graduates in 2008-2009. Degrees granted at the Bachelor's level, however, may not be a useful measure of the growth of, or declining interest in the two professions. It seems that while the Bachelor's Degree may be the point of entrée for professionals in the various areas of Computer and Information Science, it is not usually the point of entrée for professionals in the field of Library and Information Science.

Librarians typically enter their profession at the master's level, so comparisons at the Bachelor's level may be somewhat misleading. The degree is considered appropriate for professional school library media specialists. Policy statements attesting to the necessity of a

master's degree have appeared in a number of ALA publications including *Information Power* and the *ALA Policy Manual*.

> The master's degree in librarianship from a program accredited by the American Library Association or a master's degree with a specialty in school library media from an educational unit accredited by the National Council for the Accreditation of Teacher Education is the appropriate first professional degree for school library media specialists. (Adopted July 6, 1988, by ALA Council.) (American Association of School Librarians, 1988, p. 103; American Association of School Librarians & Association for Educational Communications and Technology, 1998)

In Figure 1.2 (Master's Degrees conferred 1970-71 to 2008-09) we see patterns similar to those found at the Bachelor's level. Computer and Information Science graduates grow from 1,588 in 1970-71 to 17,907 in 2008-09 (Snyder & Dillow, 2011, p. 413), an increase of 16,319 graduates in 38 years. In that same period of time, Master's degrees granted in Library Science increase slightly from 7,001 in 1970-71 to 7,091 in 2008-09 (Snyder & Dillow, 2011, p. 413), an increase of a little over 1.2%.

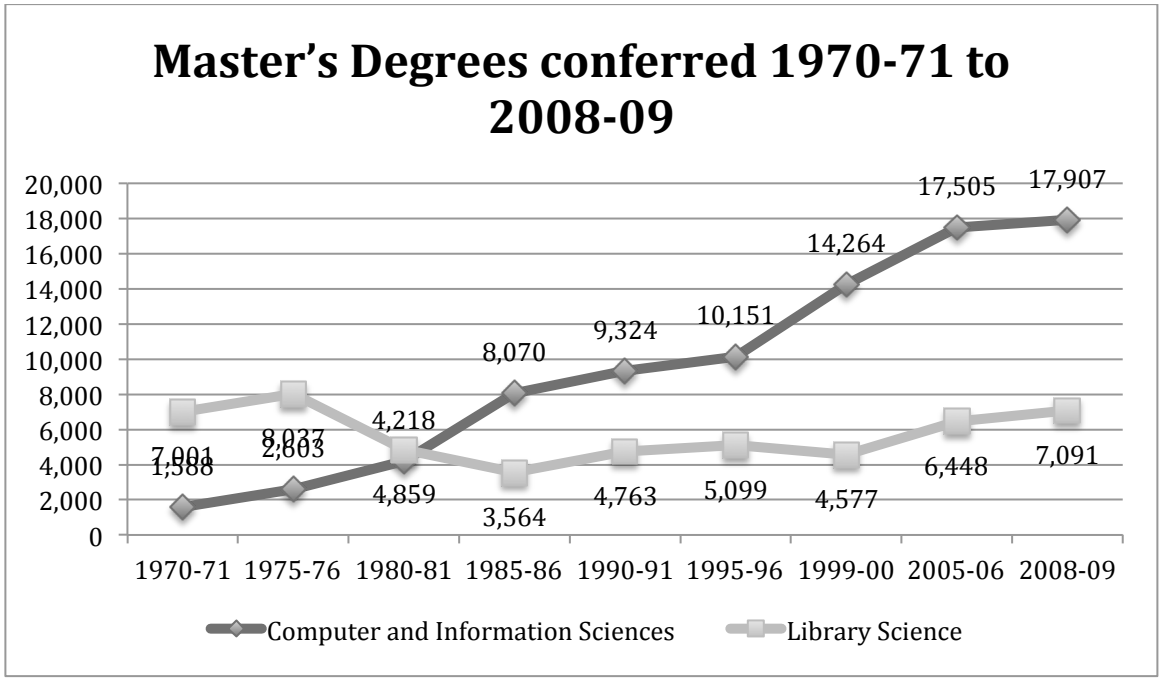


Figure 1.2 - Master's Degrees conferred 1970-71 to 2008-09

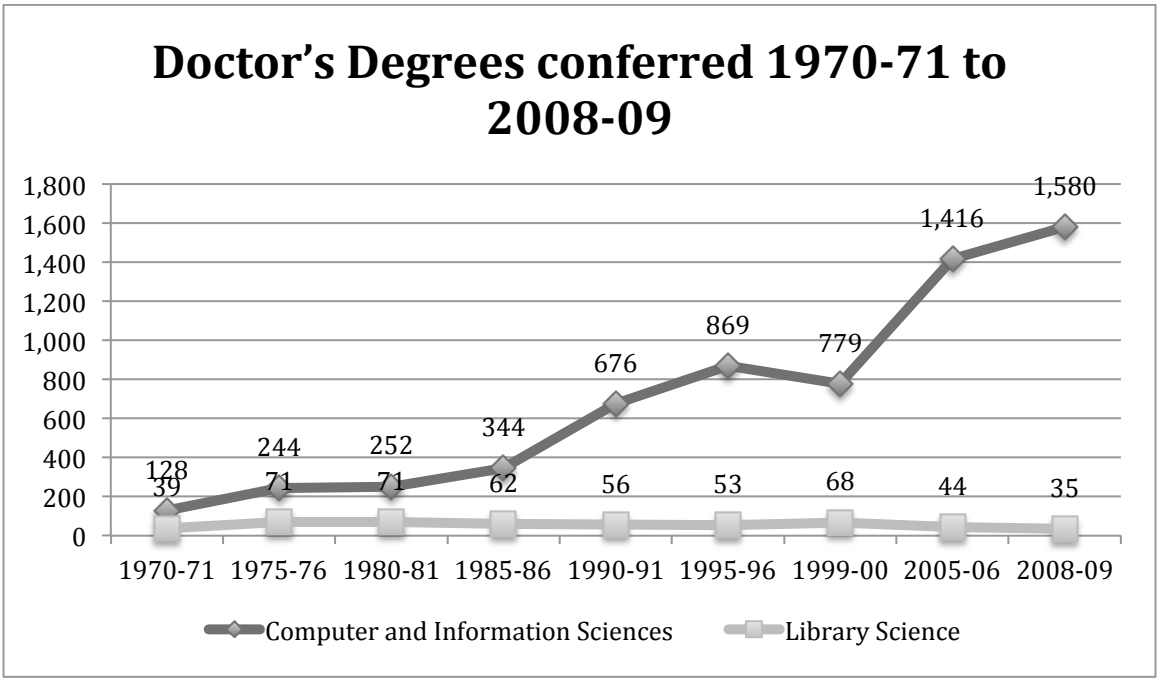


Figure 1.3 - Doctor's Degrees conferred 1970-71 to 2008-09

Figure 1.3, above, depicting graduation levels at the PhD. level, reveals patterns similar to the patterns found at the Bachelor's and Master's levels. Ph.D.'s conferred in Computer and Information Sciences grow from 128 in 1970-71 to 1,580 in 2008-09 (Snyder & Dillow, 2011, p. 414), an increase of over 1,452 graduates. Ph.D. numbers for Library Science remain relatively static from 1970-71 to 2008-09, declining slightly from 39 graduates in 1970-71 to 35 graduates in 2008-09 (Snyder & Dillow, 2011, p. 414), a decline of 11.4% over 38 years.

In addition to a decline in the number of library science program graduates, the number of library science programs in the United States sponsored by an institution of higher leaning has declined from 83 programs in 1971 to 10 programs in 2006 (Brint, Proctor, Mulligan, Rotondi, & Hanneman, 2012, p. 594).

5. Professional affiliation.

Additional evidence of the changing nature of the role of the school library media specialist can be found in professional organization affiliation. A statewide survey of district library media directors, conducted in 2001, indicated that between 1982 and 2001 membership in the Wisconsin Educational Media Association (WEMA) grew from 35 percent to 73 percent of respondents; while membership in the Wisconsin Library Association (WLA) declined from 41 percent to 13.4 percent of respondents, and membership in the Wisconsin Association of School Librarians (WASL) declined from 31% to 8.5% of those surveyed. (Ciske, 2002)

6. Summary of evidence of change in the school library media profession.

Changes in library technology have had an enormous impact on the quantity and quality of information resources available to library patrons over the last thirty-plus years. Libraries have made a transition from information storage and management that is paper-based, to automated

indexing, and finally to electronic indexing, storage and retrieval of information (Buckland, 1992). During this period of time, library school graduates have declined in number, while associated information science graduation numbers have skyrocketed (Snyder & Dillow, 2012). Changes in professional affiliation may be an indicator that school librarians may think of their role differently than they did thirty-eight years ago. Participation by school librarians in the more traditional Wisconsin Library Association has declined, while participation in the more technologically oriented Wisconsin Educational Media Association has grown (Ciske, 2002).

B. Problem Statement

In this study, given recent changes in the technology associated with school library media centers and information technology, we are interested in describing current role expectations of and for school library media specialists in a series of cases in Wisconsin public schools. We are especially interested in how (a) organizational characteristics and (b) personal characteristics impact role expectations for school library media specialists in those schools

C. Purpose of the Study

The purpose of this study was to (a) describe current role expectations for school library media specialists, as perceived by supervisors, teachers, technology support personnel and subordinates at a variety of instructional levels in two Wisconsin school districts, and (b) develop an understanding of how those role expectations may be influenced by variation in organizational and personal characteristics.

D. Research Questions

The ultimate goal of this study, therefore, is to (a) describe current role expectations for school library media specialists in the two separate medium-sized school districts and by doing so (b) gain an understanding of the some of the characteristics that influence those role expectations. In this study, we will attempt to achieve those two objectives by answering the following questions:

1. How do school library media specialists (SLMS) in these cases perceive their roles?
2. How do supervisors, teachers, technology support personnel, and school library media aides view the role of the school library media specialist?
3. How do role expectations for school library media specialists vary between school library media specialists, supervisors, teachers, technology support personnel, and school library media aides?
4. What is the relationship between instructional level and the role expectations of school library media specialists, supervisors, teachers, technology support personnel, and school library media aides for school library media specialists?

E. Limitations

This study is designed to (a) discover current role expectations for school library media specialists in Wisconsin public schools and (b) develop an understanding of how personal and organizational characteristics are related to those expectations. The study is limited to public school library media specialists in Wisconsin because certification of school library media

specialists varies from state to state. The generalizability of the role expectations we discover, therefore, may vary depending on how closely certification and licensure parallels the certification procedures for information workers in Wisconsin public schools.

This study is also a "slice-of-time" study. We are attempting to identify or discover current role expectations. There is ample evidence that the roles and responsibilities of school library media specialists and other information workers have changed and will continue to change.

F. Assumptions

The problem statement (I.B.) and the associated research questions (I.D.) were created with the following assumptions in mind:

1. Role expectations for school library media specialists are changing.
2. Changes in information technology have influenced changes in role expectations for school library media specialists.
3. The expectations of media center patrons influence the expectations of school library media specialists.
4. School library media specialists and other information technology support personnel share overlapping responsibilities.
5. Discovering and documenting role expectations for school library media specialists will help professionals in the field (a) set service priorities and (b) plan for professional development.

G. Rationale

The primary purpose of this study is to provide insight into the roles and responsibilities of school library media specialists. The results of this study should aid practitioners in (a) setting priorities for services, and (b) planning for professional development.

This proposed study should provide school library media specialists with insight into the role expectations of our patrons. Insight into those role expectations should allow professionals in the field to make more informed decisions about setting priorities during their workday and when planning for staff development. Knowledge of these expectations can also be used by institutions of higher learning to set priorities for professional development.

H. Significance of Study

The goal of this study is to provide interested parties with information about expectations for the current and future role of school library media specialists in implementing informational and instructional technology in Wisconsin schools. I believe that the study should be informative for (a) current and prospective school library media specialists, (b) school administrators, (c) technology coordinators, and (d) institutions of higher learning engaged in the training and certification of school library media specialists.

This exploratory study should provide current and prospective school library media specialists with insight into the expectations of supervisors, teachers, technology support personnel, school library media aides, and other media specialists. This information should make it easier for media specialists to set priorities when expanding, or eliminating patron services, or when dealing with their own continued professional development.

I. Definitions

1. What is a library media specialist (Wisconsin Licensure)?

In Wisconsin, every public school district is required to employ at least one "Department-certified person in the library/media field" who "shall be designated to provide direction and coordination for the district's library/media program." (Potter, Lohr, & Klein, 2002, p. 20)

The requirements for the 91 license (Instructional Library Media Supervisor) are described in PI 34.03. They include (a) the ability to hold a 902 license, plus (b) 3 years of "successful experience as an instructional library media specialist" while holding either a 901, or 902, (c) "a master's degree from an approved library media services program," and (d) 12 graduate credits in educational administration. (Wisconsin Department of Public Instruction, 1996, p. 63) The 91 license is suggested, but not required, for those persons who direct a district program as stated in Standard (h). It is required for those persons who supervise and evaluate other professional staff (Wisconsin Department of Public Instruction. Division for Libraries and Technology, n.d.-a).

On July 1, 2004 new educator certification standards began to take effect in Wisconsin (Wisconsin Department of Public Instruction. Division for Libraries and Technology, n.d.-b). The new standards reduce the number of school library media and technology licenses to three (3) (i.e., 902, 91, 92). All three of the licenses have three levels (i.e., initial, professional, and master). The table below describes the applicable 2004 licenses.

License Number	Description
902	Instructional Library Media Specialist (initial, professional, master)
91	Instructional Library Media Supervisor (initial, professional, master)
92	Instructional Technology Coordinator (initial, professional, master)

Table 1.1 – Current Wisconsin Library Media and Technology Licenses

The requirements for the 2004 version of the 902 are outlined in PI 34.33. The initial license requires that (a) "the candidate must demonstrate knowledge of and proficiency in Wisconsin's model academic standards for information technology literacy" and (b) demonstrate proficiency in all of the following areas: professionalism; communications and group dynamics; access; collection management and use; technology, including design and production of instructional resources; administration, and instructional leadership (Wisconsin Department of Public Instruction. Division for Libraries and Technology, n.d.-b). The professional level of 902 requires (a) "a master's degree or the equivalent in an approved program" and (b) demonstrated proficiency in the following areas: professionalism; communications and group dynamics; access; collection management and use; technology, including design and production of instructional resources; administration, and instructional leadership (Sorenson & Ciske, 2000; Wisconsin Department of Public Instruction. Division for Libraries and Technology, n.d.-b). "At this time (i.e., April 2013) the only method for obtaining the Master Educator License is by taking the National Board for Professional Teaching Standards exam" (Wisconsin Department of Public Instruction. Division for Libraries and Technology, n.d.-b).

The requirements for the 2004 version of the 91 (Library Media Supervisor) are outlined in PI 34.32. "The Instructional Library Media Supervisor (91) license is appropriate for persons

responsible for directing a the complete range of library media services at the building and district levels, including supervision and evaluation of all professional and support staff" (Wisconsin Department of Public Instruction. Division for Libraries and Technology, n.d.-a).

2. Definitions of additional terms and concepts.

The following additional terms and definitions can be used to clarify our discussion of the role of the media specialist and the research techniques used to study that role.

Alter (Ego): "A person related to someone under discussion" (E. J. Thomas & Biddle, 1966, p. 10).

Axial Coding: "The process of relating categories to their subcategories, termed "axial" because coding occurs around the axis of a category, linking categories at the level of properties and dimensions" (Strauss & Corbin, 1998, p. 123).

Axiology: "The study of the nature of values and value judgments" (*The American Heritage dictionary of the English language*, 1992, p. 130).

Case Study: "A method for learning about a complex instance, based on a complex understanding of that instance, obtained by extensive description and analysis of the instance, taken as a whole and in its context" (Grosshans & Chelimsky, 1990, p. 145).

Conformity: "A behavior conforms to an expectation if it is both similar to and determined by the latter" (Biddle, 1979, p. 385).

Consensus: "Occurs when two or more persons share expectations (that is, hold comparable expectations that are identical or similar)" (Biddle, 1979, p. 385).

Dissensus: "Occurs when two or more persons do not share expectations" (Biddle, 1979, p. 386).

Ego: “A person under discussion (usually contrasted with alter)” (E. J. Thomas & Biddle, 1966, p. 10) "One or more members of a focal position" (Biddle, 1979, p. 386).

Epistemology: “The branch of philosophy that studies the nature of knowledge, its presuppositions and foundations and its extent and validity” (*The American Heritage dictionary of the English language*, 1992, p. 619).

Expectation: “A concept held about a behavior likely to be exhibited by a person.” (E. J. Thomas & Biddle, 1966, p. 10) “A statement that expresses a (modal) reaction about a characteristic of one or more persons" (Biddle, 1979, p. 387).

Extended case-study: “a set of interconnected case-studies or life-histories in which the description and analysis of one or more cases depends for its meaning on the description and analysis of other cases in the set, as in a study of a family, tribe, team, or other social organization” (Bromley, 1986, p. 8).

External Validity: “The extent to which a finding applies (or can be generalized) to persons, objects, settings, or times other than those that were the subject of the study” (Grosshans & Chelimsky, 1990, p. 145).

Focal Person: “the person being sent expectations (the focal person)” (Van Sell, Brief, & Schuler, 1981, p. 46); “any individual whose role or office is under consideration, and whose role set is to be identified” (Kahn, Wolfe, Quinn, & Snoek, 1964, p. 15).

Instructional Technology Coordinator: “any person who is responsible for the direction and administration of the instructional computing and other instructional technology at the district level” (Potter, et al., 2002, p. 64). Also known as Technology Coordinator, or Technology Director.

Library Media Coordinator: Also known as district media director, or library media supervisor. This person is the person indicated by Wisconsin Statutes when they say "A department-certified person in the library/media field shall be designated to provide direction and coordination for the district's library/media program" (Potter, et al., 2002, p. 54)

Media Specialist: Also known as school library media specialist, or school librarian, is "a person with appropriate certification and broad professional preparation, in both education and media, with competencies to carry out a media program" (Eberhardt, Williams, Sorensen, & Whiting, 1977, p. iv).

"Effective July 1, 2004, there are some changes in library media and technology licensing [meant] to assure that persons entering the school library media and technology professions [would] be well qualified to meet the complex challenges inherent in providing a good program of library media and technology services in schools." (Wisconsin Department of Public Instruction. Division for Libraries and Technology, n.d.-a). The new licenses are:

<u>902 - Initial Instructional Library Media Specialist,</u>

<u>902 - with stipulations Instructional Library Media Specialist, and</u>

<u>902 - Professional Instructional Library Media Specialist.</u>

In order to earn the Initial 902 license Library Media Specialist applicants must complete a teacher-training program and a comprehensive program of library media services

In addition to these "teaching licenses", one other license, an administrative license is available to school library media specialists in Wisconsin. PI 34.03 outlines the requirements for "instructional library media supervisor - 91" (Wisconsin Department of Public Instruction. Division for Libraries and Technology, n.d.-a). In summary, given the administrative rules mentioned above, we can operationally define a school library media specialist as anyone who (a) holds Wisconsin certification numbers 900, 901, 902, 903, 904, 905, or 91 and (b) works in that capacity in a public school.

Norm: "The smallest unit of the social structure is the norm. A norm may be defined as required or acceptable behavior (note singular) for a given interactional situation" (Bertrand, 1972, p. 34). "A covertly held prescription" (Biddle, 1979, p. 391).

Occupation: "A social position whose foundation is a role that is performed to obtain money from the environment" (Biddle, 1979, p. 391).

Ontology: "The branch of metaphysics that deals with the nature of being" (*The American Heritage dictionary of the English language*, 1992, p. 1266).

Open Coding: "The analytic process through which concepts are identified and their properties and dimensions are discovered in data" (Strauss & Corbin, 1998, p. 101).

Personal Change: "Changes in roles and role expectations assumed by the person when entering a new position" (Biddle, 1979, p. 391).

Profession: "An occupation whose roles involve interaction with human beings (clients), whose performance is based on a long period of training and is accounted 'expert', for which associated roles tend to be performed in private, and for which an explicit code of conduct is set and enforced by its members" (Biddle, 1979, p. 393).

Research Design: "the entire process of research from conceptualizing a problem to writing the narrative, not simply the methods" (Creswell, 1998, p. 2).

Role: "A role is a comprehensive pattern for behavior and attitude that is linked to an identity, is socially identified more or less clearly as an entity, and is subject to being played recognizably by different individuals" (Turner, 2000, p. 112). "Roles are the second structural unit of social systems, and consist of a more or less integrated subset of norms. In other words, a role is made up of several related norms, all of which are dedicated to the same function" (Bertrand, 1972, p. 35).

Role Expectation: "Visions that a member of a role set has for the focal person's office" (Scheib, 2002, p. 10).

Role Sender: "those sending the expectations (role senders)" (Van Sell, et al., 1981, p. 46).

Role Set: "A focal person and his role senders have been referred to as a role set" (Kahn, et al., 1964, p. 40).

Selection: "Mechanisms involved in adding a person to a social system." (Biddle, 1979, p. 394)

Selective Coding: "The process of integrating and refining the theory" (Strauss & Corbin, 1998, p. 143).

Theoretical Saturation: "The point in category development at which no new properties, dimensions, or relationships emerge during analysis" (Strauss & Corbin, 1998, p. 143).

Tradition (or Strategy) of Inquiry: "an approach to qualitative research that has a distinguished history in one of the disciplines and that has spawned books, journals, and distinct methodologies that characterize its approach" (Creswell, 1998, p. 2).

Winnowing: "Mechanisms involved in separating a person from a social system." (Biddle, 1979, p. 397)

Summary of The Problem

In this section, we learned that library media specialists have (a) seen their jobs change radically in the last thirty-seven years, (b) that school library media specialists may be somewhat confused about their current roles, and (c) that the number of graduates in the field have declined while other information technology related careers have seen substantial growth. Put simply, the central issue of this study is (a) the role of the school media specialist appears to have undergone a radical change in the last thirty-seven years and (b) we know little about the expectations of those that (a) work with us, or (b) exert influence over our future and the future of our programs.

Therefore, the main questions we were attempting to answer in this study are:

1. How do school library media specialists (SLMS) in these cases perceive their roles?
2. How do supervisors, teachers, technology support personnel, and school library media aides view the role of the school library media specialist?
3. How do role expectations for school library media specialists vary between school library media specialists, supervisors, teachers, technology support personnel, and school library media aides?
4. What is the relationship between instructional level and the role expectations of school library media specialists, supervisors, teachers, technology support personnel, and school library media aides for school library media specialists?

The purpose of this study was to answer these questions in such a way that school library media specialists, technology coordinators, certifying institutions and school administrators are able to make informed judgments about (a) priorities for services, (b) staffing and (c) staff development.

Chapter II - Review of Literature Related to the Role of School Library Media Specialists

A. An Introduction to the Literature of Role Expectations for School Library Media Specialists

In this chapter, we will (a) discuss role theory as it applies to this study of school library media specialists, (b) propose a model for determining role expectations, (c) discuss what is known about current role expectations for school library media specialists and (d) determine what information is needed to complete this study of role expectations for school library media specialists.

B. An Introduction to Role Theory

Despite evidence of earlier use of the term "role" as a technical concept (Biddle, 1986, p. 72; Biddle & Thomas, 1966, p. 6), George Herbert Mead is widely credited with the introduction of the dramaturgical metaphor in the study of human behavior (Biddle & Thomas, 1966, p. 6; Sarbin, 1968, p. 546). Early users of this theatrical metaphor (e.g., Georg Simmel, George Herbert Mead, Ralph Linton and Jacob Moreno) used the term rather loosely (Biddle, 1986, p. 68). Despite this imprecision, Biddle (1986) suggests that the vast majority of authors currently use the term role in three different ways (a) "to refer to characteristic behaviors," (b) "to designate social parts to be played," and (c) as "scripts for social conduct" (Biddle, 1986, p. 68). Biddle (1986) suggested that, for the sake of simplicity, the best way to define these three basic concepts is by using the terms "role," "social position," and "expectation" (Biddle, 1986, p. 69).

1. Types of role.

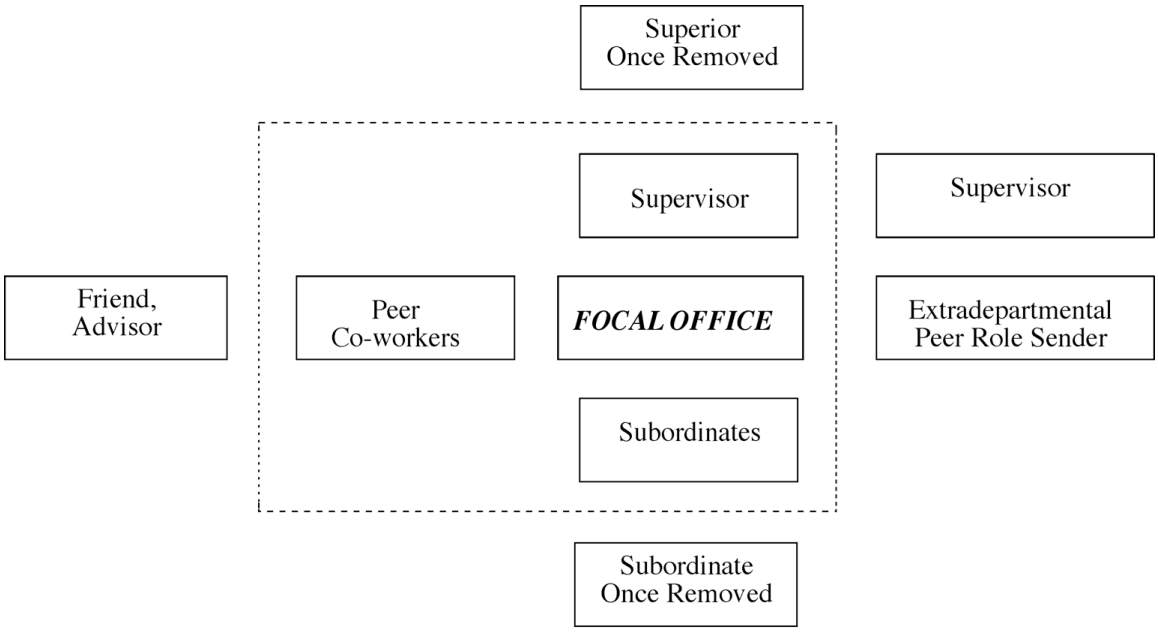
Sociologists and psychologists speak of four types of roles: (a) basic roles, (b) position or status roles, (c) functional group roles, and (d) value roles (Turner, 1990, pp. 87-88; 2000, p. 112). Basic roles are those such as age or gender; roles that people play in many situations. Position or status roles are those roles that people play in specific settings (e.g., occupational roles). Functional group roles refer to the roles people play when they interact with one another in group situations (e.g., "interpreter," "facilitator", "devil's advocate," etc.). Value roles refer those roles that carry highly charged connotations (either positive or negative), such as "hero, saint and villain" (Turner, 2000, p. 112). Of the basic types of role outlined above, the questions we are interested in fall in the area of position or status roles.

2. Key concepts.

In role theory, role expectations are said to be created through the interactions of members of what Merton (1957) refers to as the "role-set." The expression role-set (or role set) is used by Merton to designate a class of related roles (Merton, 1957, p. 369). Bertrand (1972) and Kahn, Wolfe, Quinn and Snoek (1964) further refine the use of the term "role set" by describing a role set as the group of people that send roles to a focal office holder or role incumbent. A role set, in Bertrand's words, is composed of "all of the roles in a position reciprocal to a specific other position" (Bertrand, 1972, pp. 71-72). In this study, we will use the role set model developed by Kahn, et al. (1964) to guide the research design we will use to study and analyze our principal research questions.

In *Organizational Stress: Studies in Role Conflict and Ambiguity*, Kahn, et al. (1964) propose a hypothetical model for the analysis of a typical role set. Kahn, et al. (1964) suggest

that role expectations for focal office holders (also sometimes called role incumbents or focal persons) are determined through the interaction of role set members. Figure 2.1, below, depicts the hypothetical model of a role set that were to be used in this study to determine the data sources appropriate for the gathering data related to role expectations for school library media specialists. In the figure below, the dashed line represents the boundary of the work unit. In this model, school library media specialists would be considered focal office holders. In a school system, a supervisor might be a building principal, department head, or superintendent. Peer co-workers of a SLMS might typically be teachers, other school library media specialists, and/or technology support personnel. In a role set with a school library media specialist as its focal office holder, subordinates are typically aides, educational assistants, or clerical support.



Source: Kahn, R. L., Wolfe, D. M., Quinn, R. P., & Snoek, J. D. (1964). *Organizational stress: Studies in role conflict and ambiguity.* New York: Wiley.

Figure 2.1 – Hypothetical Role Set Model

Four key concepts are identified by Biddle (1986) as being closely associated with role theory: (a) consensus, (b) conformity, (c) role conflict, and (d) role taking. Biddle suggests that the term "consensus" is used to "denote agreement among the expectations that are held by various persons" (Biddle, 1986, p. 76). Biddle (1986) defines the term "conformity" as "compliance to some pattern for behavior" (Biddle, 1986, p. 78). "Role conflict" is defined by Biddle (1986) as "what happens when others do not hold consensual expectations for a persons' behavior" (Biddle, 1986, p. 82). According to Biddle (1986), the theory of role taking "suggests that adequate development of the self and participation in social interaction both require that the person 'take the role of the other' " (Biddle, 1986, p. 84). Of the four key concepts, in this study, we will use the concept of consensus to denote role expectations that are universally held for school library media specialists by all members of the role set.

3. Assumptions and generalizations.

The concept of "Role Theory" "refers to a loose collection of generalizations about (1) the organization of roles in society and groups, (2) the processes of interaction between incumbents of different roles, and (3) the way individuals learn and manage the diverse compliment of roles that they play under various circumstances" (Turner, 2000, p. 112).

There are four basic assumptions associated with role theory. They are (a) social interaction "tends to be organized into clusters of behaviors that are thought to belong together" (Turner, 2000, p. 112), (b) "individuals orient their social behavior in terms of roles they play and roles they attribute to others" (Turner, 2000, p. 112), (c) "judgments of adequate or inadequate role performance constitute a major basis for assessing the worth of individuals" (Turner, 2000, p. 112), and (d) "meanings are ascribed to actions according to the roles they are

presumed to manifest" (Turner, 2000, p. 112). The stability of the system is said to depend on three variables (a) functionality, (b) representationality, and (c) tenability (Turner, 2000, p. 112). Functionality is defined as "the degree to which the role constitutes an effective strategy for dealing with relevant situations" (Turner, 2000, p. 112). Representationality is defined as "the image evoked by the role" (Turner, 2000, p. 112). Tenability, is defined by Turner, as "the extent to which the cost/benefit ratio for the role incumbent is acceptable" (Turner, 2000, p. 112).

Hart and Bredeson (1996) see social role "as the product of three factors: (1) social position (a specific location in the social system with sets of role behavior expectations), (2) normative role expectations (prescriptions about what a position incumbent should and should not do under given circumstances), and (3) the individual and her or his behavior within the role" (Hart & Bredeson, 1996, p. 121).

4. Approaches to role theory.

Role theory has been approached using two different frameworks, one called the "structural" approach and a second called the "interactional" approach (Turner, 2000, p. 112). Structuralists "see roles as sets of behavioral prescriptions attached to positions in organizations and statuses in society" (Turner, 2000, p. 112). Under structuralist analysis, roles are seen as a series of "specific expected behaviors, complemented by sets of privileges" (Turner, 2000, p. 112). Role theory analysis under the interactional approach shifts from an emphasis on conformity to analysis of the process of role-making (Turner, 2000, p. 112). Instead of seeing the basic unit of role analysis as a "role-set" (Turner, 2000, p. 112), interactionalists refer to the basic unit for analysis as the "behavior sequence or set" (Thibaut & Kelley, 1966, p. 222).

Biddle (1986), on the other hand, suggested that there are five perspectives on role theory: (a) functional role theory, (b) symbolic interactionist role theory, (c) structural role theory, (d) organizational role theory, and (e) cognitive role theory (Biddle, 1986).

Functional role theory "has focused on the characteristic behaviors of persons who occupy social positions within a stable social system" (Biddle, 1986, p. 70). Symbolic interactionist role theory "gives stress to the roles of individual actors, the evolution of roles through social interaction, and various cognitive concepts through which social actors understand and interpret their own and others' conduct" (Biddle, 1986, p. 71). Rather focusing on norms, expectations, in structural role theory, "attention is focused on 'social structures,' conceived as stable organizations of sets of persons (called 'social positions' or 'statues') who share the same, patterned behaviors ('roles') that are directed towards other sets of persons in the structure" (Biddle, 1986, pp. 72-73). Organizational role theory is "focused on social systems that are preplanned, task-oriented, and hierarchical. Roles in such organizations are assumed to be associated with identified social positions and to be generated by normative expectations" (Biddle, 1986, p. 73). Cognitive role theory "has focused on relationships between role expectations and behavior. Attention has been given to social conditions that give rise to expectations, to techniques for measuring expectations, and to the impact of expectations on social conduct" (Biddle, 1986, p. 74).

The ultimate goal of this study is to (a) describe current role expectations for school library media specialists and (b) gain an understanding of some of the characteristics that influence those role expectations. Given the nature of the goals of this study, a case can be made for analysis from either the interactional, or structuralist perspective. Given the descriptive nature

of our first two research questions (i.e., How do school library media specialists (SLMS) perceive their roles, and how do supervisors, teachers, technology support personnel, and school library media aides view the role of the school library media specialist?) the most appropriate approach to role theory for this study would seem to be the structuralist. We, therefore, plan to analyze the roles we discover in this study from the structuralist perspective.

5. Conventional wisdom in role theory.

According to Turner (2000, p. 113), "research has revealed that roles are typically learned by stages, beginning with a quite formal idea of the role, moving toward a fuller but still rigid understanding as the role is practiced, and eventually progressing toward the security to develop a personalized version of the role" (Turner, 2000, p. 113). Roles are frequently learned in sets or pairs (Turner, 2000, p. 113). Each member of the role-set can be said to help define the other (e.g., teacher-student, parent-child). "Most versions of role theory presume that expectations are the major generator of roles, that expectations are learned through experience, and that persons are aware of the expectations they hold" (Biddle, 1986, p. 69). Biddle reports that observation and subject self-reporting have been the most prevalent techniques for data gathering in the field of role theory (Biddle, 1986, p. 69).

6. Competing psychological models.

Role Theory has experienced its most extensive application in the area of psychological adjustment (Turner, 2000, p. 113). As such, two key conceptual frameworks, or total role systems compete with one another to explain the process of individual adjustment to changing roles. The first conceptual framework has been termed the theory of role strain; the second has been called the theory of role accumulation.

7. Theory of role strain.

William J. Goode has often been credited with the original articulation of the fundamental concepts underpinning the theory of role strain (Turner, 2000, p. 113). According to Goode (1960, p. 483), "institutions are made up of role relationships. Under Goode's (1960, p. 483) theory of role strain: "role relations are seen as a sequence of 'role bargains,' and as a continuing process of selection among alternative role behaviors, in which each individual seeks to reduce his role strain" (Goode, 1960, p. 483). Goode (1960) identified four types or sources of role strain, "first, even when role demands are not onerous, difficult, or displeasing, they are required at particular times and places" (Goode, 1960, p. 485), "second, all individuals take part in many different role relationships, for which there will be somewhat different obligations" (Goode, 1960, p. 485), "third, each role relationship typically demands several activities or responses" (Goode, 1960, p. 485), and "finally, many role relationships are 'role sets,' that is, the individual engages, by virtue of one of his positions, in several role relationships with different individuals" (Goode, 1960, p. 485). Goode went on to identify six strategies that could be chosen by the individual (ego) to reduce role strain. Those strategies are (a) compartmentalization, (b) delegation, (c) elimination of role relationships, (d) extension, (e) limitation of indefinite expansion, and (f) protection against intrusion (Goode, 1960, pp. 486-487). Goode (1960) suggests that individuals can reduce role strain "first, by selecting a set of roles which are singly less onerous, as mutually supportive as he can manage, and minimally conflicting; and second, by obtaining as gratifying or value-productive a bargain as he can with each alter in his total role pattern" (Goode, 1960, p. 490). According to Goode (1960), factors that affect the bargaining process and outcome are (a) the hierarchy of evaluations, (b) third parties, (c) norms of

adequacy, (d) linkages between role obligations, (e) ascriptive statuses, and (f) "lack of profit in mutual role deviation" (Goode, 1960, pp. 490-492). Role evaluations, according to Goode, are made by at least (a) society, (b) reference groups, or third parties, (c) alters, and (d) egos (Goode, 1960, p. 491). It should be noted that the role evaluation model described by Goode (1960) identifies virtually the same set of data sources implied by the hypothetical role set model described by (Kahn, et al., 1964). Goode (1960, pp. 490-491) suggests each evaluation is judged on the basis of (a) task content, (b) rank of the alter, and (c) situational urgency.

8. Theory of role accumulation.

The second conceptual framework commonly used to describe the process of role change is known as the theory of role accumulation. Sam D. Sieber is credited with the development of the theory. At the heart of Sieber's theory is a critique of Goode's theory of role strain. Sieber's (1974) main contention is that "the benefits of role accumulation tend to outweigh any stress to which it might give rise" (Sieber, 1974, p. 567). Sieber (1974) suggests that "positive outcomes of role accumulation may be classified into four types: (1) role privileges, (2) overall status security, (3) resources for status enhancement and role performance, and (4) enrichment of the personality and ego gratification" (Sieber, 1974, p. 569). Sieber (1974) contends that every role carries rights. Sieber (1974, p. 569.) divides rights into two groups: (a) inherent rights and (b) emergent rights. Under the theory of role accumulation, inherent rights "act as inducements for recruitments to roles" and "as inducements for the continuance of role performance" and emergent rights "serve the more specialized function of guaranteeing role compliance" (Sieber, 1974, p. 569).

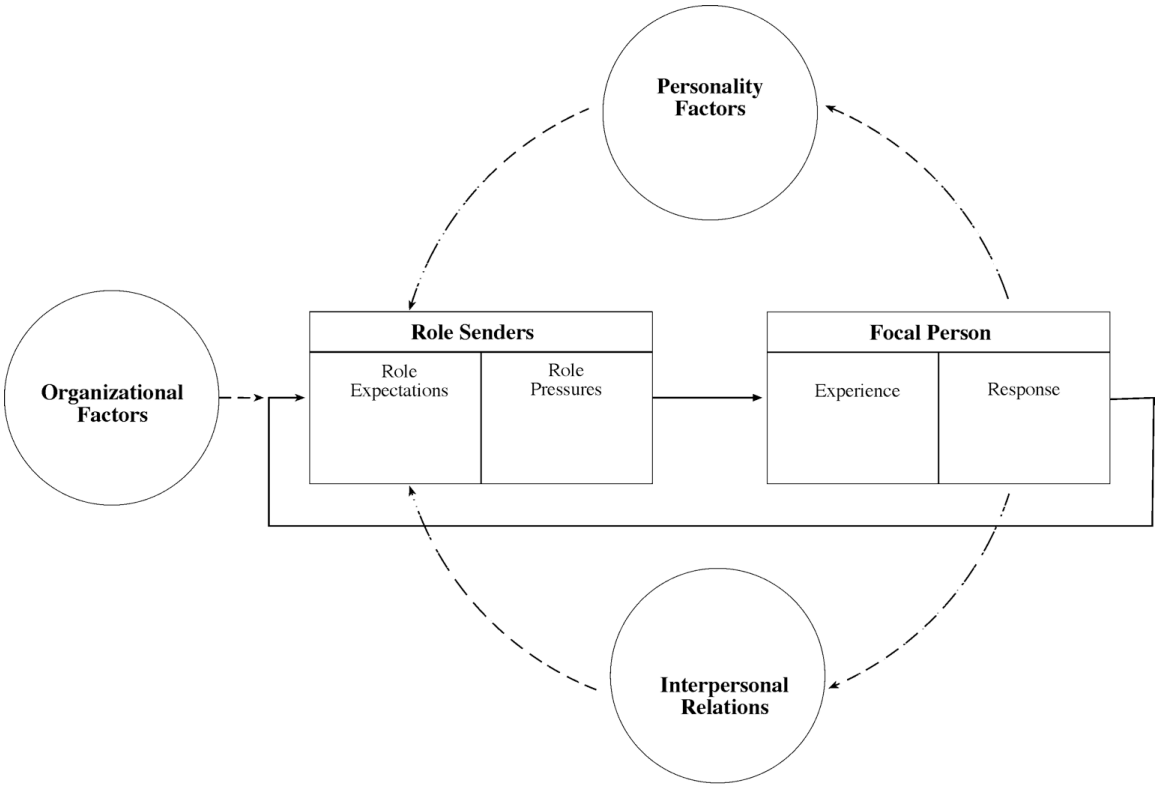
Both the role strain and role accumulation theories have implications for this study. The role strain model suggests that individuals seek to reduce role strain by engaging in a number of strategies that minimize their obligations, and/or maximize their rewards. The role accumulation theory proposes that individuals have more to gain than strain by seeking out additional roles. It may be that school library media specialists will attempt to enhance their status by adding additional roles, or by avoiding roles that are onerous, or lowly-valued by their role set.

9. Models of role change.

Ralph H. Turner is responsible for a generalized model for role change. Turner's model is divided into two sections: (a) forces that act as an impetus for change, and (b) "conditioning factors in negotiation" (Turner, 1990, p. 107). Turner (1990, pp. 106-107) identifies nine impetuses for role change: (a) cultural value changes, (b) social structural changes, (c) demographic, or technological changes, (d) supporting networks, (e) alter role changes, (f) role-person misfit, (g) unacceptable representation, (h) dysfunctionality, and (i) untenability.

Kahn et al. (1964) offer a competing theory of role dynamics to frame the role change process. In this model, three forces external to the role set are said to influence role expectations. Those factors are (a) organizational factors, (b) personality factors, and (c) interpersonal relations (Kahn, et al., 1964). Figure 2.2, below, describes the model we plan to use in this study to (a) identify data sources, and (b) explain the interplay of forces influencing role formation and change. In this model, based closely on a model described in *Organizational Stress: Studies in Role Conflict and Ambiguity* (Kahn, et al., 1964), role expectations are sent by role senders to a focal person, who responds to those role pressures with role expectations of their own. In this

model, role expectations are influenced by (a) organizational factors, (b) personality factors, and (c) interpersonal relations (Kahn, et al., 1964). Organizational factors said to influence sent roles are structure, level, role requirements, task, physical setting, and practices (Van Sell, et al., 1981, p. 47). Some of the personal factors said to influence sent roles are sender/focal person status, needs, values, education, ability, age, sex, and tenure (Van Sell, et al., 1981, p. 47). Some of the interpersonal relations also thought to influence sent roles are the mode of communication, frequency of interaction, importance of the sender, mode of interaction, physical location, visibility, feedback and participation level (Van Sell, et al., 1981, p. 47).



Source: Kahn, R. L., Wolfe, D. M., Quinn, R. P., & Snoek, J. D. (1964). *Organizational stress: Studies in role conflict and ambiguity.* New York: Wiley.

Figure 2.2 – Model of Factors Affecting Role Conflict and Ambiguity

10. Factors affecting role adjustment.

Kahn, et al. (1964, pp. 31-32) identify three categories of factors influencing the adjustment of role expectations. Those factors can be classified as (a) organizational factors, (b) personality factors and (c) interpersonal relations. Organizational factors affecting role expectation formation can be variables like organization size, complexity, formal reward system, and division of labor. In *Organization Theory and Design*, Richard L. Daft identified nine trends that distinguish large organizations from smaller organizations (a) greater number of management levels (increased vertical complexity), (b) a greater number of jobs and departments (increased horizontal complexity), (c) increased specialization of skills and functions, (d) greater formalization, (e) greater decentralization, (f) smaller percentage of top administrators, (g) greater percentage of technical and support staff, (h) greater percentage of maintenance support and clerical staff, (i) greater amount of written communications and documentation (Daft, 1986, p. 184). All of the tendencies Daft (1986) identifies are consistent with my own experiences, working in K –12 organizations ranging in size from 1,000 to 25,000 students.

Personality factors constitute the second set of variables that Kahn, et al. (1964) suggest influence role expectation adjustment. In *Organizational Stress*, Kahn, et al. (1964) define personality factors as "all those factors that describe a person's propensities to behave in certain ways, his motives and values, his sensitivities and fears, his habits, and the like" (Kahn, et al., 1964, p. 32). Interpersonal relations are used, by Kahn, et al. (1964), to "refer to the more or less stable patterns of interaction between a person and his role senders and their orientations toward each other" (Kahn, et al., 1964, p. 32). Variables associated with interpersonal relations,

according to the authors are (a) power, (b) affective bonds, including attractiveness (c) dependence and (d) style of communication between role senders and the focal person (Kahn, et al., 1964).

C. Proposed Model of Study

What are the implications of current role theory for our proposed study? In this proposed study, we will use the data sources identified by Kahn, et al. (1964) to organize our search for information concerning current role expectations for school library media specialists. In this study, role senders and role incumbents from within the dotted-box in Figure 2.3 (Hypothetical Role Set Model) were to be used as potential data sources. In a typical school setting, those role senders would be (a) principals, (b) teachers, (c) technology support personnel, (d) library support personnel, and (e) school library media specialists themselves.

D. What Do We Know About the Current Role of School Library Media Specialists?

At this point, we have discussed two different models that can be used to determine appropriate data sources for a study of the role expectations for school library media specialists. The first model has its origins in William J. Goode's theories of role strain. Goode identifies members of four groups as potential role evaluators: (a) egos, (b) alters, (c) reference groups, and (d) society (Goode, 1960, p. 491). The second model is derived from the work of (Kahn, et al., 1964) as described in *Organizational Stress*. In that work, Kahn, et al. (1964) suggest that the most important role senders for a focal incumbent are usually those within the boundary of the work unit (Kahn, et al., 1964, pp. 40-41). Kahn, et al. (1964, p. 41) suggest role senders, within the boundary of the work unit, can be divided into three discrete groups: (a) supervisors, (b) peer

co-workers, and (c) subordinates. In this study, we plan to rely on the model proposed by Kahn, et al. (1964) to determine potentially information-rich data sources for our study of role expectations for school library media specialists, with one addition. The importance of professional reference groups in the definition of role expectations for professional groups cannot be overestimated.

In this section, therefore, we will discuss the (a) history of role expectations of professional reference groups and what the literature says about the role expectations of (b) principals, (c) teachers, (d) technology support personnel, (e) school library media specialists, and (f) library support personnel for school library media specialists.

1. Role expectations of reference groups: 1915 – present.

The most influential professional association in the area of school librarianship has been, without a doubt, the American Library Association (ALA). The ALA, founded in 1876 (Thomison, 1978, p. 12), exerts influence on the library media profession similar in scope and degree to the influence wielded by other professional organizations like the American Medical Association (AMA), American Bar Association (ABA), or American Dental Association (ADA). Since 1915, the ALA has produced ten separate publications whose primary focus was the definition, or delineation of appropriate roles for school library media professionals.

a. The high-school library (1915).

Written in 1915, by Gilbert O. Ward's, *The High-School Library* is apparently, the first publication of the ALA, dealing in any way with the role of the school librarian. In *The High-School Library*, Ward breaks the high school librarian's responsibilities into (a) guidance of

reading, (b) discipline, (c) permits, and (d) instruction in the use of books (Ward, 1915, pp. 11-15).

Between 1920 and 1975, the ALA is credited with the publication of five separate sets of standards concerning school libraries. According to the preface of *Information Power* (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. v; 1998, p. v), the first standards for school libraries were published in 1920.

b. Standard library organization and equipment for secondary schools of different sizes (1920).

In 1920, the National Education Association (NEA) and the ALA cooperated on the publication of *Standard Library Organization and Equipment for Secondary Schools of Different Sizes*, the first ALA approved set of standards for high schools and junior highs (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. v). Certain's 1920 pamphlet divided secondary school recommendations into four groups based on student body size, or level served. Certain's divisions were (a) four-year high schools or senior high schools with enrollment between 500 and 3000 students, (b) with enrollment between 200 and 500 students, (c) with enrollment below 100 students, and (d) junior high schools.

The high school librarian, according C.C. Certain, "should combine the good qualities of both the librarian and the teacher and must be able to think clearly and sympathetically in terms of the needs of high-school students" (Certain, 1920, p. 11).

c. Elementary school library standards (1925).

In 1925, the NEA and ALA again cooperated on a set of standards by publishing *Elementary School Library Standards* (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. v). As chairman of the Joint Committee on Elementary School Library Standards, C. C. Certain was again responsible for writing the report. The report listed seven "duties" for elementary school librarians. According to Certain:

> The duties of the school librarian shall be: (1) To organize the library and look after all the details of administration (2) To teach the use of libraries and books through close cooperation with the departments of the school (3) To encourage reactional [sic] reading in every way possible (4) To make recommendations to the principal concerning administrative policy, materials, and books for the library (5) To confer with other elementary school supervisors, the supervisor of the school libraries, members of the public library who are interested, on the selection of books and materials needed (6) To assist the teachers of the schools in every way possible in securing material for their teaching – for example: (a) Annual purchasing list (b) Suggestions concerning inter-library loans (c) Recommendations concerning sources of free material (7) To be in charge of the library full time (Certain, 1925, p. 12).

d. School libraries for today and tomorrow (1945).

A third set of standards, *School Libraries for Today and Tomorrow*, were published by the ALA in 1945 (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. v). The first three sets of standards have been characterized as focusing on differentiating "between the role of the school librarian and the public librarian" (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. v). According to the editors of *School Libraries for Today and Tomorrow*:

> The school librarian is perhaps the most important factor in a full program of library service. A professional librarian who knows books and knows how to select, organize and interpret them; a master teacher who understands children and knows what the school should do for them; and a practical executive who is skilled in organizing a variety of forces to produce effective action – all are needed in the person of the successful librarian (Douglas, American Library Association. Committee on Post-War Planning, & American Association of School Librarians, 1945, p. 16).

The 1945 standards were the first set of school library standards to "emphasize programs and service to the school community" (D. Barron & Bergen, 1992, p. 522).

e. Standards for school library programs (1960).

In 1960, a fourth set of standards for school libraries, *Standards for School Library Programs*, were published by the American Association of School Librarians (AASL), a division of the ALA (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. v). The 1960 standards identify eight different areas of responsibility for school librarians. According to the 1960 standards, the school librarian:

- Works closely with classroom teachers.
- Stimulates and guides students in their reading.
- Directs the planning and implementation of the school's program of instruction that teaches students how to use library resources intelligently and effectively.
- Constantly serves the school in his capacity as a specialist in the field of books and other materials.
- Serves on the school's committee for textbooks.
- Participates in the co-curricular activities of the school.
- Administrative responsibility for the school library program as a whole (American Association of School Librarians & American Association of School Librarians. Committee for Implementation of Standards, 1960, pp. 48-49).

The president of the Knapp Shoe Company was so impressed with the 1960 standards, that he contributed one million dollars to the ALA for the purpose of determining the effects of

the standards on learning (D. Barron & Bergen, 1992, p. 522). The results of the study were positive and therefore used by the American Association of School Librarians (AASL) to persuade Congress to include support for school libraries specifically in the Elementary and Secondary Education Act of 1965 (D. Barron & Bergen, 1992, p. 522).

f. Standards for school media programs (1969).

In 1969, a fifth set of standards for school libraries, *Standards for School Media Programs*, were published by the American Association of School Librarians (AASL), a division of the ALA (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. v). The 1969 standards are the first standards to refer to professional staff as "media specialists" as opposed to "librarians" (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. vi; D. Barron & Bergen, 1992, p. 523). The 1969 standards enumerate 16 different responsibilities for media specialists. The 1969 standards "emphasized the changing role of the school media specialist in working with teacher [sic] and students" (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. vi). For the first time, the school library media specialist's role included working with teachers and students to aid them in the acquisition listening, viewing and reading skills (American Association of School Librarians & Association for Educational Communications and Technology, 1998, p. vi). The 1969 standards suggested that professional library media staff implements the media program by:

- Serving as instructional resource and materials specialists to teachers and students.
- Selecting materials for the media center and its program.
- Making all materials easily accessible.

- Assisting teachers, students and technicians to produce materials which supplement these available through other channels.
- Working with teachers in curriculum planning.
- Teaching the effective use of media to members of the faculty.
- Assuming responsibility for providing instruction in the use of the media center and its resources that is correlated with the curriculum and that is educationally sound.
- Assisting children and young people to develop competency in listening, viewing, and reading skills.
- Helping students to develop good study habits, to acquire independence in learning and to gain skill in the techniques of inquiry and critical evaluation.
- Guiding students to develop desirable reading, viewing, and listening patterns, attitudes, and appreciations.
- Providing teachers with pertinent information regarding students' progress, problems, and achievements, as observed in the media center.
- Acting as resource persons in the classrooms when requested by the teachers.
- Serving on teaching teams.
- Making available to the faculty, through the resources of the professional collection, information about recent developments in curricular subject areas and in the general field of education.
- Supplying information to teachers on available inservice workshops and courses, professional meetings, and educational resources of the community (Joint Committee of the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association, 1969, pp. 8-9).

g. Media programs: District and school (1975).

Since 1975, the ALA has been responsible for the generation of four separate sets of guidelines describing the roles and responsibilities expected of school library media specialists.

The first set of professional expectations, since 1975, can be found in *Media Programs: District and School* (American Association of School Librarians, et al., 1975). This set of guidelines, published in association with the Association for Educational Communications and Technology (AECT), lists four functions for school library media specialists: (a) design, (b)

consultation, (c) information, and (d) administration (American Association of School Librarians, et al., 1975, p. 6).

According to the ALA/AASL, "these functions derive from the basic roles of media professionals and are overlapping rather than discrete, penetrating all operations of the program and providing a basis for evaluating their efficiency" (American Association of School Librarians, et al., 1975, p. 6).

Activities associated with the 1975 design function can, for the most part, be characterized as planning activities. According to the AASL, "the design function relates to formulating and analyzing objectives; establishing priorities; developing or identifying alternatives; selecting among alternatives; and implementing and evaluating the system, the product, the strategy, or technique" (American Association of School Librarians, et al., 1975, p. 6).

Activities listed as part of the consultation function can best be described as advisory services. The activities associated with the consultation function center on the provision of recommendations, or advice. Somewhat strangely, the consultation function seems to focus not on consultation in the area of information, but in the area of teaching and instruction. According to the AASL, "the consultation function is applied as media professionals contribute to the identification of teaching and learning strategies; work with teachers and students in the evaluation, selection, and production of materials; and serve as consultants in planning and reordering physical facilities to provide effective learning environments" (American Association of School Librarians, et al., 1975, p. 7).

The third function described as appropriate for school library media specialists in *Media Programs* is the information function. The nine activities listed as part of the information function can be characterized as those typically associated with the services provided by all libraries, regardless of the library's clientele. According to the AASL, "the information function relates especially to providing sources and services appropriate to user needs and devising delivery systems of materials, tools and human resources to provide for maximum access to information in all its forms" (American Association of School Librarians, et al., 1975, p. 8).

The final function described by the ALA in *Media Programs* as appropriate for school library media specialists is termed the administration function. The activities listed as appropriate in *Media Programs,* under the administration function, fit neatly into the management category. The activities listed under the administration function deal directly with the efficient running of a school library.

According to *Media Programs: District and School*, this function "is concerned with the ways and means by which program goals and priorities are achieved" (American Association of School Librarians, et al., 1975, p. 9).

The 1969 and 1975 standards are reported to have further developed school library media specialists sense of self, but "were not widely known outside the field" (American Association of School Librarians, et al., 1975, p. 523). Virtually all activities assigned to the four functions, suggested as appropriate for school library media specialists in the 1975 publication, have been impacted by the development of the microcomputer. Many of key dates associated with the adoption of microcomputer technology in libraries take place between 1960 and the present.

h. Information power: guidelines for school library media programs (1988).

At this point in time, probably the most influential ALA publication in the area of role definition and description has been *Information Power*. According to the 1988 edition of *Information Power*,

> To carry out the mission of the program, the library media specialist performs the following separate but overlapping roles to link the information resources and services of the library media program to the information needs and interests of the school's students and staff: information specialist, teacher, instructional consultant (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. 26).

In the 1988 edition of *Information Power*, the section entitled, "Guidelines for Fulfilling Roles and Responsibilities", outlines/defines the roles and responsibilities of the school library media specialist.

Information Specialist (1988)

As information specialists:

- Library media specialists make resources available to students and teachers through a systematically developed collection within the school and through access to resources outside the school.
- Access to the library media center collection is provided by an accurate and efficient retrieval system that uses the expanding searching capabilities of the computer.
- Students receive assistance in identifying, locating, and interpreting information housed in and outside the media center.
- Students and teachers have access to the library media center and to qualified professional staff throughout the school day. Class visits are scheduled flexibly to encourage use at point of need.
- Policies and procedures ensure that access to information is not impeded by fees, loan restrictions, or online searching charges.
- Teachers, students, parents, and administrators are informed of new materials, equipment, and services that meet their information needs.

- Students at remote sites are provided with access to information (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. 38).

Teacher (1988)

As Teachers:

- The information curriculum is taught as an integral part of the content and objectives of the school's curriculum.
- The information curriculum includes instruction in accessing, evaluating, and communicating information and in the production of media.
- Library media specialists and teachers jointly plan, teach, and evaluate instruction in information access, use, and communication skills.
- Assistance is provided in the use of technology to access information outside the library media center.
- Teachers and other adults are offered learning opportunities related to new technologies, use and production of a variety of media and laws and policies regarding information.
- Library media specialists use a variety of instructional methods with different user groups and demonstrate the effective use of newer media and technologies (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. 39).

Instructional Consultant (1988)

As Instructional Consultants:

- Library media specialists participate in building, district, department, and grade-level curriculum development and assessment projects on a regular basis.
- Library media specialists offer teachers assistance in using information resources, acquiring and assessing instructional materials, and incorporating information skills into the classroom curriculum.
- Library media specialists use a systematic instructional development process in working with teachers to improve instructional activities.
- Library media specialists provide leadership in the assessment, evaluation, and implementation of information and instructional technologies (American Association of School Librarians & Association for Educational Communications and Technology, 1988, p. 39).

Frequently referred to as *Information Power I* (Boehm, 2009), the first edition of *Information Power* (1988) followed the same prescriptive format as earlier school library media handbooks published by the American Library Association (Anderson, 1999; Baule, 1998). The

1988 version of *Information Power* followed the example of earlier handbooks in that it focused on quantitative measures of the equipment and facilities necessary to run school library media centers (Baule, 1998; Johnson, et al., 1999, p. 36).

The 1998 version of *Information Power (1998)*, in contrast to the 1988 version, focused on collaborative practices (Haycock, 1998). The change in focus has been attributed to (a) changes in information technology and (b) access to remote resources (American Association of School Librarians & Association for Educational Communications and Technology, 1998, p. vii; Haycock, 1998) that had taken place in the ten years between the two publications.

i. Information power: building partnerships for learning (1998).

Frequently referred to as *Information Power II* (Boehm, 2009), the 1998 edition of *Information Power*, identifies four roles as being appropriate for the school library media specialist (American Association of School Librarians & Association for Educational Communications and Technology, 1998, pp. 4-5). Those four roles are (a) teacher, (b) instructional partner, (c) information specialist, and (d) program administrator (American Association of School Librarians & Association for Educational Communications and Technology, 1998).

Teacher (1998)

The 1998 edition of *Information Power* describes the media specialist's role of teacher as:

> As teacher, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resources provide. An effective instructor of students, the library media specialist is

knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations-particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn, to think, and to create and apply new knowledge. A curricular leader and a full participant on the instructional team, the library media specialist constantly updates personal skills and knowledge in order to work effectively with teachers, administrators, and other staff-both to expand their general understanding of information issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the uses of information technology (American Association of School Librarians & Association for Educational Communications and Technology, 1998, p. 4).

Instructional Partner (1998)

The 1998 edition of Information Power defines the role of instructional partner as:

As instructional partner, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, nonprint, and electronic information resources. Working with the entire school community, the library media specialist takes a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, the library media specialist works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards (American Association of School Librarians & Association for Educational Communications and Technology, 1998, pp. 4-5).

Information Specialist (1998)

In the 1998 edition, the ever-present role of information specialist is defined by the ALA as:

As information specialist, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical uses of information available in these and in

> more traditional tools (American Association of School Librarians & Association for Educational Communications and Technology, 1998, p. 5).

Program Administrator (1998)

The newly identified role of program administrator is defined in the 1998 publication as:

> As program administrator, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all the activities related to it. Confident of the importance of the effective use of information and information technology to students' personal and economic success in their future lives, the library media specialist is an advocate for the library media program and provides the knowledge, vision, and leadership to steer it creatively and energetically in the twenty-first century. Proficient in the management of staff, budgets, equipment, and facilities, the library media specialist plans, executes, and evaluates the program to ensure its quality both at a general level and on a day-to-day basis (American Association of School Librarians & Association for Educational Communications and Technology, 1998, p. 5).

j. Empowering learners: guidelines for school library programs (2009).

In addition to the four roles identified in the last edition of *Information Power*, the most recent set of program guidelines published and endorsed by the American Association of School Librarians (AASL) recognizes the importance of a fifth additional role for school library media specialists. That new role is that of leader. (American Association of School Librarians, 2009) According to the AASL:

> Leadership is integral to developing a successful 21st-century school library program. As information literacy and technology skills become central to learning, the school librarian must lead the way in building 21st-century skills throughout the school environment. Doing so involves a willingness to serve as a teacher and a learner who listens to and acts upon good ideas from peers, teachers, and students. Leadership also requires increased professional commitment and thorough knowledge of the challenges and opportunities facing the profession. By becoming an active member of the local and global learning community, the school librarian can build relationships with organizations and

> stakeholders to develop an effective school library program and advocate for student learning (American Association of School Librarians, 2009, pp. 16-17).

Table 2.1, below, provides a useful way to see the development of school library media specialist roles as defined by the American Library Association between the years 1988 and 2009.

Role	Information Power (1988)	Information Power (1998)	Empowering Learners (2009)
Teacher	X	X	X
Information Specialist	X	X	X
Instructional Partner / Consultant	X	X	X
Program Administrator		X	X
Leader			X

Table 2.1 SLMS Roles as Defined by ALA

k. School library media programs (1987).

In addition to the recommendations of the ALA and AECT on the national level, other professional organizations, or government bodies at the state level have also generated recommendations, evaluative checklists, or job descriptions for media specialists, or district media directors. In *School Library Media Programs: A Resource and Planning Guide* (Hopkins, et al., 1987), a publication developed for use in Wisconsin, we find both job descriptions and

evaluative checklists for “District Library Media Director” and “School Library Media Specialist”. In the job description and evaluative checklist for District Library Media Director responsibilities are broken down into seven (7) categories: (a) organization, (b) instructional development, (c) library media staff development, (d) personnel management, (e) information retrieval, (f) fiscal management and (g) communication (Hopkins, et al., 1987, pp. 44-48). In the job description and evaluative checklist for school library media specialist, responsibilities are broken down into four (4) categories (a) administrative, (b) educational, (c) technical, and (d) professional (Hopkins, et al., 1987, pp. 49-52).

l. Information & technology literacy (2002).

The most recent set of recommendations applicable to information technology workers in Wisconsin public schools, can be found in *Information & Technology Literacy: A Collaborative Planning Guide for Library Media and Technology*. In *Information & Technology Literacy*, “performance expectations for professional library media and instructional technology staff” (Potter, et al., 2002, p. 17), have been divided into five areas: (a) leadership and vision, (b) student achievement and accountability, (c) information and technology systems, (d) staff development and professional growth, and (e) operational management (Potter, et al., 2002, pp. 17-19).

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2. Role expectations of role senders for school library media specialists.

a. The Search process.

Information concerning role expectations for library media specialists can be obtained from (a) journal articles, (b) dissertations and theses, (c) monographs and reports, and (d) professional standards. Indexing for journal articles in the area of education and library and information sciences can be found in (a) *Education Index/Abstracts and Full-Text*, (b) *Library Literature*, and (c) *Educational Resources Information Center (ERIC)*. *Education Index*, produced by H.W. Wilson, indexes over 400 periodicals, yearbooks, and selected monographs from June of 1983 until present. *Library Literature*, also produced by H.W. Wilson, provides indexing for more than 220 periodicals and a limited number of books, pamphlets and conference reports since 1984. *ERIC* indexes a wide variety of material formats in the area of education, including journals (more than 980), reports, dissertations, microforms, monographs, etc. *ERIC* online indexes go back to 1966.

In addition to *Education Index*, *Library Literature*, and *ERIC*, we used (a) *ProQuest* (UMI) *Digital Dissertations* to search for dissertations and theses published after 1861, (b) MadCat to search for locally held monographs related to the literature of role expectations for school library media specialists, and (c) *Academic Search* and (d) *ProQuest Research Library* to search general periodicals.

b. Search limitations.

Our search of the literature in area of role expectations for school library media specialists has been focused on the years after 1990. Why 1990? Because, 1990 was the year in

which Tim Berners-Lee, an Englishman working at CERN in Geneva, Switzerland, developed hypertext and thereby made the World Wide Web possible (Segaller, 1998, p. 284). The development of hypertext allowed users with any type of computer, mainframe, minicomputer, or microcomputer, to access the same graphical and textual information without using terminal emulation. It also made it possible to replace other internet services like FTP, and gopher with a single interface (Abbate, 1999, p. 215). A strong case can be made for limiting our search to years 1993 and beyond. 1993 was the year in which Marc Andreesen, among others, at the University of Illinois at Champaign-Urbana, developed a graphical browser they called Mosaic (Segaller, 1998, p. 380). Mosaic, the precursor of Netscape Navigator and Internet Explorer, made the navigation and display of hypertext information relatively easy. In 1993, the World Wide Web also increased by 341,000% (Segaller, 1998, p. 380). The year 1990, however, is a nice round number and the use of information technology in libraries, as noted in Chapter I, is not limited exclusively to use of the Internet.

Approximately one dozen studies completed since 1984 speak directly to the role expectations of (a) school library media specialists, (b) supervisors, (c) teachers, (d) technology support personnel, and (e) subordinates for school library media specialists. The studies can be grouped into five areas of interest (a) degree of expectation congruence with *Information Power*, (b) the relative value of school library media specialists (c) school library media specialist work habits, (d) role expectation overlap, and (e) preferred services.

c. Congruence with information power.

Four recent studies, (Gehlken, 1994; McCracken, 2000; Mosqueda, 1999; Shelton, 2002) deal with perceptions of congruence, or consistency of the role expectations of school library media specialists and role senders for school library media specialists.

A study by Vivian Gehlken contains some data that can be used to assess student expectations for school library media specialists. In her 1994 study of three Blue Ribbon South Carolina secondary schools, Vivian Gehlken sought to answer three questions: (a) "what role do high school library media programs play in identified Blue Ribbon Award-winning South Carolina high schools" (Gehlken, 1994, p. 135), (b) "what role do library media specialists play in identified Blue Ribbon Award-winning South Carolina high schools (Gehlken, 1994, p. 136) and (c) "what library/media services do student users, potential users, and non-users perceive as most important to provide" (Gehlken, 1994, p. 137).

Gehlken concluded that the library media program had a dual role in the schools in question: (a) support for the school's instructional program, and (b) support for "independent exploration and learning" (Gehlken, 1994, p. 138). Gehlken's study indicated "unquestioned agreement" (Gehlken, 1994, p. 136) among teachers, principals and media specialists that the role of media specialists included the three roles outlined in the 1988 edition of *Information Power* (i.e., teacher, instructional consultant, and information specialist). In regard to the third research question (i.e., most valued services), Vivian Gehlken's study indicated that students felt the most important role of the media specialist was as a service provider (Gehlken, 1994, p. 137). The services most highly valued by students in the study were "(1) help from the media specialist

to find information, (2) the electronic catalog, (3) computer-printer workstations, (4) and the copying machine" (Gehlken, 1994, p. 138).

Barbara Mosqueda was responsible for a 1999 Florida study (Mosqueda, 1999) similar in nature to Vivian Gehlken's 1994 study. Mosqueda's study involved media specialists and principals from 67 schools designated as Blue Ribbon Schools in Florida from 1990-1998. Principals and media specialists from those schools were asked to complete a 64-item self-reported, true-false questionnaire based on standards described in the 1998 edition of *Information Power* (Mosqueda, 1999, p. 136). In *Perceptions of the Role of the Library Media Program and the Library Media Specialist in Selected National Blue Ribbon Schools in Florida*, Mosqueda attempted to answer seven research questions concerning the role of the media specialist using the questionnaire. All seven of the research questions dealt, in some way, with media specialists roles as outlined in the 1998 edition of *Information Power*. Mosqueda concluded that principals and media specialists were (a) in substantial agreement about the roles of the media specialist and (b) that those roles were consistent with the roles as described in *Information Power* (Mosqueda, 1999, p. 128).

Like Mosqueda and Gehlken, McCracken used the professional role recommendations put forward in *Information Power* as a framework for her research. McCracken used survey methodology to attempt to answer two questions about a series of statements. For each of the statements McCracken asked the questions, "Do you practice this?" and "Do you think this is an important part of the school library media specialist's role?" (McCracken, 2000, p. vii-ix).

McCracken found that in every instance mean values on the Practical Scale were lower than on the Theoretical Scale. In other words, SLMSs felt they were unable to perform at the

level they would like. McCracken also found that (a) "school library media specialists perceive that they practice the role of information specialist to a greater extent than any other role" (McCracken, 2000, p. 98), (b) "the role of teacher is perceived to be practiced less than information specialist and program administrator, but more than instructional partner, and instructional consultant" (McCracken, 2000, p. 99), (c) "the technology statements that school library media specialists practice least are assisting students in the creation of web pages and serving as technology coordinator for the school" (McCracken, 2000, p. 103), (d) "remaining current on all issues related to the use of information and technology" is the statement SLMSs perceive as the most important technology statement (McCracken, 2000, p. 103), (e) "school library media specialists at the elementary level perceive the role of information specialist to be less important than those at the middle, secondary and high school levels" (McCracken, 2000, p. 108), (f) "as the amount of technology in the school library media center increases, the perceptions of the use of technology increase" (McCracken, 2000, p. 111), and (g) "there is no significant difference in the perceptions of the school library media specialists with different years of experience" (McCracken, 2000, p. 115).

In addition to the other items, McCracken asked two open-ended questions at the end of the survey. The first question was, "What factors promote your ability to expand your role?" McCracken listed the top ten most frequently mentioned factors as (a) supportive principals and administrators (134), (b) supportive faculty (85), (c) use of new technology and Internet access (83), (d) professional development opportunities (49), (e) my own abilities and willingness to move forward (45), (f) adequate funding (43), (g) clerical support (38), (h) technology staffing and support at the school (27), (i) flexible schedule (25) and (j) parent volunteers (21)

(McCracken, 2000, p. 121). The second of McCracken's open-ended questions was, "What barriers do you face in changing and expanding your role?" McCracken listed the ten most frequently mentioned factors as (a) lack of time (124), (b) lack of adequate funding (105), (c) lack of support and interest by teachers (67), (d) fixed schedule (56), (e) lack of clerical support (54), (f) insufficient professional staff (48), (g) lack of administrative support (33), (h) shortage of technology and lack of Internet access (27), (i) lack of knowledge about how to use technology (21), and (j) lack of support to keep technology working (20) (McCracken, 2000, p. 123-124). Four respondents listed, "power struggles with the technology coordinator" as a barrier (McCracken, 2000, p. 124).

Patricia Shelton is responsible for the most recent study exploring at least one of the roles described as appropriate for school library media specialists in *Information Power*. One of the questions Shelton attempts to answer, "What is the library specialists' role in teaching information literacy in the twenty-first century? (Shelton, 2002, p 72)," is of interest in this study. In an attempt to answer that question, at one point in Patricia Shelton's study, *Perceptions of the Changing Role of the Library Media Specialist*, she asks the question, "What are the three most important roles for the school library media specialist in your school?" (Shelton, 2002, p. 69) Of the twenty-five respondents 21 (84%) indicated that they felt (a) teaching was their most important role, and 18 (80%) indicated that they felt (b) instructional partner was their second most important role (Shelton, 2002, p. 69). Shelton's choices, however, for some strange reason, apparently did not include the role of information specialist.

c. The Value of school library media specialists.

Two studies (Connors, 1984; Lancaster, 1998), address the relative value role senders place upon school library media specialists or school library media programs. Strictly speaking, Connors' study is outside our 1990 or later filter, but Connors' dissertation is one of the few to deal directly with how superintendents perceive school library media programs.

In her 1984 study, Connors concluded that both superintendents and media specialists recognized the existence of an instructional role, and a curriculum-related role, as well as a service role for the library media specialist (Connors, 1984, p. 131). Media specialists saw themselves as spending most of their time on "working with teachers, students, teaching, production, and developing programs" (Connors, 1984, p. 131) and little time on clerical work. Superintendents, on the other hand, saw media specialists "spending ten hours or more on clerical work" (Connors, 1984, p. 131). In Connors' study, most superintendents indicated they regarded library media specialists as "absolutely necessary" (Connors, 1984, p. 131). "Few of them would compromise the program with an aide" (Connors, 1984, p. 131). However, 25% did not "see the library media specialist as important" (Connors, 1984, pp. 131-132).Connors study revealed that "75% of the superintendents indicated their teachers would indeed notice if the library media center closed and they would be obliged to teach differently" (Connors, 1984, p. 132).

There is evidence that administrators value the role of the school library media specialists quite highly. Barbara Lancaster's 1998 study, *The Superintendents' Perceptions of the School Library Media Center*, indicated that the vast majority (83%) of superintendents, in Lancaster's study, "recognized the library media specialist as a necessity" (Lancaster, 1998, p. 203). Using a

forced choice technique, Lancaster gave superintendents a choice of who they would cut first among (a) art teachers, (b) physical education teachers, (c) music teachers, (d) library media specialists and (e) classroom teachers. Lancaster found that only classroom teachers ranked as high as library media specialists (Lancaster, 1998, p. 117). Of the other groups listed, superintendents indicated that first to go would be physical education teachers, followed by art teachers, and music teachers (Lancaster, 1998, p. 165).. When Lancaster asked superintendents to make the same type of choice between 10 different hypothetical supervisory positions (i.e., curriculum coordinator, reading coordinator, counseling director, physical education director, art director, music director, athletic director, library director, principal, other), she found, that in the minds of superintendents, only principals fared better than the library media director (Lancaster, 1998, p. 119). First to go, in the eyes of Texas superintendents, would be art directors, followed by physical education directors, athletic directors, music directors, curriculum coordinators, counseling directors, and reading coordinators (Lancaster, 1998, p. 119).

e. Work studies.

Descriptions of the ways in which school library media specialists spend their day can be used to help us discover how school library media specialists define their roles and responsibilities.

Since 1969, there have been approximately a dozen studies on the work activities of school library media specialists (Everhart, 2000, p. 53). If we apply our 1990 filter to Everhart's review of the literature related to the activities of school library media specialists, we come up with four studies that could be informative. The four studies are (a) Everhart's own dissertation,

published in 1990, entitled *An Analysis of the Work Activities of High School Library Media Specialists in Automated and Non-automated Library Media Centers Using Work Sampling*, reported in *School Library Media Quarterly* (Everhart, 1992); (b) a 1994 study by Marilyn Shontz, entitled *Output Measures for School Library Media Programs: Measuring Curriculum Improvement* (Shontz, 1994); (c) a 1996 study by Jean Donham van Deusen, entitled *An Analysis of the Time Use of Elementary School Library Media Specialists and Factors that Influence It* (Donham van Deusen, 1996); and (d) a 1999 study by Marilyn Miller and Marilyn Shontz, entitled *How Do You measure Up?: Expenditures for Resources in School Library Media Centers, 1997-1998* (M. L. Miller & Shontz, 1999).

Everhart's 1990 dissertation, reported-out in *School Library Media Quarterly* (Everhart, 1992), compared the work activities of high school media specialists with automated systems to media specialists without automated systems. Everhart's goal was to discover what kind of impact automation had on the work activities of media specialists. Everhart found "significant" differences between the two groups. The automated group was more likely to engage in activities related to (a) instructional development, and (b) use of technology (Everhart, 1992, p. p. 91). Media specialists in non-automated facilities were more likely to engage in activities related to (a) production and (b) circulation (Everhart, 1992, p. 91).

In each case, Everhart found that high school media specialists engaged in four activities more than ten percent of the time. Media specialists in automated centers, spent (a) 19.9 % in administration, (b) 12.9 % in use of technology, (c) 11.7 % in personal time, and (d) 10.0 % in reference (Everhart, 1992, p. 91). Media specialists in non-automated centers, spent (a) 16.1 % in administration, (b) 14.5 % in reference, (c) 10.8 % in clerical and (d) 10.4 % in personal time

(Everhart, 1992, p. 91). For media specialists in non-automated centers activities related to instruction took up 4.5 % of their time; while media specialists in automated centers engaged in activities 6.1 % of the time (Everhart, 1992, p. 91).

Figure 2.3, below, depicts the percentages of time Everhart found school library media specialists spent in selecte d activities in her 1992 study.

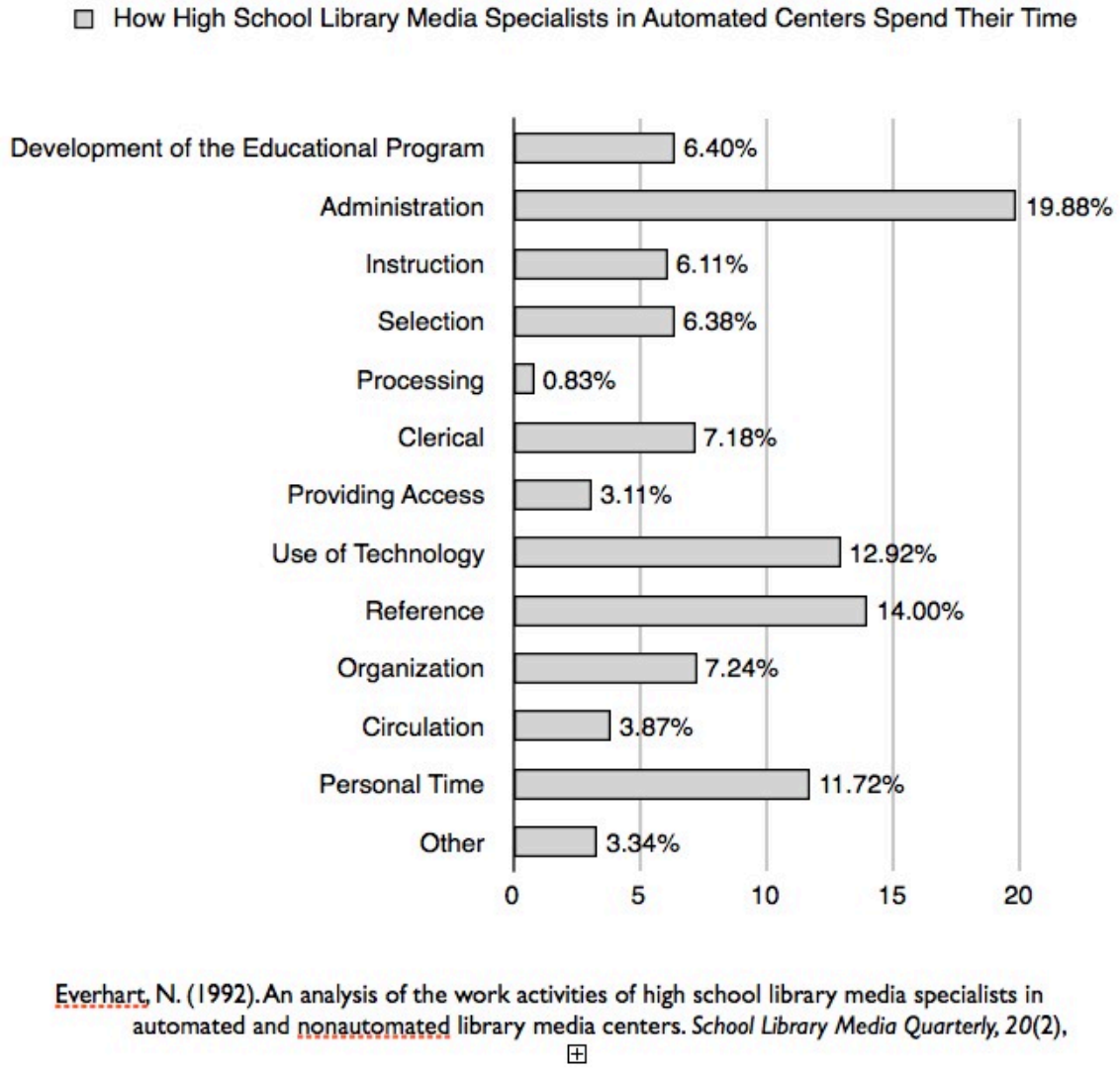
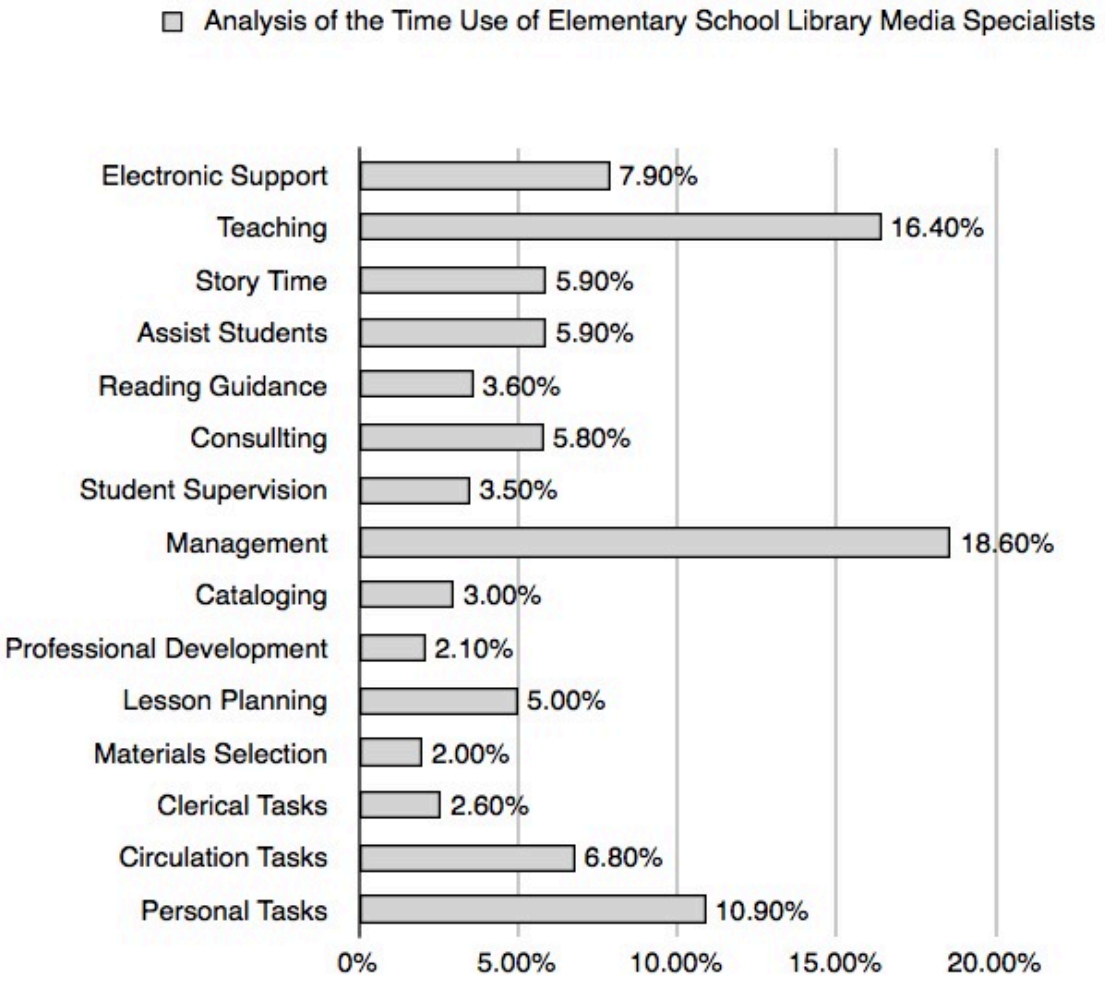


Figure 2.3 – High School SLMS Time Study

Shontz's 1994 study investigates media specialists' activities related to the use of time in instructional activities related to instructional planning. Shontz used survey methodology at eleven (11) institutions (nine high schools and two middle schools) to determine that the most frequently reported activity related to instructional planning was, "assist with individual students/small groups working on a unit" (Shontz, 1994, p. 177).

Jean Donham van Deusen's 1996 study attempted to do for elementary school library media specialists what Everhart had done for time use by high school media specialists. Donham van Deusen attempted to answer the question, "How do elementary library media specialists spend their time?" (Donham van Deusen, 1996, p. 85) Along with how media specialists spent their working day, Donham van Deusen also sought to measure the impact of how (a) automated circulation systems, (b) scheduling, (c) support staff, (d) whole language, and (e) number of buildings served, impacted time spent on those activities. Figure 2.4, below, depicts the percentages of time Donham van Deusen found elementary school library media specialists spent in various activities.



Donham van Deusen, J. (1996). An analysis of the time use of elementary school library media specialists and factors that influence it. *School Library Media Quarterly, 24*(2), 85-92.

Figure 2.4 – Elementary SLMS Time Study

Like Everhart, Donham van Deusen found that the single largest chunk of time in a media specialist's day was composed of activities related to administration, or management (18.6 %) (Donham van Deusen, 1996, p. 88). Unlike Everhart, Donham van Deusen found the second most frequently reported activity was teaching at 16.4 % (Donham van Deusen, 1996, p. 88).

Both Everhart and Donham van Deusen found that approximately 10 % of media specialists' activities could be categorized as personal tasks, or time (Donham van Deusen, 1996, p. 88).

In addition to the baseline data Donham van Deusen's study provided, she found that (a) automated circulation systems, (b) flexible scheduling and (c) availability of support staff all had an impact on elementary media specialists' activities (Donham van Deusen, 1996, p. 91). Automated circulation systems appeared to "reduce the nonprofessional work performed by library media specialists" (Donham van Deusen, 1996, p. 91). Flexible scheduling "had a positive relationship to individual assistance to students, provision of electronic support for teachers, and consultation work performed for teachers" (Donham van Deusen, 1996, p. 91). The availability of support staff obviously had an impact on the performance of "nonprofessional tasks" (Donham van Deusen, 1996, p. 91).

Marilyn Miller and Marilyn Shontz were responsible for a survey reported in the October 1999 issue of *School Library Journal* (M. L. Miller & Shontz, 1999). In "How do You Measure Up?", Miller & Shontz found, among other things, that elementary SLMSs on a flexible schedule spent more time (3.54 hours per week), in teacher/SLMS planning, than SLMSs using combined scheduling (2.71 hours per week) and SLMSs on a fixed schedule (2.13 hours per week) (M. L. Miller & Shontz, 1999, p. 56).

In addition to the studies mentioned in Everhart's review of the literature, one of the dissertations, uncovered in our search of *Dissertation Abstracts,* can also provide us with information about the work activities of school library media specialists.

In a study of media specialists in two Kentucky school systems, using work sampling techniques (eight participants), Chris McIntosh found that 63.2% of a media specialist's day was

spent in activities related to their role as an information specialist, 17.0% in the role of teacher, and 13.0% in the role of instructional consultant (McIntosh, 1994, p. 64). McIntosh also found that the time spent in those three roles varied depending on the grade level. McIntosh found that, "the elementary school library media specialists logged 21 percent of their activities as being in the role of teacher, while the middle school logged 14 percent, and the high school logged only 8 percent" (McIntosh, 1994, p. 68).

McIntosh found that while most of the activities media specialists engaged in could be associated with their role as an information specialist, that too, varied by grade level. High school level media specialists spent 72% of their time in the role of information specialist, while media specialists at the middle school level spent 70% and elementary specialists spent 60% of their time of their time in that role (McIntosh, 1994, p. 65).

In McIntosh's study, the role media specialists were least active in was that of instructional consultant. The study found that high school media specialists spent approximately 15% of their time in this role, elementary media specialists spent 14%, and middle school media specialists spent only 8% of their time as instructional consultants (McIntosh, 1994, p. 71).

f. Role overlap.

There is evidence (Carter, 1997; Johnson, 2001; Reilly, 1999) that technology coordinator/directors are undergoing some of the same type of role confusion that many school library media specialists are experiencing. At least two studies suggest that teachers value service from technology coordinators above other possible job functions (Baule, 1997).

In *A Comparison of the Roles of the School Library Media Specialist and the Computer/Technology Teacher Within the Same School Environment in the Charlotte-Mecklenburg School System*, Andrews uses a national survey of the country's 50 largest school systems along with work sampling in local schools to document the relationship of the computer/technology teacher and the school library media specialist. In regard to staffing, Andrews found that "a computer/technology teacher was used exclusively to handle technology in 18.6% of the districts and the media specialist was used exclusively in 4.6% of the school districts" (Andrews, 1997, p. 79). Andrews also found "a trend toward using computer/technology teachers in individual schools. Most (92%) of the school districts indicated that a computer/technology teacher worked in individual schools. Media specialists were also playing a significant role in technology: 86% of the school districts indicated that media specialists "had a role in dealing with technology" (Andrews, 1997, pp. 45-46). Work sampling of the 14 participants in the study revealed that many of their tasks were similar. Only seven tasks were found to be significantly different between the two groups (Andrews, 1997, p. 83). Those tasks were (a) circulation, (b) audio-visual equipment, (c) audio-visual production, (d) selection and ordering of software, (e) selection and ordering of other materials, (f) software installation, and (g) software troubleshooting (Andrews, 1997, p. 83).

Andrews' work sample groups were markedly different in their composition. The seven media specialists were all women over 41 years of age, five with master's degrees, and two with bachelor's degrees. The computer/technology group consisted of three males and four females, of all ages, three of whom possessed a master's degree, and four of whom possessed a bachelor's degree (Andrews, 1997, p. 83). Andrews found that media specialists spent 23.7% of their day in

activities related to student instruction, 10.5% in personal time, 7.35% in planning for instruction, 6.97% in circulation, 6.62% in organization, 6.01% in public relations and 5.21% in program administration (Andrews, 1997, p. 81). Andrews found that computer/technology teachers spent 28.77% of their day in activities related to student instruction, 6.65% in personal time, 6.21% in computer access, 6.19% in program administration, 5.70% in software troubleshooting, 5.22% in planning for instruction and 5.14% in network administration (Andrews, 1997, p. 81).

In Dorie Johnson Powell's 1998 study, a random sample of 300 Tennessee school library media specialists were polled about the use of technology in media centers (Powell, 1998). Powell's study sought to answer questions about to the level of access to technology and media specialist's comfort with that technology. Powell found that school library media specialists in the sample were almost all female (97.2%), over 36 years old, held advanced degrees, and had little formal training in technology. They used a computer on a daily basis, yet 58% rated themselves as average users. Media specialists' attitudes toward technology were positive (Powell, 1998). Powell concluded that there was considerable variation in schools' access to technology, but that variation did not seem to be a function of school location. Differences in the level of use approached significance when school level was considered (i.e., secondary schools using technology in more ways than elementary schools) (Powell, 1998).

One study (Woods, 2000), suggested that as with school library media specials, teachers value service from technology coordinators above other possible job functions. In Woods (2000) study of the role of technology support personnel, it was found that three roles emerged for the

technology coordinator: (a) troubleshooter, (b) resource/answer person, and (c) integration advisor.

g. Preferred services.

Four studies (Burt, 1980; Charter, 1982; Gehlken, 1994; McCoy, 2001) provide us with insight into how various role senders value the services provided by school library media specialists. Vivian Gehlken's study, as noted earlier, indicated that students felt the most important role of the media specialist was as a service provider (Gehlken, 1994, p. 137). The services most highly valued by students in the study were "(1) help from the media specialist to find information, (2) the electronic catalog, (3) computer-printer workstations, (4) and the copying machine" (Gehlken, 1994, p. 138).

In addition to Gehlken's study, studies by Nancy Weaver Burt (Burt, 1980), and Jody Beckley Charter (Charter, 1982) can provide us with additional insight into what students expect from school library media specialists.

Charter's 1982 study sought to discover the influence of nine different factors on the quality of 17 "exemplary" media programs. Charter found that administrators, and teachers agreed on "'information services' as the preferred role of the media specialists" (Charter, 1982). Charter found the main concern of students to be accessibility.

Burt's 1980 study attempted to determine what programs and services of high school libraries/media centers were judged to be "most supportive of the needs of students and teachers by students, principals, and library media specialists." (Burt, 1980) Burt found that all groups felt that "accessibility services" should be the top priority of quality media programs. Burt found that

students saw "production services, including student media production; and acquisition services, including inter-library loans" (Burt, 1980), as least supportive.

It should be noted that all three of the studies, reported above, took place in secondary schools. It could very well be that elementary students value, or see the role of the media specialist somewhat differently than secondary students. The information we do have would lead us to believe that students see, or value the media specialist more as a service provider, or librarian, than as a teacher.

There is reason to believe that the role of the school library media specialists may change, depending on level of school served (McCoy, 2001, pp. 117-119). McCoy used a survey of 450 Georgia school library media specialists to answer, among others, the question, "Is there a difference in the job competencies that school library media specialists currently utilize relative to the instructional levels of the schools that they serve?" (McCoy, 2001, p. 117) McCoy found that the role of the school library media specialist did vary according to level served. McCoy divided job competencies into three constructs described in *Information Power* (American Association of School Librarians & Association for Educational Communications and Technology, 1998). McCoy found that of the competencies associated with "Information Access and Delivery", school library media specialists at the secondary level rated (a) "assisting with electronic searches," and (b) "serving as an information specialist for teachers higher than elementary media specialists"; while elementary school library media specialists rated (c) "providing a video production facility" (McCoy, 2001, p. 117) more highly than media specialists at other levels.

For the construct “Learning and Teaching”, McCoy found that elementary and middle school media specialists rated (a) “conducting or coordinating reading activities” higher than secondary school library media specialists; while secondary school library media specialists rated the competencies (b) “engaging in cooperative planning with teachers,” (c) “assisting with multimedia production projects”, and (d) “assisting with the use of presentation software” significantly higher than elementary school library media specialists (McCoy, 2001, p. 118).

For the construct “Program Administration”, McCoy found that elementary and middle school media specialists rated (a) “conducting or coordinating special library events”, significantly higher than secondary school library media specialists; and (b) elementary school media specialists rated “maintaining staff development programs,” significantly higher than middle school library media specialists (McCoy, 2001, p. 118).

When means were ranked across instructional levels, McCoy found that activities associated with the construct “Program Administrator” were ranked first by school library media specialists, followed by activities associated with “Information Access and Delivery,” and finally, those activities associated with the construct “Teaching and Learning” (McCoy, 2001, p. 115).

E. Summary of the Literature Related to Role Expectations for SLMSs

The role expectations of reference groups, for school library media specialists, and in particular the American Library Association, are well documented, well known and recent. Each and every reference group publication since 1915 recognizes at least two legitimate roles for the school library media specialist: (a) teacher, and (b) information specialist. In addition to those

two universal roles, many of the publications also emphasize (a) a consultative role or function and/or, (b) an administrative or management function, or role. The most recent written standards of the profession identify five appropriate roles for school library media specialists (American Association of School Librarians, 2009). Those five roles are (a) teacher, (b) instructional partner, (c) information specialist, (d) program administrator, and (e) leader (American Association of School Librarians, 2009).

The society of the school is largely composed of students, support staff, teachers and administrators. A search of the literature revealed evidence (Burt, 1980; Charter, 1982; Gehlken, 1994; Powell, 1998) that students (at least secondary students) look on school library media specialists primarily as service providers.

In the context of this study, technology coordinators and other technology support personnel can be said to constitute a group commonly referred to as an alter. Alter/Ego relationships are paired relationships in which groups composed of opposing or contrasting characteristics are used to define the pair. Technology coordinators as the only other information workers on the scene may help us define roles that are not expected from school library media specialists.

Checks of the databases and indices traditionally used to access research in the area of education revealed little, if any, useful information related to the expectations of technology support personnel for the role of school library media specialists in informational, or instructional technology. One study (Woods, 2000), suggested that teachers value service from technology coordinators above other possible job functions.

When asked about their own role expectations, school library media specialists seem to indicate a preference for the more traditional roles of program administrator and information specialist (McCoy, 2001; McCracken, 2000, 2001). But, "Library media specialists at the elementary level perceive the role of information specialist to be less important than those at the middle and high school levels." (McCracken, 2001)

Time studies can be used as a proxy for judging the importance of the various roles school library media specialists play. By comparing the results of Jean Donham van Deusen's two studies, we found that the activities of media specialists at different grade levels varied. High school media specialists tended to spend more time than elementary school library media specialists providing user services (Donham van Deusen, 1996, 1999). Elementary school library media specialists tended to spend more time in instructional activities (Donham van Deusen, 1996, 1999).

F. What Additional Information is Needed to Understand the Current Role of School Library Media Specialists?

Of the four different groups Goode (1960) suggested were necessary ingredients in any model of role expectations for a position, or status group, we were only able to describe the role expectations of reference groups to our satisfaction. The literature describing role expectations for school library media specialists from all other groups including, supervisors, teachers, technology support personnel, subordinates and school library media specialists themselves is insufficient for our purposes. Most of the literature is simply too old to be of much value. There is ample evidence that the role of the school library media specialist has changed radically in the last few years. Therefore, literature from before the era of the Internet, that deals with the role, or

importance of the school library media specialists, may be of limited usefulness when attempting to understand the current, or future roles of school library media specialists.

If we desire to flesh-out our understanding of current role expectations for school library media specialists using Kahn, Wolfe, Quinn, and Snoek's (1964) hypothetical role set model, we need to gather data concerning the expectations of (a) school library media specialists, (b) supervisors, (c) teachers, (d) technology support personnel, and (e) subordinates.

In Chapter III, we will decide on an appropriate research design with which we can answer our four questions of interest:

1. How do school library media specialists (SLMS) perceive their roles in Wisconsin public schools?
2. How do supervisors, teachers, technology support personnel, and school library media aides view the role of the school library media specialist?
3. How do role expectations for school library media specialists vary between school library media specialists, supervisors, teachers, technology support personnel, and school library media aides?
4. What is the relationship between instructional level and the role expectations of school library media specialists, supervisors, teachers, technology support personnel, and school library media aides for school library media specialists?

Chapter III - Research Design and Methods

Introduction to Research Design and Methodology of the Study

In Chapter III, we describe the methodological framework used to answer the primary questions of this study. In order to describe the methodological framework for this study, we (a) identified an appropriate research design, (b) identified an appropriate tradition of inquiry within that research design, (c) made decisions about the sampling process, and described our (d) data collection and (e) data analysis techniques.

A. Choice of a Research Approach

Where little is known (e.g., exploratory, or descriptive studies), techniques from the qualitative design are considered to be an appropriate choice (Creswell, 1994, p. 9; 2013, p. 47-48; Yin, 2003, p. 30). In this case, we used the work of John Creswell to help us determine the choice of an appropriate methodology for investigating current role expectations for school library media specialists.

According to Creswell (1994), choice of an appropriate research design is a function of appropriately considering five main factors: (a) the researcher's worldview, (b) the researcher's training, or experiences, (c) the researcher's psychological attributes, (d) the nature of the problem, and (e) the audience for the research (Creswell, 1994, pp. 8-10).

1. Researcher's worldview.

According to Creswell (1994), a researcher's worldview or philosophy is important when trying to decide on an appropriate research methodology. In order to decide which approach is most compatible with researcher's worldview or philosophy, we applied the criteria outlined by Egon G. Guba in *The Paradigm Dialog* (Guba, 1990b). According to Guba,

> all these past paradigms, as well as the emergent contenders, can be characterized by the way their proponents respond to three basic questions, which can be characterized as the *ontological*, the *epistemological*, and the *methodological* questions. The questions are these:
>
> (1) Ontological: What is the nature of the "knowable"? Or, what is the nature of reality"?
>
> (2) Epistemological: What is the nature of the relationship between the knower (the inquirer) and the known (or knowable)?
>
> (3) Methodological: How should the inquirer go about finding out knowledge? (Guba, 1990b, p. 18)

Guba suggests that, "the answers that are given to these questions may be termed, as sets, the basic belief systems or paradigms that might be adopted" (Guba, 1990b, p. 18).

This researcher subscribes to a world view, or philosophy that can be described as postpositivist in that I am (a) ontologically speaking a "critical realist" (Guba, 1990a, p. 23), (b) epistemologically speaking a "modified objectivist" (Guba, 1990a, p. 23) and (c) methodologically speaking a "modified experimental/manipulative" (Guba, 1990a, p. 23). In Guba's words, a Critical Realist believes "reality exists but can never be fully apprehended" (Guba, 1990a, p. 23), a Modified Objectivist believes "objectivity remains a regulatory ideal, but it can only be approximated" (Guba, 1990a, p. 23), and a Modified Experimental/Manipulativist emphasizes "critical multiplism" (Guba, 1990a, p. 23) by "using more qualitative methods, depending more on grounded theory, and reintroducing discovery into the inquiry process" (Guba, 1990a, p. 23).

The application of Guba's criteria leads us to believe that my worldview is most compatible with methodologies from the qualitative tradition.

2. Researcher's training & experiences.

The researcher's experiences are more extensive in the qualitative tradition than in the quantitative. I have conducted in-depth interviews and focus group sessions on at least three other occasions. I have never conducted a study using quantitative techniques. I am, however, familiar with the paradigm, techniques and assumptions.

3. Researcher's psychological attributes.

Creswell indicates that researchers that favor quantitative designs tend to do so because they offer "a low-risk, fixed method of research without ambiguities and possible frustrations." (Creswell, 1994) Conversely, those that favor qualitative techniques need to be "willing to take the risks inherent in an ambiguous procedure" (Creswell, 1994). I am tolerant of ambiguity at least to the extent that I am comfortable with being unable to have complete faith in the results of a project. I tend to see the world as a complex place painted in shades of gray, rather than black and white. I am, therefore, more psychologically suited to work in the qualitative arena.

4. Nature of the problem.

The fact that our principal question of interest was exploratory in nature, suggests the use of the qualitative (Creswell, 2013, pp. 47-48; Maxwell, 2009, pp. 220-221). The qualitative paradigm is considered the more appropriate of the two when little is known about a topic (Creswell, 2013, pp. 47-48; Maxwell, 2009, pp. 220-221). In the words of Anselm Strauss, the father of grounded theory, "qualitative methods can be used to uncover and understand what lies behind any phenomenon about which little is yet known" (Strauss & Corbin, 1990, p. 19). In this case, we attempted to describe current role expectations of and for school library media

specialists. The nature of the problem is therefore appropriately matched to techniques from the qualitative paradigm.

5. Audience for the research.

This research was intended to inform (a) scholars in the field of education, (b) administrators, (c) job seekers, (d) state officials, (e) higher education officials, and (f) school library media specialists. The audience is comfortable to some degree with either type of research. They are, however, probably more comfortable with qualitative output in the form of ethnographies than they are with the types of analysis so often used in quantitative studies.

6. Design choice.

All five of the factors that Creswell suggested we use to decide on an appropriate research design pointed toward the use of a method from the qualitative arsenal. If we apply Creswell's method in order to chose an appropriate design, we find that the researcher in question is (a) more skilled in the qualitative paradigm than the quantitative paradigm, (b) comfortable with the underlying assumptions of both approaches, (c) more psychologically suited to the qualitative approach in that understanding is more critical than confidence in results, (d) the questions of interest lend themselves to qualitative techniques, and (e) the audience for the research is comfortable with both designs.

B. Choice of a Qualitative Tradition

Now that we have made a decision about which research tradition is the most appropriate for use in our study, we need to make a decision on technique, or methodology. Our goal was to select methods that provided us with the best chance of informing us about our area of interest.

The work of John Creswell was again informative. In *Qualitative Inquiry and Research Design*, Creswell (2007) identified five principal traditions associated with qualitative research design. Those traditions are (a) narrative research, (b) phenomenology, (c) grounded theory, (d) ethnography, and (e) case study (Creswell, 2007, p. 10). Each of the five traditions focuses on a certain type of question, issue, or problem. "A narrative study reports the life of a single individual, a phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon" (Creswell, 2007, p. 57). Creswell suggested, " the intent of a grounded theory study is to move beyond description and to generate or discover a theory" (Creswell, 2007, pp. 62-63). "An ethnography focuses on an entire cultural group" (Creswell, 2007, p. 68). "Case study research involves the study of an issue explored through one or more cases within a bounded system" (Creswell, 2007, p. 73).

Since our four questions of interest were both exploratory and descriptive, arguments can be made supporting the use of either the grounded theory, or the case study techniques (Bogdan & Biklen, 1998, pp. 31-32; Creswell, 1994, 2007; Gall, Borg, & Gall, 1996). Given the descriptive nature of our questions, most qualitative researchers seem to feel that the multi-site, or collective case study is the most appropriate tradition. "Case study research has several purposes – to chronicle events; to render, depict, or characterize; to instruct; and to try out, prove, or test" (Marshall & Rossman, 1999, p. 44). Some researchers feel the "case study is not a methodological choice but a choice of object to be studied" (Stake, 1994, p. 236).

What we were after, in this study, was an understanding of expectations for the current role of school library media specialists. We were also interested in the influence instructional level may have had on those role expectations. Therefore, we described those roles through the

use of interviews and document collection at multiple sites. Sometimes also called an "extended case-study" (Bromley, 1986, p. 8), or "collective case study" (Creswell, 1998, p. 62; Stake, 1995, p. 4), we used the multi-site case study methodology as a framework for the design of this study of the roles currently associated with school library media specialists. School districts were considered our "cases". Analysis of data took place at the (a) role sender/focal person, (b) building, and (c) district levels. At each site we gathered data through the use of semi-structured in-depth interviews.

Inductive Model of this Study

Figure 3.1 acts as a graphic representation of the inductive process we plan to use for this study. The model is loosely based on Creswell's four-step representation of the inductive model for a qualitative study (Creswell, 1994, p. 96) and Kahn, Wolfe, Quinn, & Snoek's 1964 model of a hypothetical role set (Kahn, et al., 1964, p. 41).

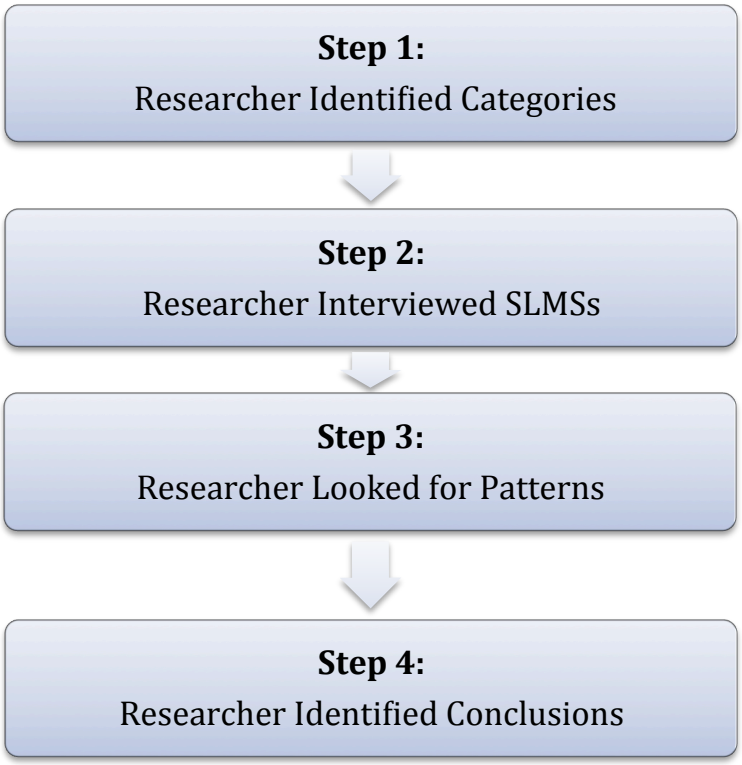


Figure 3.1 - Inductive Model for this Study

Step one of the process, outlined in Figure 3.1, begins with the identification of categories likely to relate to the roles of school library media specialists. (See Appendix A: Outline for Initial Interview – School Library Media Specialist). The initial interview was used to (a) identify role senders, (b) determine the relative importance of those role senders, (c) identify role expectations of school library media specialists and (d) rank order those identified role expectations. Step two of the process allowed the student researcher to answer the first research question (i.e., How do school library media specialists (SLMSs) perceive their roles in Wisconsin public schools?). In step three of the process, the researcher looked for patterns in the data obtained from the initial interviews of eight school library media specialists. In step three,

the student researcher attempted to answer the third research question (i.e., How do role expectations for school library media specialists vary between school library media specialists, supervisors, teachers, technology support personnel, and school library media aides?) by comparing the expectations of each role sender in an attempt to establish the degree of consensus for each of the identified role expectations, and the relative values attached to each of those expectations. In the final step, the researcher will develop a model that can be used to answer the fourth research question (i.e., What is the relationship between instructional level and the role expectations of school library media specialists, supervisors, teachers, technology support personnel, and school library media aides for school library media specialists?).

In the inductive model, specific observations are accumulated and theory is developed from those observations. In the model above, data is extracted from interviews of school library media specialists. An initial interview of each media specialist was used to determine the primary role senders for each school library media specialist. In the initial interview (Appendix A), school library media specialists were asked to identify the relative strength of some of the role senders in their immediate work unit.

C. Wisconsin School Library Media Specialist Population

The population of Wisconsin school library media specialists is somewhat difficult to quantify. The most recent edition of the *Digest of Education Statistics 2011* (Snyder & Dillow, 2012) lists the number of school librarians in Wisconsin in the fall of 2009 as 1,134 (Snyder & Dillow, 2012, Table 86). The State of Wisconsin tracks school district staffing patterns by compiling data in an annual report (i.e., PI-1202). That data can be used to estimate the number of Wisconsin school library media specialists. There are a number of different position and

assignment codes that can legitimately be used to define the population of Wisconsin school library media specialists. In the PI-1202 database, (a) school library media specialists are designated using Position Code 87, and (b) librarians by Position Code 86.

Many of those listed were not unique records, since library media specialists are frequently assigned duties in multiple locations. In the 2011-2012 edition of PI-1202, 264 individuals in position code 86 accounted for 154.54 full-time equivalent (FTE) positions. The 1,132 individuals holding library media specialist (Position Code 87) positions accounted for 733.11 FTE. Since it is far more likely that media specialists at the elementary level would serve multiple sites, they are likely be over-represented in any sample based on entries found in PI-1202.

Demographic data associated with librarians (Position Code 86) and library media specialists (Position Code 87) can be found in *Appendix F: Library Media Professional Demographics*. Tables found in Appendix F reveal that the typical Librarian is female (80.20%), white (96.93%), holds a Master's degree (68.86%), was born between 1950-1959 (36.75%), teaches at the elementary school level (53.40%). Other tables found in Appendix F reveal that the typical Library Media Specialist is female (91.20%), white (98.15%), holds a Master's degree (77.35%), was born between 1950-1959 (35.21%), and teaches at the elementary school level (45.67%).

D. Sampling

The sampling technique used to identify cases in this nested study, were a mixture of purposeful (Gall, et al., 1996) and convenience sampling (Gall, et al., 1996, p. 235). Sampling was purposeful in the sense that subjects were chosen for their ability to provide richness of

information (Gall, et al., 1996). The principal goal of case selection for an instrumental study like this one is "to maximize what we can learn" (Stake, 1995, p. 4).

The literature associated with role expectations for school library media specialists indicates, as noted in Chapter II, that role expectations for school library media specialists may be impacted by at least (a) organization size, and (b) instructional level. The fact that we believe that at least those two factors could impact the role expectations of school library media specialists would suggest the use of a three by three design (e.g., (Large, Medium, Small) x (Elementary, Middle School, High School)) or a design that "controls" for one of the two variables. Should we decide to investigate all possibilities, the three by three design suggests a minimum of nine (9) separate cases. Each case would necessitate at least one 45-minute interview of each of the role set members identified in the Hypothetical Role Set Model (Figure 2.1). Those role set members are (a) the school library media specialist, (b) a principal (c) a technology support person, (a) teacher and (e) a subordinate. A design that accounts for both organizational size and instructional level, as described above, requires at least 45 separate interviews. I simply did not have the time, or resources to do nine separate case studies. Of the two factors we have reason to believe might impact the role expectations of school library media specialists, I am most interested in the impact of grade level on role expectations for school library media specialists.

1. Sampling for this case study.

Like Grounded Theory, decisions about sampling for this case study are purposeful. Unlike Grounded Theory, our primary purpose is not to develop theory, but to describe role expectations. Therefore, our sampling decisions have a somewhat different purpose. In *Case*

Studies, Stake identifies three separate types of case study (a) intrinsic case studies, (b) instrumental case studies and (c) collective case studies (Stake, 1994, p. 237). Intrinsic case studies are used to better understand a particular case (Stake, 1994, p. 237). Instrumental case studies are used to "provide insight into an issue or refinement of theory" In this study, we plan to use Stake's third case study type, the collective case study. The collective case study "is not the study of a collective but instrumental study extended to several cases." (Stake, 1994, p. 237)

We have reason to believe that role expectations for school library media specialists can be influenced by (a) organization size, and (b) grade level served. The resources available for this study do not allow us to investigate both influences. Our research design will therefore be constructed with the idea of investigating the factor in which we are most interested. That factor is instructional level. Figure 3.2 (below) depicts the model of the nested case study we intend to employ to investigate role expectations for school library media specialists. In this model, each school district is a multiple case study composed of a case study of role expectations at each of the three common instructional levels: (a) elementary, (b) middle school and (c) high school. In the graphic below, the school library media specialist is considered the focal person of role expectations sent by (a) principals, (b) teachers, (c) technology support personnel, and (d) subordinates.

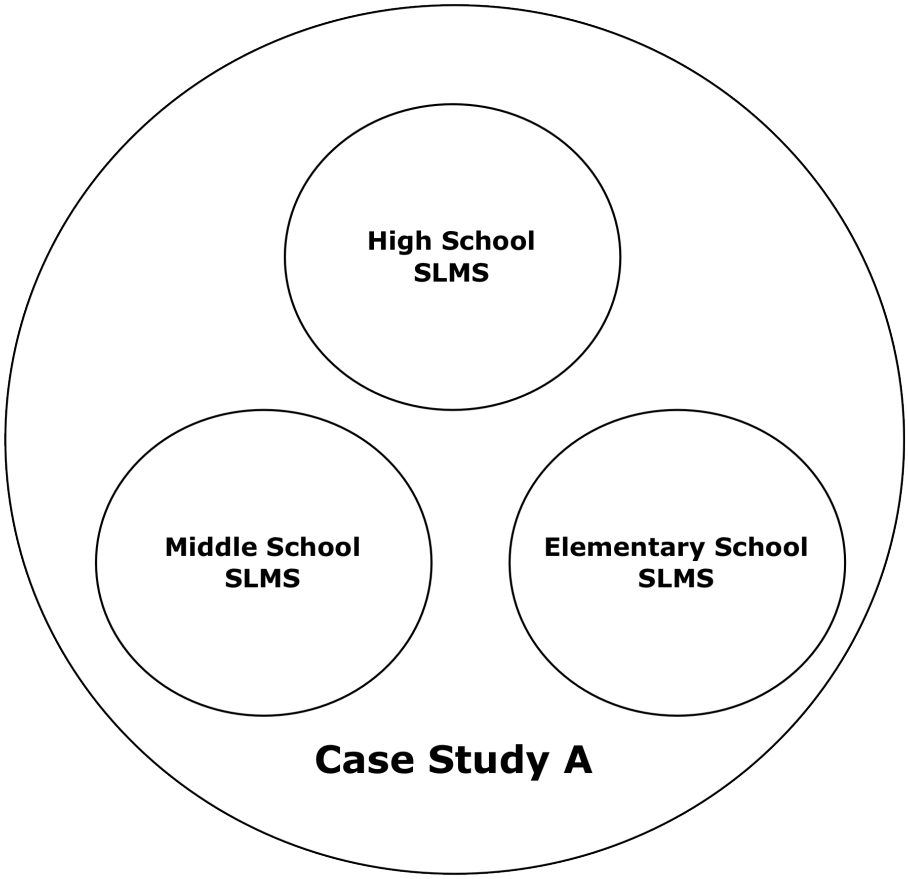


Figure 3.2 - District Case Study Model

Our second nested multiple case study will take place in School District B. The model for the second school district case study is the same as the model described for School District A shown above in Figure 3.2. The nested study in School District B serves as second typical instance that can be used to identify potential variations in role expectations for school library media specialists.

2. Sample selection.

The cases for this proposed study will be selected in a purposeful manner. The purpose of our study is to describe and compare role expectations for school library media specialists. Cases selected for this study should, therefore, be typical of other school districts. Since we have reason to believe that, in addition to instructional level, organization (district) size may influence role expectations for school library media specialists, we can, as noted earlier, chose to (a) investigate the factor, or (b) control for that factor. In this study, we will control for the influence of organization size on role expectations for school library media specialists by selecting cases from medium-sized districts.

Four hundred and forty-two (442) separate organizations are listed by the Wisconsin Department of Instruction in PEM03.xls as being involved in K-12 public education. The sizes of the organizations vary from a high 97,293 students enrolled in Milwaukee Public Schools to a low of 31 students enrolled in Milwaukee's School for Early Development & Achievement. The average student population in each those 442 organizations is 1,994. Since our principal goal, in this study, is to identify typical role expectations, it makes sense to select cases that are as typical as possible. We will therefore use the following criteria to identify potential case study locations:

1. Must be a K-12 public school district
2. Must be located in CESA #1, or CESA #2.
3. Must be willing to participate at all instructional levels.
4. Sought out in order of distance from the student researcher's home in southern Wisconsin (see Appendix F: Case Study Selection Order Table).

E. Data Collection (and instruments)

"Once the overall strategy, site and sample selection, and data collection methods have been determined, the researcher should discuss how these voluminous data will be recorded, managed and analyzed" (Marshall & Rossman, 1999, p. 147).

Data for this study was collected through the use of in-depth interviews. The interviews were semi-structured. Open-ended questions that probe the areas surrounding the use of information technology in schools and the role of library media specialists in its implementation were used to identify role expectations. A rank ordering process was used with role expectations identified by the initial open-ended questions, to gauge the importance of the role expectation. Individual semi-structured in-depth interviews were used to identify the role expectations of school library media specialists. Responses to interview questions were stored in a custom database managed by FileMaker Pro.

F. Data Analysis

In *Designing Qualitative Research*, Marshall and Rossman suggested, "Typical analytic procedures fall into six phases: (a) organizing the data; (b) generating categories, themes, and patterns; (c) coding the data; (d) testing the emergent understandings; (e) searching for alternative explanations; and (f) writing the report." (Marshall & Rossman, 1999, p. 152)

1. Organizing the data.

As noted earlier, this researcher used a custom FileMaker Pro database to store and manipulate interview data. Textual data stored in the FileMaker Pro database, were sorted by each field to identify, group and aggregate responses.

2. Category, theme and pattern generation.

Categories were identified based on responses to questions and themes found in the literature or from reference groups like the American Library Association. In qualitative research, it is difficult, if not impossible, to develop coding categories ahead of data collection. One of the most convincing arguments for the use of qualitative research techniques is associated with its reputed advantage in dealing with areas in which variables are not well-defined (Marshall & Rossman, 1999, p. 46). We plan to exploit that advantage, in this study, by using a two-stage interview process that initially seeks to identify role expectations (Appendices A-B); then re-polls interviewees concerning all of the identified roles and by placing values on each of those roles. As Patton (2002) recommends, the researcher will facilitate category creation by first using "indigenous typologies" (Patton, 2002, pp. 457-458) derived from the language of the interviewees. Once indigenous categories and themes have been identified, Patton (2002) suggests that researchers move to another level of analysis based on the inductive model. Patton describes themes developed at this point as "analyst-constructed typologies" (Patton, 2002, pp. 458-459). Analyst-constructed typologies were used to compare and contrast role expectations identified by role senders in the initial interviews. Patton (2002) recommends testing the validity of analyst-constructed typologies by re-submitting them to subjects for verification (Patton, 2002, pp. 459-460). In this study, that process took place in the first portion of the second interview (Appendix B: Outline for Interview – Follow-Up).

3. Coding the data.

I did not code the data I captured with interviews of the eight school library school library media specialists. I tried to use the actual natural language of the interviewee as much as

possible. I often reduced responses to words or phrases, but I tried to remain as close to the SLMSs exact language.

4. Emergent understandings.

Emergent understandings were tested using data garnered from the initial interview. As Marshall and Rossman (1999) suggest, emergent understandings, categories and themes were tested by challenging understandings, searching for negative instances, and incorporation of those instances into larger constructs (Marshall & Rossman, 1999, p. 157). The second interview, conducted through the use of a mail survey, allowed the researcher to make informed decisions about the relative value attached to each of the expectations associated with the four roles identified in *Information Power* (American Association of School Librarians & Association for Educational Communications and Technology, 1998). In addition to allowing the categorization of each of the identified role expectations, the second interview allowed the researcher to place role expectations in context by aggregating the values subjects have associated with each of the role expectations through the Likert scale responses and the rank ordering process.

5. Alternative explanations.

Marshall and Rossman (1999) suggest that researchers engage in a process of continually challenging patterns and themes they have developed throughout the data analysis process. As recommended, the researcher will be conscious of testing alternative explanations and against current explanations to improve reliability (Marshall & Rossman, 1999, p. 157).

6. Writing the report

In Marshall and Rossman's (1999) model of data analysis, the final step in the process is writing the report. There are many ways to report-out data and analysis in qualitative studies. We

plan to continue to use the case study metaphor to report our conclusions. Role expectations and degrees of consensus were reported-out by school site. Each identified role and the degree of consensus associated with that role was graphically represented using tables. The results from each case was compared and contrasted to one another and patterns that had been detected were reported as that comparison took place.

G. Assumptions and Limitations

1. Assumptions

Some of the assumptions I made for this study are that (a) the school library media specialists selected for interview were representative of school library media specialists as a whole; and (b) that interviewees have been relatively truthful about their experiences and expectations.

2. Limitations

The proposed study was a slice-of-time study. Since a limited number of interviews were conducted, generalization, or scalability of the findings may be problematic. As indicated earlier, my greatest qualm concerning use of case study methodology has to do with faith in the fact that the results are representative of the population as a whole.

When I first considered this topic, my feeling was that those perceived shortcomings could be overcome through use of a survey developed during the qualitative portion of the project. The purpose of the survey would have been two-fold, (a) to measure the extent of expectations identified by the in-depth interviews and (b) provide additional expectations. My impression now is that the original quantitative component of this study, while desirable for scaling purposes, was not realistic given the (a) time, and (b) money available for completion of

this study. The combination of two methodologies (interview and survey) in an effort to overcome the "defects" of a particular technique is often called "triangulation".

According to Denzin,

> Triangulation, or the use of multiple methods, is a plan of action that will raise sociologists above the personalistic biases that stem from single methodologies. By combining methods and investigators in the same study, observers can partially overcome the deficiencies that flow from one investigator or one method.(Denzin, 1978, p. 294)

Smith tells us that as researchers we can view triangulation in its classic navigational sense, in which two known locations are used to fix a third location, or like a military strategist would, using a crossfire to increase the likelihood of an enemies destruction (Smith, 1975, p. 273). There is some disagreement about whether, or not our combination of interview and survey really constitute triangulation. Smith calls scaling a "primitive triangulatory device" (Smith, 1975, p. 273); while Jick feels that "scaling, that is, the quantification of qualitative measures would be at the simple end" (Jick, 1979, p. 603). In this study, we attempted to increase the validity of our findings through triangulation. We intended to triangulate by (a) taking multiple measures (rank order and Likert values) on the importance of each of the role expectations identified and (b) by checking on the accuracy of our impressions through the use of a second follow-up mail survey.

3. Revision of Methodology

The interview protocol found in Appendix A, generated data that allowed me to analyze role expectations for school library media specialists as seen by the SLMSs themselves.

Much of the data we hoped to use to answer Questions 2 and 3 was to come from the initial interview of role senders (i.e., principals, teachers, aides).

We were not, however, able to start the role senders interviews because on June 29, 2011 Wisconsin Act 10 took effect.

Part way through the interview process I encountered a problem that forced me to modify the study. Originally, I had intended to pursue a whole subset of questions in the process of recruiting and retaining the subjects in their primary roles. After Act 10 took effect, I felt that it was no longer in the best interests of school library media specialists to interview the remaining role senders because of concerns that the interview process could pose a threat to school library media specialists, no longer able to appeal to just cause, arbitration or a grievance process for protection.

The fact that teaching staff were no longer protected by a union meant that I could no longer safely interview administrators, teachers and media support personnel about the role expectations they held for school library media specialists. The only interview data we were able to safely use would have to come solely from Appendix A: Outline for Initial Interview - School Library Media Specialist.

From a practical point of view, by answering study's four research questions, I had hoped to provide school library media specialists and institutions of higher learning engaged in the training of media specialists with a better idea of the expectations of employers (i.e., administrators), co-workers (i.e., technology coordinators) and patrons (e.g., teachers and students). The formation of role expectations, as can be seen in Figure 2.1 Hypothetical Role Set Model is supposed to be an iterative process. When we were unable to complete the role senders initial interviews we lost a better understanding of the iterative process between school library media specialists and their associated role senders.

H. Summary of Research Design

How will we find out what is expected of school library media specialists? Role theory indicates that expectations are generated by a system of interaction between (a) society, (b) reference groups, (c) egos, and (d) alters (Goode, 1960). Kahn, Wolfe, Quinn, & Snoek (1964) provide us with a model for determining role senders for school library media specialists. Principals, teachers, technology support personnel, and aides typically occupy the position of role senders for school library media specialists.

The work of John Creswell (Creswell, 1994) was used to provide a model for choosing between the qualitative and quantitative research traditions. Creswell suggests that, the choice of paradigm can be determined through the application of five considerations: (a) the researcher's worldview, (b) the researcher's training, or experiences, (c) the researcher's psychological attributes, (d) the nature of the problem, and (e) the audience for the research (Creswell, 1994). All five of Creswell's criteria for design choice, including nature of the problem, suggest use of the qualitative tradition. When little is known about a subject, the qualitative research tradition is considered a more appropriate choice than the quantitative tradition.

The work of John Creswell was again helpful in choosing a research methodology. Creswell suggests that, given the nature of our questions, both Grounded Theory and Case Study methodologies could be appropriate (Creswell, 1998). Since our main questions of interest focus more on description than theory development, we chose to frame our study using case study methodology.

We had reason to believe that (a) organization size, and (b) instructional level might impact the definition of school library media specialist roles. We do not have enough resources or time to investigate both variables. Therefore, we investigated only the impact of instructional level. We controled for organization size, by only investigating role expectations for school library media specialists in medium-sized school districts. In order to achieve that goal, we selected cases to study from school districts of medium size, at the elementary, middle school, and high school levels.

In each case, we planned to gather data in the form of interviews. We planned to interview school library media specialists concerning their expectations.
Interviews were recorded and transcribed. Interviews were conducted in the manner outlined by Michael Quinn Patton in *Qualitative Evaluation and Research Methods* (Patton, 2002, p. 339-427).

Data was managed using *FileMaker Pro 12 for the Macintosh* and *Microsoft Word*. Data was analyzed using methods recommended by Marshall and Rossman (1999) and Patton (2002).

Chapter IV – Findings

Introduction

These two case studies were conducted during the spring and summer of 2012. The two medium-sized Wisconsin public school districts that make up our study of role expectations for school library media are located in south central Wisconsin. The primary data sources were interviews of school library media specialists from Case Study A and Case Study B. The interviews lasted between 32 minutes and 62 minutes in length. Each interview consisted of a series of questions focused on seven subject areas or themes including (a) background information, (b) description of focal office, (c) vision of the library media center, (d) co-workers, (e) role senders, (f) technology, and (g) shared responsibilities.

A. Data Description

Case Study A

A-1 Background

Case Study A takes place in a school district made up of six schools. Library Media Specialists from five of the six sites were able to participate in the initial interviews. In 2011-2012, Site A-1 had a K- 5 enrollment of 297. 92.6% of the students at Site A-1 were White, 4.7% were Hispanic, 1.3% were Asian, .3% were members of two or more races or ethnicities and 1.0% were Black. 37.0% of the students at Site A-1 were considered economically disadvantaged. Data related to the school Library Media Specialist at Site A-1 can be found in the table below:

Table 4.1 Source A-1 School Library Media Specialist

Age	41

Gender	Female
Highest Degree	BA+ 56 Credits
Local Library Media Experience	12 Years
Certification	902

The School Library Media Specialist at site A-1 first became a school library media specialist in August 2000. She attended a small private college in Illinois where she received a BA in Elementary Education. She graduated in December of 1993. She is currently 6 credits away from a Master's Degree. The SLMS at A-1 has been employed in her current position and location since August 2000. Her current job title is Library Media Specialist / Technology Integrator and Gifted and Talented Education (GATE) Liaison. When other people ask her what her job is, she usually tells them she is a teacher. If they ask what grade she teaches she tells them she teaches all grades because she is a library media specialist. Before becoming a library media specialist, A-1 was a classroom teacher at the fifth and sixth grade levels for four years and grades two and three for two years.

When asked if her responsibilities had changed since beginning work at Site A, she said that the advent of technology had allowed her to better integrate library media and technology. She indicated that she also now engaged in more computer troubleshooting.

When asked how well she understood her current job, she indicated that she hadn't understood what the job entailed. She had worked in libraries (public) for 13 years so she felt she understood libraries pretty well, but not her role as a teacher. When asked how she learned what was expected of her, she replied that her colleagues and trial and error played big roles. A-1

indicated that she learned what was expected of her by identifying the needs of building administrators, staff and students.

A-1 Description of the Focal Office

When asked how she would describe her job to someone unfamiliar with her job, she said she usually starts by saying she is a library media specialist. She teaches traditional library skills. She focuses on developing research skills such as how to access information and how to use information. She uses the *Big Six* curriculum as a model for teaching research skills.

Only a few SLMSs submitted a list of typical tasks. A-1 felt that the main duties of a library media specialist are:

1. Teaching
2. Meeting the needs of students
3. Meeting the needs of teachers
4. Tech support

Some of the less important, but common tasks are:

- Teaching library/information skills curriculum
- Teaching technology skills (computer and application programs, keyboarding grades 3-5
- Report cards for grades 3-5
- Meeting with teachers to plan collaborative projects
- Designing collaborative projects (project information packets for students)
- Meeting and working with students to make up missed work for report card assessment
- GATE Liaison responsibilities

    - Southern Lakes Anthology
    - Mini-Grants
    - High Ability Reading and Thinking Groups for grades 1-5 (Junior Great Books)

- Daily email as a means of communicating with staff and other library media specialists
- Maintaining IMC website
- FASTT Math School Administrator—maintain licenses, register students, assign passwords
- Maintaining computer labs (headphones, student desktop, usernames, passwords, folders for new students)
- Planning and implementing reading incentive programs and activities
- Taking digital photos of students for class projects
- Videotape/take pictures of special events
- Tape educational programming for teachers
- Scanning photos for class projects
- Assisting students in printing projects
- Finding websites for teachers and students/posting them on the IMC website
- Troubleshooting computer or AV equipment problems
- Replacing light bulbs on AV equipment
- Upgrading and maintaining license agreement forms for lab software
- Giving demonstrations of new software/technologies at staff meetings
- Manage library budget—order new books, magazines, supplies, software, etc.
- Read professional journals, preview journals and get copies to teachers of articles, ideas that are relevant to their classroom curriculum
- Read books in our collection to stay current on what is available, do book talks as well as recommend books to students and teachers
- Assist with cataloging and processing of new library materials
- Manage library collection—weeding books, new collection types, re-labeling, etc.
- Annual inventory of library collection
- Collect and analyze collection and circulation statistics
- Planning/preparing for an author visit
- Serve on District and Building Technology Committees
- Check out books, etc., on days when aide is at other school

In the 1998 version of *Information Power* (American Association of School Librarians & Association for Educational Communications and Technology, 1998), the American Library Association (ALA) identifies four roles appropriate for SLMSs, teacher, instructional partner, information specialist, and program administrator. When asked which of the four roles identified in *Information Power* was most important, A-1 indicated that for her teacher and instructional

partner were the most important roles for SLMSs and program administrator and information specialist were the least important roles.

When asked what she would do if she had total control over SLMS role expectations, A-1 indicated that she would like to see a greater emphasis on collaboration and team teaching. A-1 feels that a fixed teaching schedule makes it more difficult to team-teach effectively.

A-1 Vision of the Library Media Center

When asked what she called the facility she worked in, A-1 indicated that they called it an "IMC" or "library," but the signs say "IMC". A-1 feels that the most appropriate metaphor for her facility is "home away from home" because she likes to think of it as a welcoming environment where students and staff feel accepted and where they know their needs will be met. A-1 feels that her primary customers are the students, followed by teachers and parents. She feels that taxpayers are also important customers so she attempts to "be responsible" with the way she spends taxpayer money.

A-1 felt that some of the things that supported her to ability to engage in the roles she thought were important were the support of administrators and teachers. A-1 felt that scheduling or a fixed library schedule could be considered as barriers that could adversely impact her ability to engage in roles that she thought were important.

A-1 Co-Workers

A-1 has a half-time aide. That aide also works .5 FTE at one of the other elementary schools in school district A. A-1's aide primary duties include the shelving and processing materials and other typical library circulation functions.

A-1 Role Senders

A-1 values her principal's opinion and that of some of the other teachers she works well with. A-1 feels that a good relationship with the technology department is important. A-1 feels the technology support personnel expect her to attempt to handle most technical support issues on her own, if possible. If not, they will come and help. A-1 believes that teachers in general expect her to find whatever they need and solve every problem with a smile. A-1 places the following rank order values on the opinion of co-workers (1 = most important, 5 = least important): Students (1), Teachers (2), LMC Support Personnel (3), Technology Support Personnel (4), and Administrators (5). A-1 did not feel that there were others who had unique or unexpected opinions concerning her role. When asked about the *Information Power* (1998) role expectations others might expect of her, A-1 felt that as a Teacher they expected her to meet curriculum objectives, as an Instructional Partner they expect her to collaborate with them and share the load, as an Information Specialist they expect her "to be able to find everything and anything they need," and as a Program Administrator they expect her to make wise purchasing decisions manage her budget and run the IMC efficiently.

A-1 Technology

A-1 reports that she is very comfortable using the Internet and extremely comfortable with creating and using multimedia using a computer.

Site A includes technology support staffing. They have a technology director, a software specialist and hardware specialist along with a number of technology interns from UW-Whitewater. District technology support staff maintain District hardware and software.

When asked what she would do if she had an additional $100,000 to spend on technology related issues, A-1 indicated that among the things she would like to do to improve her technology program she said she would like to hire a full-time aide and purchase an additional 30 iPads. When asked what she would do if she had $25,000 less to spend on library resources, A-1 indicated that she would purchase fewer print magazines and fewer eBooks because there did not seem to be a great deal of demand for electronic resources at the elementary level.

A-1 Shared Responsibilities

In many locations, tasks commonly associated with information technology are shared among a variety of individuals. The table below describes how responsibilities are shared at Site A-1.

Table 4.2 - A-1 Shared Responsibilities

Description	Who does it (job title)?
Maintains Local Area Network	Tech
Manages Server	Tech
Maintains website	Tech Support does District, A-1 SLMS
Purchases Application Software	District or A-1 SLMS
Purchases Computer Hardware	District or A-1 SLMS
Troubleshoot Network Problems	Technology Support
Purchases Access to Online Databases	A-1 SLMS & Other District LMS
Maintains Online Card Catalog	A-1 SLMS
Purchases AV Hardware	A-1 SLMS
Purchases AV Software	A-1 SLMS

Description	Who does it (job title)?
Purchases Video Recordings	A-1 SLMS
Teaches Technology Skills	A-1 SLMS
Teaches Keyboarding	A-1 SLMS & Technology Teachers
Leads Professional Development	District run, but SLMSs involved
Videotapes School Events	A-1 SLMS & Teachers
Teaches Information Seeking Skills	A-1 SLMS
Leads Strategic Planning	District & Technology Committee

A-2 Background

In 2011-2012, Site A-2 had a 9-12 enrollment of 977. 88.3% of the students at Site A-2 were White, 7.7% were Hispanic, 1.3% were Asian, .4% were members of two or more races or ethnicities and 1.0% were Black. 37.0% of the students at Site A-2 were considered economically disadvantaged. Data related to the School Library Media Specialist at Site A-2 can be found in the table below:

Table 4.3 Source A-2 School Library Media Specialist

Age	51
Gender	Female
Highest Degree	Master's
Local Library Media Experience	11 Years
Certification	902

Source A-2 got her Master's and state library media certification in 1995, but she wasn't employed as a school library media specialist until 2000, 2001 in schools. A-2 did her

undergraduate work at the University of Wisconsin – Madison. She completed her undergraduate degree in 1983. Her graduate work also took place at UW-Madison where she graduated with a Master's in Library Science in 1995. At the time of this interview, A-2 had spent 11 years working at Site A District. When asked for her official job title said she was not sure because she had seen it in two different ways. One document referred to her job title as "Library Director" and another referred to her job title as "Library Media Specialist." When others ask what her job is, A-2 says that she calls herself a "librarian" or the librarian for the high school. Before working at her current site, A-2 worked as a children's librarian at a public librarian in a neighboring community. Before working as a children's librarian, A-2 worked as a computer analyst in Madison, Wisconsin.

When asked if her duties had changed over the last few years, A-2 responded that she had taken on a lot of technology support, including maintaining student portfolio process files, assigning computer accounts and bulk photocopying for the building. When asked how she understood what was expected of her, A-2 indicated that at first she was not clear what her job responsibilities were. They just kind of evolved. When asked how she learned what was expected of her, A-2 said that she often inherited orphaned or new tasks when there was no one else available. A-2 indicated that she learned what was expected of her from the building principal.

A-2 Description of the Focal Office

A-2 says that she describes her job as the focal point of the school. A-2 feels that she is the primary contact person for requests for information. When asked about the relative importance of the four identified *Information Power* (1998) roles, A-1 felt that Instructional Partner then Information Specialist were the most important roles. She felt Program

Administrator was the third most valuable role and the role of Teacher was the least important role. When asked how she would modify her current role expectations if she had total control over them, A-2 felt that she was already at that point. A-2 felt that her program was the place where administrators, teachers, students and parents knew they could go for support.

A-2 Vision of the Library Media Center

When asked what she called her facility, A-2 said she very traditionally called it "The Library." A-2 feels the best metaphor to use for her facility is "garden." Got some weeds, got some good things, people like to visit. When asked who her most important customers were, A-2 suggested teachers, administrators and students. A-2 felt parents were important too, but they were not day-to-day concerns.

When asked what factors supported her ability to engage in important roles, A-2 cited her willingness to be flexible. When asked what factors adversely impacted her ability to engage in roles she thinks are important, A-2 indicated that she only felt restricted by in loco parentis issues. As a whole, she felt she received a great deal of support from administrators.

A-2 Co-Workers

A-2 has a full-time aide /secretary. She prefers to refer to her aide as an assistant because that term better describes what he does. The aide's job title is "IMC Secretary." The secretary's primary duty is to run study halls when they have them. He also manages many of the computer-related issues. A-2 believes that the aide's most important function is to "hold down the fort" when A-2 is away from the IMC.

A-2 Role Senders

When asked whose opinions she values most highly, A-2 identifies principals. A-2 believes the opinion of technology support personnel is important. She feels that it is important for the quality of end-user experiences that technology support personnel finds A-2 trustworthy. A-2 feels that technology support personnel hope that A-2 will only do what she has been trained to do. A-2 feels they trust her not to make changes in their infrastructure without discussing the ramifications with them. When asked what role expectations A-2 believes teachers in general have for her, she replied that they expect her to assist with any software and hardware problems in the building. She also edits student papers for the English Dept. staff. When asked whose opinions she held in the highest regard, A-2 identified the principal and a Pupil Services secretary she frequently works with.

When asked to rank order the value A-2 places on the opinion of selected stakeholders, she identified students (1), administrators (2), teachers (3), LMC support staff (4) and technology support personnel (5), as the appropriate rank order. When asked to identify any unique or strange expectations, A-2 suggested that it was difficult to identify any unique requests because she dealt with unique requests so frequently.

Information Power (1998) identifies four separate appropriate role expectations for school library media specialists. When asked how others expectations for her varied, A-2 replied: As a Teacher they expect her to supplement what is being taught in the classroom especially conducting research, finding information and using technology. As an Instructional Partner, A-2 finds that she is more frequently infusing technology into instruction. As an Information

Specialist, A-2 is expected to help others find and use information and technology. As a Program Administrator, A-2 is expected to manage a smoothly running program.

A-2 Technology

A-2 feels extremely comfortable using the Internet and creating and using multimedia on a computer. When asked how the district arranges its technology support staff, A-2 described the District's technology support staff environment. At District Site A there is a Technology Director and two technology support specialists. One specialist focuses on software and one specialist focuses on hardware. The District also employees a number of interns from UW-Whitewater on an annual basis. A-2 feels that the technology support personnel are very attentive when she calls, because they know it is a serious problem if she calls them. A-2 expects to escalate issues from her building staff.

If A-2 had an additional $100,000 to spend on her program, she said she would purchase additional computers for increased student access and she would hire someone to supervise online classes which she expects to see increase in number. If A-2 suddenly had 25% less to spend on her program, she would not order any more non-fiction hardcover books and she would no longer provide some services like laminating and batteries.

A-2 Shared Responsibilities

In many locations, tasks commonly associated with information technology are shared among a variety of individuals. The table below describes how responsibilities are shared at Site A-2.

Description	Who does it (job title)?
Maintains Local Area Network	Tech
Manages Server	Tech & A-2 SLMS
Maintains website	A-2 SLMS
Purchases Application Software	The Tech People
Purchases Computer Hardware	District or A-2 SLMS
Troubleshoot Network Problems	Technology Support
Purchases Access to Online Databases	A-2 SLMS
Maintains Online Card Catalog	A-2 SLMS
Purchases AV Hardware	A-2 SLMS
Purchases AV Software	A-2 SLMS
Purchases Video Recordings	A-2 SLMS
Teaches Technology Skills	A-2 SLMS
Teaches Keyboarding	No longer teach keyboarding at HS level
Leads Professional Development	A-2 SLMS
Videotapes School Events	A-2 SLMS
Teaches Information Seeking Skills	A-2 SLMS
Leads Strategic Planning	A-2 SLMS participates doesn't lead

Table 4.4 - A-2 Shared Responsibilities

A-3 Background

In 2011-2012, Site A-3 had a K- 5 enrollment of 292. 68.2% of the students at Site A-3 were White, 28.1% were Hispanic, 0.3% were American Indian, 1.4% were two or more race/ethnicities and 2.1% were Black. 56.5% of the students at Site A-3 were considered economically disadvantaged. Data related to the School Library Media Specialist at Site A-3 can be found in the table below:

Table 4.5 Source A-3 School Library Media Specialist

Age	39
Gender	Female
Highest Degree	Master's
Local Library Media Experience	8 Years
Certification	902

School Library Media Specialist A-3 first became a school library media specialist in 1996. She graduated from the University of Wisconsin – Eau Claire in 1996 with a minor in library science. A-3 graduated from UW-Madison in 2007 with a Master's in Library Science. Upon completing her undergraduate degree in 1996 A-3 began work as a school library specialist. She worked as a school librarian from 1996 – 1998. She worked as a corporate librarian from 1998-2001, but returned to school libraries in 2001. She said that she returned to K-12 education because she missed the kids and teaching. A-3 has worked at Site A-3, an elementary school in District A, for the last eight years. A-3's official job title is "IMC Director." When other people ask A-3 what her job is she tells them she is a librarian. A-3 feels that people know what a librarian is. They may not understand what a media specialist or technology coach may be, but they know what a librarian is. A-3 feels that she can always explain how librarianship has changed once she identifies herself as a librarian.

When asked if her responsibilities have changed since she started working at A-3, she reported that she felt that they had changed a lot. They now give grades on a report card for the library. She is also on the District technology committee along with all the librarians in the

District. In addition to the new report card, A-3 reported that another change was the increased demand for device management. A-3 reported that she didn't have many iPads right now, but there were some on order. Other recent changes are a new role as Gifted and Talented Education (GATE) liaison and taking photos and creating videos.

When asked how well she understood what was expected of her when she began work at Site A, A-3 replied that she thought she understood those expectations very well. She said that she thought the principal who hired her was very good at checking-in and making sure things were going the way they were supposed to.

When asked how she learned what was expected of her, A-3 credited the Principal, the Director of Instruction and her fellow elementary librarians. Since the elementary librarians also have some GATE liaison responsibilities, she also credited the District GATE Coordinator. When asked from whom she learned what was expected of her, A-3 again credited administrators.

A-3 Description of the Focal Office

When asked to list all of the major activities associated with her job, A-3 listed teaching, collaborating with teachers, serving patrons maintenance and organization of the library and running the library program as important activities closely associated with her job.

When asked about the relative importance of the four identified *Information Power* (1998) roles, A-3 felt that Teacher (1), and Instructional Partner (2) were the most important roles. She felt Program Administrator (3) was the third most valuable role and the role of Information Specialist (4) was the least important role. A-3 felt that teaching was the most important role because the instruction portion of the job keeps growing and evolving. A-3 felt

her least important roles were Program Administrator and Information Specialist because the information needs of her elementary students were not as great as they would have been had she worked in a secondary school instead of an elementary school.

When asked how she would define her position if she had total control over her role as a school library media specialist, A-3 suggested that she could best impact student exposure to technology and digital media if the teachers could see her as an instructional and technology partner.

A-3 Vision of the Library Media Center

When asked what she called the facility she worked in, A-3 said she called it the "library." She said that some people called it an IMC (i.e., Instructional Media Center), but she did not like that term because it did not have the word library in it. When asked what metaphor she would use to describe her facility, A-3 suggested that it was like a classroom and a bookstore rolled into one. According to A-3, there is a teaching aspect, but also her staff and students are like customers. When asked whom she regarded as her primary customers, she suggested students and staff because she felt her main purpose was to teach students and assist staff.

When asked what factors support her ability to engage in roles she thinks are important, A-3 listed the curriculum and assessment tools that she had to work with, a flexible library schedule and the support of her principal as important factors. When asked what barriers adversely impacted her ability to engage in roles she thinks are important, A-3 identified resistance to flexible scheduling and collaboration from a few of the teachers. A-3 feels that teacher workload is sometimes a barrier because the teachers are resistant to change when they

feel they do not have enough time to experiment. She also wishes she had more flexibility to teach what comes up, instead of hewing closely the established curriculum and assessment tools.

A-3 Co-Workers

In addition to the SLMS, A-3 is staffed with a .5 FTE library aide. She mainly checks-out materials and she also catalogs and processes materials. A-3 feels that her aide's most important function is managing material checkout so that A-3 can focus on teaching and technology integration.

A-3 Role Senders

When asked whose opinions she holds in the highest regard, A-3 named her principal and the teachers she collaborates with on a regular basis. A-3 feels that her principal's opinion is important because he can promote and advocate for her program. A-3 values the opinions of the teachers she works with because they help the program grow and stretch her skills. A-3 regards the technology support personnel as somewhat important to her program. They are involved with hardware, software and network issues. They are not involved in technology integration, but they are important if teaching is to work well.

A-3 feels that the technology support personnel expect her to communicate about hardware, software and network issues. A-3 feels the technology support people regard the librarians as a first responder so they can get a handle on problems before they get worse. A-3 also thinks the technology support people expect her to communicate with them when planning to purchase hardware or software for her building. When asked what expectations teachers hold for her general, A-3 suggests that they expect her to have a library of really high quality materials that support their curriculum, they expect her to help them integrate technology, and

support their reading instruction. When asked whose opinions she held in the highest regard, A-3 listed five four elementary teachers.

When asked to place a value on the opinion of stakeholders in her workplace, A-3 said that teachers were first, administrators were second, LMC support personnel were third, students were fourth, and technology support personnel were fifth.

When asked if any of her colleagues held different or unique expectations for her role, A-3 suggested that one or two people expected her to do her thing separately. They didn't expect to collaborate. They just wanted her to figure it out and do it herself.

Information Power (1998) identifies four separate appropriate role expectations for school library media specialists. When asked how others expectations for her varied, A-3 replied: As a Teacher, they expect her to treat the kids the same way they do. As an Instructional Partner, A-3 finds that they expect her to be a master of her content area, library and information technology. As an Information Specialist, A-3 is expected to give them resources on pretty much any topic that they need, including the use of digital media. As a Program Administrator, A-3 feels they expect library activities and reading promotions that get kids excited about reading. A-3 thinks that other stakeholders just want a good solid library program that supports them and what they do in the classroom.

A-3 Technology

A-3 considers herself very comfortable using the Internet and creating and using multimedia on a computer. When asked how the District arranges its technology support staff, A-3 responds with a description. The elementary school that A-3 works at also houses the District's Technology support offices. Site A District uses software called *ReadyDesk* to manage their

repair schedule and activities. According to A-3, the district's computer technology staff services focus primarily on hardware, software and network support.

If she had an additional $100,000 to spend on her program, A-3 said she would spend it on the purchase of handheld devices like iPads and the training to go along with that purchase. When asked what she would do if she had $25,000 less to spend on her program, A-3 said she might scale back the purchase of books, or reduce the number of magazine subscriptions.

A-3 Shared Responsibilities

In many locations, tasks commonly associated with information technology are shared among a variety of individuals. The table below describes how responsibilities are shared at Site A-3.

Description	Who does it (job title)?
Maintains Local Area Network	Tech Department
Manages Server	Tech Departmment
Maintains website	A-3 SLMS
Purchases Application Software	The Tech Department & A-3 SLMS
Purchases Computer Hardware	The Tech Department & A-3 SLMS
Troubleshoot Network Problems	Tech Department
Purchases Access to Online Databases	A-3 SLMS
Maintains Online Card Catalog	A-3 SLMS & Library Aide
Purchases AV Hardware	A-3 SLMS
Purchases AV Software	A-3 SLMS
Purchases Video Recordings	A-3 SLMS
Teaches Technology Skills	A-3 SLMS & Teaching Staff
Teaches Keyboarding	A-3 SLMS
Leads Professional Development	A-3 SLMS, Teaching Staff and Outside

Description	Who does it (job title)?
	Sources
Videotapes School Events	A-3 SLMS & Teaching Staff
Teaches Information Seeking Skills	A-3 SLMS
Leads Strategic Planning	Administrators

Table 4.6 - A-3 Shared Responsibilities

A-4 Background

In 2011-2012, Site A-4 had a 6-8 enrollment of 591. 88.8% of the students at Site A-5 were White, 9.4% were Hispanic, 1.1% were Asian, .3% were members of two or more races or ethnicities and 0.7% were Black. 39.4% of the students at Site A-5 are considered economically disadvantaged. Data related to the School Library Media Specialist at Site A-5 can be found in the table below:

Table 4.7 Source A-4 School Library Media Specialist

Age	56
Gender	Male
Highest Degree	Master's
Local Library Media Experience	26 Years
Certification	902

Source A-4 was the sole male interviewed for either Site A or Site B. A-4 graduated from Janesville Craig High School. After High school, he attended UW-Whitewater, graduating in 1977. The highest degree that A-4 has earned is a Master's Degree. A-4 has been a media specialist in Site A District for 26 years. Before he filled that role, A-4 taught English in three

different school districts. When asked what his official job title was, A-4 said "media specialist." When other people ask A-4 what his job is A-4 tells them that he is an IMC Director. When others subsequently ask what an IMC Director is, A-4 usually tells them that it used to be school librarian.

When asked if his responsibilities had changed since he started work in his present workplace, A-4 reported that the job barely resembles now what it was when he started. A-4 feels the greatest change is the advent of technology and the effort to keep up with changes in that technology. A-4 feels the whole technology thing has been forced to the forefront.

When asked how well he understood what was expected of him when he first started his current job, A-4 said that he felt he had a fairly good understanding. A-4 felt that UW-Whitewater had a pretty good program. He didn't feel that Whitewater prepared him for the specifics of all jobs, but he felt he had a pretty strong background coming in to his current job. When asked how he learned what was expected of him, A-4 credited the mentor program through UW-Whitewater that paired-up starting teachers with someone who had a similar position in the district who had been there at least a few years. When asked from whom he learned what was expected of him, A-4 again credited the UW-Whitewater mentor program.

A-4 Description of the Focal Office

When asked how he would describe his job to someone else who was unfamiliar with what he did, A-4 replied that he ran the school library and did pretty much everything else related to technology.

When asked about the relative importance of the four identified *Information Power* (1998) roles, A-4 felt that the role of instructional partner was the most important, because it

now involves being a technology integrator. A-4 feels that technology integration is a task that administrators value. A-4 feels that the next most valuable role is that of information specialist (second), followed by teacher (third) and finally program administrator (fourth). A-4 feels that both the role of teacher and program administrator are not expectations for his job. When asked what he would do if he had total control over expectations for his role as school library media specialist, A-4 suggested that his vision would be a blend of technology, and library functions in collaboration with other staff.

A-4 Vision of the Library Media Center

When asked what he calls the facility he works in, A-4 said he called it an "IMC" (Instructional Media Center), but he said that his aide called it a "library." A-4 felt that there was nothing wrong with calling the facility a library. It is just a different mindset.

When asked what kind of metaphor he would use to describe his facility, A-4 suggested that his IMC was like a windsock because it could be blown in any direction at any given time. A-4 felt that he had to be in position to react to whatever came up.

When asked to name his most primary customers, A-4 named "students" first because that is who we are primarily here for. A-4 felt "staff" would come up second because they had come to expect certain services. A-4 felt the third primary customer would be "parents" because they were tied to the needs of their students.

When asked what factors support his ability to engage in roles that he thinks are important, A-4 said that the administration pretty much gives him free reign to do what is necessary. A-4 feels his administrator trusts him to do what needs to be done. A-4 also named certain staff members with whom he collaborates. When asked to identify barriers that adversely

impacted his ability to engage in roles he thinks are important, A-4 identified the increased demand for technology. A-4 sees the push for technology as good and bad. By way of example, A-4 cited his experience with the recent acquisition of over 100 netbooks. The netbooks had been problematic because A-4 was now responsible for maintaining and scheduling the netbooks.

A-4 Co-Workers

In addition to A-4, the LMC at Site A-4 is staffed by one full-time aide. She is technically an "IMC Aide." She pretty much runs all the non-administrative functions in the library. She also assists with technology as much as possible.

A-4 Role Senders

When asked whose opinions he valued, A-4 named a teacher who was particularly technologically literate. When asked how important the opinions of the technology support personnel were, A-4 said that they were very important. He felt that they were the ones who had the time and expertise to explore what is out there and is useful. When asked what role expectations he believed the technology support personnel had for him, A-4 said they expected him to prioritize issues they needed to address in the building and help them carry-out implementation of new technology. When asked what role expectations he believed teahers in general held for him, A-4 said that they expect him to be available, collaborate with them on technology-related issues, assist in instruction, and repair anything when necessary. When asked to name teachers whose opinions he regarded highly, A-4 named a number of staff members who had worked with him on technology implementations.

When asked to rank order the value of opinions of each of the following groups in his work place, A-4 listed Teachers as first, Technology Support Personnel as second, LMC Support Personnel as third, Administrators as fourth and Students as fifth.

When asked if anyone in his building had unique or different expectations for his role, A-4 named one staff member with frequent but appropriate needs (i.e., equipment and software recommendations), and another teacher with what A-4 considered as inappropriate needs (i.e., creating a list of websites).

Information Power (1998) identifies four separate appropriate role expectations for school library media specialists. When asked how others expectations for him varied, A-4 replied: As a Teacher, not a lot. As an Instructional Partner, A-4 finds that they expect him collaborate with them and share any technology that might make their teaching a little bit easier or better. As an Information Specialist, A-4 still feels that this is the one thing that everybody expects from a media specialist. A-4 feels they all want help finding information. As a Program Administrator, A-4 feels they don't have a whole lot of expectations for him.

A-4 Technology

A-4 reports that he is very comfortable with using the Internet and fairly with creating and using multimedia using a computer.

When asked how the District arranges its technology, A-4 describes an environment with one technology director, one hardware specialist, one software specialist and a few technology interns from UW-Whitewater. When asked what kind of services he received from the technology support personnel, A-4 indicated that they purchase, hardware and software, and they provide troubleshooting and repair services.

When asked what he would do if he had an additional $100,000 to spend on his program, A-4 said that he would like to replace their old eMac lab with a new Macintosh lab. When asked what he would do if he had $25,000 less to spend on his program, A-4 said he would probably cut back on leisure print materials, newspapers, magazines and other non-essential print materials.

A-4 Shared Responsibilities

In many locations, tasks commonly associated with information technology are shared among a variety of individuals. The table below describes how responsibilities are shared at Site A-4.

Description	Who does it (job title)?
Maintains Local Area Network	Director of Computer Technology
Manages Server	Director of Computer Technology
Maintains website	Technology Department and MS Principal
Purchases Application Software	The Tech Department & A-4 SLMS
Purchases Computer Hardware	The Tech Department & A-4 SLMS
Troubleshoot Network Problems	Director of Computer Technology
Purchases Access to Online Databases	A-4 SLMS
Maintains Online Card Catalog	A-4 SLMS
Purchases AV Hardware	A-4 SLMS
Purchases AV Software	A-4 SLMS
Purchases Video Recordings	A-4 SLMS
Teaches Technology Skills	Computer Literacy Instructors
Teaches Keyboarding	Computer Literacy Instructors
Leads Professional Development	Director of Computer Technology & MS Principal

Description	Who does it (job title)?
Videotapes School Events	A-4 SLMS
Teaches Information Seeking Skills	A-4 SLMS
Leads Strategic Planning	Director of Computer Technology & MS Principal

Table 4.8 - A-4 Shared Responsibilities

A-5 Background

In 2011-2012, Site A-5 had a K-5 enrollment of 277. 87.5% of the students at Site A-5 were White, 8.0% are Hispanic, 1.5% were Asian, 0.3% were American Indian, 0.3% were two or more race/ethnicities and 2.4% were Black. 41.6% of the students at Site A-5 were considered economically disadvantaged. Data related to the School Library Media Specialist at Site A-5 can be found in the table below:

Table 4.9 Source A-5 School Library Media Specialist

Age	37
Gender	Female
Highest Degree	Master's
Local Library Media Experience	11 Years
Certification	902

A-5 first became a school library media specialist in the fall of 2001. A-5 got her undergraduate degree in elementary education at Western Michigan. After completing her undergraduate work at Western Michigan, A-5 did graduate work at UW-Whitewater. She

graduated in August 2011 with a Master's from Curriculum and Instruction with an emphasis on English Language Learning. This will be A-5's 11th year at Site A-5. A-5 thinks her official job title is "IMC Director," but the District Superintendent calls her a "Technology Integrator." When people ask A-5 what her job is, she tells them she is a "School Librarian."

Before A-5 worked at Site A-5, she worked at the UW-Whitewater library doing clerical work.

When asked if her responsibilities had changed in any way since she started working at Site A-5 said that after the District had planned to reduce the number of library media specialists in the District they were assigned additional Gifted and Talented Education (GATE) liaison responsibilities. A-5 said that they all now had more technology responsibilities. A-5 felt that technology was a part of her responsibilities, but she was surprised by the rapid rate of change.

When asked how well she understood her job when she first started her current job, A-5 responded that she understood what was expected of her pretty well. She felt her principal had done a nice job of describing her responsibilities and her UW-Whitewater mentor also was very helpful. When asked how she learned what was expected of her, A-5 credited her mentor, other teachers, and her principal for their efforts. A-5 felt she also learned what was expected of her from her mentor, other teachers, and her principal.

A-5 Description of the Focal Office

When asked how she would describe her job to someone unfamiliar with what she did, A-5 said that she tried to stress that she was a teacher first. She said that she did do the traditional library role, but felt she was primarily a teacher of technology and information skills. A-5 said that she didn't just read to kids every day.

When asked about the relative importance of the four identified *Information Power* (1998) roles, A-5 felt that the role of Teacher was the most important, followed by Instructional Partner. A-5 felt that the least important roles were Information Specialist (third) and Program Administrator (fourth). When asked how she would define the position if she had total control over expectations for her role as a school library media specialist, A-5 said that she would rather be described as a technology integrator and as an administrator instead of as a librarian.

A-5 Vision of the Library Media Center

When asked what she calls the facility she works in, A-5 said she calls it an IMC (Instructional Media Center). When asked what metaphor she would use to describe her facility, A-5 suggested that her facility might be likened to a "community center" because everybody congregates in this centrally located place, whether it is for books, for meetings or to use the computer lab. A-5 regards students, staff and parents as her primary customers. Of the three groups she sees students as her primary customers.

When asked what factors support her ability to engage in roles she thinks are important, A-5 suggested time, teacher's schedules, teacher's attitudes and student behavior. When asked what barriers adversely impacted her ability to engage in roles she thinks are important, A-5 listed schedule and time constraints, budget and reluctant teachers as negative factors.

A-5 Co-Workers

In addition to herself, A-5 has a half-time aide who works with her. The aide is also half time at one of the other elementary LMC's also. A-5 thinks her aide is called a secretary but are usually referred to as library aides. A-5's aide checks-in and out books, shelves materials,

processes materials and prints notices for students and teachers. A-5's aide also supervises some of the library helpers. A-5 regards circulation activities as her most important contribution.

A-5 Role Senders

When asked to list the people in her building whose opinions she values, A-5 suggested her aide and a number of fellow teachers. When asked how important the opinion of the technology support personnel, A-5 said she respected their opinions. A-5 felt they were looking at the big picture and what is best for everyone. So, even though always agree with them, she still respects their opinions. When asked what expectations the technology support personnel had for her, A-5 said that she thinks they expect her to solve as many problems as she can without having to call them. A-5 believes that teachers in general expect her to be the technology expert. A-5 feels that teachers also expect her to support their curriculum with technology and print resources and to collaborate with them. When asked to list some teachers whose opinions she holds in highest regard, A-5 suggested the same people she had identified earlier, her aide and a few teachers.

When asked to rank order the value A-5 placed on various stakeholder groups, A-5 said she regarded the opinions of LMC Support Personnel (first) as most important, followed by Teachers (second), Students (third), Technology Support Personnel (fourth) and Administrators (fifth).

When asked if any of her colleagues held unique or strange expectations for her role, A-5 said that there were a couple of teachers who felt she was at their beck and call. She said they didn't take into account that she may have a class or may be doing something else. A-5 felt sometimes these teachers treated her more like a personal assistant than as a colleague.

Given the four *Information Power* (1998) role expectations for school library media specialists, A-5 felt that as a teacher they would say she teaches technology and information skills. As an Instructional Partner they felt she should collaborate with them and support their curriculum with her curriculum. As an Information Specialist she felt they expect her to help them be more independent finding information. As a Program Administrator they expect her to purchase things that support their curriculum and maintain things whether it be books or technology.

A-5 Technology

A-5 reported that she was very comfortable using the Internet and using and creating multimedia using a computer.

When asked how the District arranges its technology support staff, A-5 said that they had three full-time staff including a technology director and a number of UW-Whitewater interns assigned to certain buildings.

When asked what kind of services she received from the District's computer technology staff, A-3 said that they were responsible for tech support for everything technical, including, printers, Wi-Fi, SmartBoards, and cell phones.

When asked what she would purchase if she had $100,000 more to spend on her program, A-5, said that she would increase her aide support to full-time, instead of half-time and she would start a 1:1 computer initiative. A-5 also suggested that increasing tech support and aide time were also priorities. When asked what she would do if she suddenly had $25,000 less to spend on her program, A-5 suggested that she would attempt to have a successful fund-raiser to supplement her current budget.

A-5 Shared Responsibilities

In many locations, tasks commonly associated with information technology are shared among a variety of individuals. The table below describes how responsibilities are shared at Site A-5.

Description	Who does it (job title)?
Maintains Local Area Network	Technology Staff
Manages Server	Technology Staff
Maintains website	A-5 SLMS & School Secretary
Purchases Application Software	The Tech Department & A-5 SLMS
Purchases Computer Hardware	The Tech Department & A-5 SLMS
Troubleshoot Network Problems	Technology Department
Purchases Access to Online Databases	A-5 SLMS
Maintains Online Card Catalog	A-5 SLMS
Purchases AV Hardware	A-5 SLMS
Purchases AV Software	A-5 SLMS
Purchases Video Recordings	A-5 SLMS
Teaches Technology Skills	A-5 SLMS
Teaches Keyboarding	A-5 SLMS
Leads Professional Development	Principal, A-5 SLMS and other teachers
Videotapes School Events	A-5 SLMS
Teaches Information Seeking Skills	A-5 SLMS
Leads Strategic Planning	Principal

Table 4.10 - A-5 Shared Responsibilities

In 2011-2012, Site A-6 had a PK – 5 enrollment of 349. 78.2% of the students at Site A-6 are White, 17.2% are Hispanic, 2.6% are Asian, 0.6% are American Indian, and 1.4% are

Black. 45.8% of the students at Site A-6 are considered economically disadvantaged. The library media specialist at the A-6 Site did not participate in the interviews.

Case Study B

Case Study B takes place in a school district made up of five schools. Library Media Specialists from three of the five sites were able to participate in the initial interviews. In 2011-2012, Site B-1 had a 5 – 8 enrollment of 798. 85.1% of the students at Site B-6 were White, 3.9% were Hispanic, 2.8% were Asian, 0.1% were American Indian, 4.0% were Black and 4.1% were members of two or more races or ethnicities. 18.7% of the students at Site B-1 were considered economically disadvantaged. Data related to the School Library Media Specialist at Site B-1 can be found in the table below:

Table 4.11 Source B-1 School Library Media Specialist

Age	55
Gender	Female
Highest Degree	Master's
Local Library Media Experience	15 Years
Certification	902

B-1 Background

B-1 reported that she had become a school library media specialist 18 years ago. In 1980 she completed a Bachelor's Degree in Adaptive Physical Education from UW-LaCrosse and in 1991 she completed a Master's Degree in Physical Education from the University of Arizona.

She also graduated from UW-Milwaukee with a Master's Degree in Library and Information Science in 1994. B-1 reports that she has been a media specialist in District B for 15 years. B-1 worked for eight years at an elementary school in District B and the last seven years at the middle school level in District B. B-1's official job title has changed lately to "Library Media Director." When other people ask her what job is, B-1 tells tem she is a school librarian. Before working as a library media director B-1 worked as an insurance underwriter.

When asked if her responsibilities had changed in any way since she had started working at Site B-1, B-1 said that the technology portion of her responsibilities had become greater. B-1 said that there was a greater emphasis on technology at the middle school level. B-1 said that when she started, she didn't do any Internet safety training, she does now. She now teaches digital citizenship, ethics, that kind of thing. When asked how well she understood what was expected of her when she started her current job, B-1 responded that she knew things were changing. She said she had a pretty good understanding of what was expected of her and that it was long past being the keeper of books. When asked how she learned what was expected of her, B-1 replied that she learned through the other librarians in the District. When asked from whom she learned what was expected she credited the other librarians and her principal.

B-1 Description of the Focal Office

When asked how she would describe her job to someone who was unfamiliar with what she does, B-1 said she usually says there are four parts to her job. She assists students find information, acts as a promoter of literature, guides teachers in use of library and information resources and she acts as a clearinghouse for questions in need of solutions.

When asked to name the first two or three most important of the four appropriate roles named in *Information Power* (1998), B-1 suggested that Information Specialist was an important role but also said that it was very difficult to pick and chose because the roles were so interdependent. She felt that all of what she did was part of the teaching process, so the role of Teacher was important also. She also felt that if she were not an Instructional Partner with the teachers, many of them would never improve their technology skills. B-1 felt that Program Administrator was the least important role, but that it was also essential to success with the other *Information Power* roles.

When asked how she would define the position if she had total control over expectations for her role as a school library media specialist, B-1 said that she would like to be able to be an information resource as needed, where needed, when needed. If a teacher needs help B-1 would like to be there, but she will not be able to do that because next year she will have scheduled classes and she will not have any assistant at all. She will be tied to her facility and that will be a big problem.

B-1 Vision of the Library Media Center

When asked what she calls the facility she works in, B-1 indicated that she was comfortable with the "library" term. B-1 said most don't know what an IMC, or an LMC is. B-1 says she is OK with library because even though a lot of people think library and thinks books, she thinks library and she thinks information. When asked to describe her facility using a metaphor, B-1 said that she was not there yet, but would like to see it like a bookstore. She would like to see people coming when they need something and feeling comfortable in her facility.

When asked who she regarded as her most primary customers, B-1 suggested that students were her most customers. She spends most of her day with students. Staff are regarded as secondary customers. B-1 felt that taxpayers were also customers.

When asked what factors support her ability to engage in roles she thinks are important, B-1 identified administrative trust and freedom as supporting factors. When asked what barriers adversely impacted her ability to engage in roles she thinks are important, B-1 identified the upcoming loss of her part-time educational assistant as an adverse impact limiting her flexibility. When asked how the library was staffed, B-1 said that up until two years ago she had a full-time aide. Two years ago that aide was cut back to .7 fte. This next year, she be cut completely so B-1 will have no assistance in their library. B-1 said that her aide's job title is "Educational Assistant." B-1 identified the aide's most important contributions as shelving materials, clerical stuff and coverage of the library so that B-1 could collaborate with members of the teaching staff.

B-1 Role Senders

When asked to name people in her building whose opinions B-1 valued highly, she listed the reading teacher, a couple of English teachers, a couple of science teachers and the principal as valuable contributors. When asked how important the opinions of the technology support staff were to her, B-1 indicated that she had always had a good relationship with the technology support personnel. She felt they had a very difficult job and anything she good do to make that an easier relationship would be helpful to both of them.

When asked to identify what role expectations she believed the technology support personnel had for her, B-1 said that she thought they just wanted her to act as a front line

troubleshooter. When asked what kind of expectations teachers in general had for her, B-1 said that there were really to teacher groups with expectations for her. One group definitely wanted technology integration stuff and the other group was just there for the books and literature.

When asked to rank order the value she placed on the opinions of each stakeholder group, B-1 listed administrators as most important, teachers as second in importance, students as third in importance, and technology support personnel as fourth in importance. B-1 did not rank order "LMC Support Personnel" because she would no longer have an aide in the upcoming year. When asked if there were any people in her building that held unique or different expectations for the role of school library media specialist, B-1 identified a few teachers how didn't want to have anything to do with anybody else.

Information Power (1998) identifies four separate appropriate role expectations for school library media specialists. When asked how others expectations for her varied, B-1 replied: As a Teacher, they expect her to be familiar with literacy and research instruction. As an Instructional Partner, B-1 finds that they expect her to collaborate with them. As an Information Specialist, B-1 feels they expect her to help them locate information. As a Program Administrator, B-1 feels her co-workers don't have a very good idea of what it takes to manage a library media program.

B-1 Technology

B-1 says she is very comfortable using the Internet and creating and using multimedia on a computer. When asked to describe how her district arranges its technology support staff, B-1

said they have two support people assigned to schools, and a district director. B-1 indicated they would be adding a third full-time technology support person very soon.

When asked what kind of services the technology support staff provides, B-1 listed things like uploading records to the library database, upgrading the circulation system and taking care of all her computers.

When asked what she would do with an additional $100,000 to spend on her program, B-1 said that she would get reliable wireless throughout the building. B-1 felt that right now wireless is spotty at best. When asked what she would do if she had $25,000 less to spend on her program, B-1 said that she would cut back on non-fiction purchases. She felt that fiction still needed to be purchased in print, but that non-fiction was needed less each year.

B-1 Shared Responsibilities

In many locations, tasks commonly associated with information technology are shared among a variety of individuals. The table below describes how responsibilities are shared at Site B-1.

Description	Who does it (job title)?
Maintains Local Area Network	Technology Staff
Manages Server	Technology Staff
Maintains website	Individual Teachers
Purchases Application Software	The Computer Technology Committee
Purchases Computer Hardware	District and Building Budgets
Troubleshoot Network Problems	Technology Department & B-1 SLMS
Purchases Access to Online Databases	B-1 SLMS
Maintains Online Card Catalog	B-1 SLMS
Purchases AV Hardware	Tech

Description	Who does it (job title)?
Purchases AV Software	Tech
Purchases Video Recordings	B-1 SLMS
Teaches Technology Skills	B-1 SLMS, Tech Ed. and Business Teachers
Teaches Keyboarding	Business Ed.
Leads Professional Development	Administration
Videotapes School Events	B-1 SLMS and High School AV Club
Teaches Information Seeking Skills	B-1 SLMS
Leads Strategic Planning	District Coordinator Team

Table 4.12 - B-1 Shared Responsibilities

B-2 Background

In 2011-2012, Site B-2 had a 4K – 5 enrollment of 429. 80.2% of the students at Site B-6 are White, 7.2% are Hispanic, 1.9% are Asian, 1.2% are American Indian, 3.3% are Black and 6.3% are multiracial. 25.2% of the students at Site B-2 are considered economically disadvantaged. Data related to the School Library Media Specialist at Site B-2 can be found in the table below:

Table 4.13 Source B-2 School Library Media Specialist

Age	47
Gender	Female
Highest Degree	Master's
Local Library Media Experience	5 Years

Certification	902

B-2 completed her undergraduate work at UW-Eau Claire where she majored in elementary education. She graduated from UW-Eau Claire in 1988. After graduation from U-W-Eau Claire B-2 taught for six years. After six years, B-2 decided to enroll in the Master's program at UW-Madison where she completed the requirements for her Master's Degree in 1998.

In 2001, B-2 began working as an elementary school library media specialist at an elementary school in Madison Metropolitan School District. B-2 worked with Madison Metro for six years then took a similar job at an elementary school in School District B. B-2 has worked as a library media specialist at site B-2 for the last five years.

B-2's official job title is "Library Media Specialist." When other people ask B-2 what her job is, she bases the response on who is asking. If the person asking is an older person, B-2 says she might tell them she is a school librarian, if they are educators she says she will probably tell them she is a library media specialist. Before B-2 worked at site B-2, she worked for one year as a REACH (Reinforcement and Enrichment for All Children) support teacher in Madison Metropolitan School District focusing on computers and technology. When asked if her responsibilities had changed since she started work at Site B-2, she replied that in Madison she was assigned classes with kids so she taught in the library and in the computer lab. B-2 said that in Madison she mainly took care of her spaces. B-2 reported that now she was the building tech person as well as the library media specialist and professional development person for technology.

When asked how well she understood what was expected of her when she first started her current job, B-2 replied that she thought it was pretty clear. She reported that her principal talked

to her about the expectations because there was a lot of flexible time in her schedule, so the principal liked her to do extra things with the kids.

When asked how she learned what was expected of her, B-2 suggested that every year it was a bit different in District Site B. This year B-2 reported that there were plans to do summer curriculum work defining what it is that they as library media specialists do for kids. When asked from whom she learned what was expected of her, B-2 reported that decisions about scheduling were made collaboratively at each of the schools in the District. B-2 said that this next year she would vary the schedule so that one week classes would be scheduled and one week instruction would follow a flexible schedule.

B-2 Description of the Focal Office

When asked how she would explain her job to someone unfamiliar with what she does, B-2 said that she managed a resource for the school including all the books, library materials and technology. B-2 said that current technologies at B-2 included Playaways, and iPads and some older technologies like overhead projectors. In addition to managing library resources, B-2 said that she was also responsible for instructing students in library media and technology skills. B-2 also reported that since the District had no technology integration instructors at the elementary level she saw her responsibilities for professional development in the area of educational technology on the increase.

When asked about the relative importance of the four identified *Information Power* (1998) roles, B-2 felt that the role of Teacher and Program Administrator were the most important roles. B-2 wasn't sure that she could identify any of the four *Information Power* (1998) roles as of little importance. She said that at her school they were making a concerted effort to

increase her role as an Instructional Partner. She felt that as the Instructional Partner role increased, her role as a Teacher would probably decrease. When asked how she would define the position if she had total control over expectations for her role as a school library media specialist, B-2 said that she would be an Instructional Partner. B-2 felt it was ironic that the role she did the least (i.e., Instructional Partner) was her most important role.

B-2 Vision of the Library Media Center

When B-2 is asked what she calls her facility, she says she calls it "the Library," but not exclusively. When she is talking to kids, she calls it the library, but for adults she frequently refers to herself as a "library media specialist," or she calls the facility the IMC. When asked how she would describe her facility with a metaphor, B-2 said that her library is like a second home, because she spends so much time there. She feels deeply tied to the facility's success or failure. B-2 does not like the facility to be messy or unkempt. When asked whom she regards as her most primary customers, B-2 ranks students first, teachers second and parents third in importance.

When asked what factors support her ability to engage in roles that she thinks are important, B-3 credits a supportive administrator who is not afraid to make change. B-3 says that her principal is not one to let teachers decide how things are going to be year-to-year. When asked what barriers adversely impact her ability to engage in roles she thinks are important, B-2 responded that "time" was a negative. B-2 said that every year the job has gotten bigger, but they have fewer people to run the facility. This year B-2 lost her assistant to budget cuts. B-2 said that elementary library media specialists were on the block also, but that cut was reconsidered after the Technology Director told principals of the negative impact cutting elementary library media specialists would have on various technology implementations.

B-2 Co-Workers

When asked how her LMC was staffed, B-2 replied that no one else works with her. The half-time aide she had worked with in the past, was cut. B-2 said that when she was here she managed the circulation desk. B-2 said her aide also did a fair amount of materials processing. B-2 said that her aide's most important function was materials processing. B-2 said that she had some fabulous volunteer's but materials cataloging and processing was probably beyond them.

B-2 Role Senders

When asked whose opinions she valued highly, B-2 indicated that teachers were most important and administrators were second in importance. B-2 did not think her principal would have her doing things that were not of value to the teachers at Site B-2. When asked how important the opinions of technology support personnel were to her, B-2 responded that she did not see the tech support people as technology educators. To B-2 the technology support personnel were not a part of her program. B-2 felt that interaction with the technology support personnel was limited to making things work. When asked what role expectations the technology support personnel held for B-2, she said that the Technology Director depended on the librarians to work with him to make policy. B-2 said that there is no middle person between her and the Tech Director. When he wants something pushed out to the elementary level B-2 is the person the Tech Director calls on. When asked what role expectations teachers in general held for her, B-2 said that she felt the teacher's expectations were mixed and changing. B-2 said that some teachers really don't expect anything from her. Some teachers expect her to come to their room and fix their TV if it doesn't work and some teachers expect her to preview and order new technologies for them. If anybody needs to know how to use something, B-2 will be expected to

come and train them. When asked whose opinion in her school she holds in the highest regard, B-2 responded that she interacts best with those staff that like her to be a part of her plans.

When asked to rank order the value she places on selected stakeholder groups, B-2 said that she valued the opinions of teachers first, students second, administrators third, technology support personnel fourth and LMC support personnel fifth.

When asked if there were people in her building with different or unique expectations for her, B-2 said that nobody held really crazy expectations, but some did expect her to do stuff likke change overhead bulbs and setup AV equipment. B-2 said that earlier there were AV people to provide those services, but not anymore.

Information Power (1998) identifies four separate appropriate role expectations for school library media specialists. When asked how others expectations for her varied, B-2 replied: As a Teacher, they expect her to provide them with prep time, teach 21st Century skills and impart the library curriculum. As an Instructional Partner, B-2 finds that they expect her to collaborate with them and introduce various technologies. As an Information Specialist, B-2 feels they expect her to help them locate information and resources to support their instruction. As a Program Administrator, B-2 feels that her administrator expects her to manage her own classes and she expects the space to be attractive enough to show parents when they visit the school.

B-2 Technology

B-2 feels pretty comfortable with using the Internet. She feels comfortable with searching for information, but is not a very heavy user of social media. B-2 regards herself as an average

creator of multimedia. B-2 feels that we need to be designing curriculum units that have kids interacting with technology.

When asked how the District arranges its technology support staff, B-2 suggested that they really didn't arrange the staff. She said there is one Technology Director and three technicians. One technician manages the network and the high school and the other two technicians are assigned to buildings. B-2 said they have very little communication with one another and the technicians seem to come and go like the wind.

When asked what kind of services she received from the district's computer technology staff, B-2 said "None." B-2 said there is a district technology committee she is a part of, but she has little communication with the technology support personnel.

When asked what she would do if she had an additional $100,000 to spend on her program, B-2 replied she would hire someone to act as a technology integrator and she would purchase a laptop for everyone on the teaching staff. When asked what she would do if she had $25,000 less to spend on her program, B-2 replied that she would cut a little off of everything.

B-2 Shared Responsibilities

In many locations, tasks commonly associated with information technology are shared among a variety of individuals. The table below describes how responsibilities are shared at Site B-2.

Description	Who does it (job title)?
Maintains Local Area Network	Technician
Manages Server	Technician
Maintains website	B-2 SLMS
Purchases Application Software	B-2 SLMS
Purchases Computer Hardware	Technology

Description	Who does it (job title)?
Troubleshoot Network Problems	Technology
Purchases Access to Online Databases	B-2 SLMS
Maintains Online Card Catalog	B-2 SLMS
Purchases AV Hardware	B-2 SLMS
Purchases AV Software	B-2 SLMS
Purchases Video Recordings	B-2 SLMS
Teaches Technology Skills	B-2 SLMS & Technology
Teaches Keyboarding	Teachers
Leads Professional Development	B-2 SLMS & Technology
Videotapes School Events	B-2 SLMS
Teaches Information Seeking Skills	B-2 SLMS
Leads Strategic Planning	Technology Director (For Tech Planning)

Table 4.14 - B-2 Shared Responsibilities

B-3 Background

In 2011-2012, Site B-3 had a 9-12 enrollment of 913. 86.1% of the students at Site B-3 are White, 4.4% are Hispanic, 2.7% are Asian, 0.2% are American Indian, 4.6% are Black and 2.0% are multiracial. 15.0% of the students at Site B-3 are considered economically disadvantaged. Data related to the School Library Media Specialist at Site B-3 can be found in the table below:

Table 4.15 Source B-3 School Library Media Specialist

Table 4.15 Source B-3 School Library Media Specialist

Age	46
Gender	Female
Highest Degree	Master's
Local Library Media Experience	15 Years
Certification	902

B-3 did her undergraduate work at the UW-Madison where she received a Bachelor Degree from the School of Education in 1995. After completing her undergraduate program, B-3 went on to get a Master's in Library Science in 1997 from UW-Madison. B-3 has worked in her current school district for 15 years. Her official job title is "IMC Director." When other people ask her what her job is, B-3 says that she is a "librarian at the high school." Before working where she does now B-3 worked as a circulation page or clerk at the public library while she was an undergraduate and graduate student.

When asked if her job responsibilities had changed in anyway before she started working here, B-3 said she didn't think her job responsibilities had changed. When asked how well she understood what was expected of her when she first started her current job, B-3 said that she thought she understood what was expected of her pretty well. When asked how she learned what was expected of her, B3 responded that she learned through a combination of courses in graduate school, practicum placements and working at the public library. When asked from whom she learned what was expected of her, B-3 credited her library school professors. B-3 replaced someone whose program was not highly respected so she felt a certain amount of freedom to

change the program. B-3 felt that the Principal, Director of Instruction and teachers were did not interested in replicating a program they did not like.

B-3 Description of the Focal Office

When asked how she would describe her job to someone who is not familiar with what she does, B-3 said she really has two primary purposes. One is assisting students and instructing them in successfully doing research and locating resources. B-3 feels that the other piece is developing a pool of resources in a variety of media that support her students, teachers and administrators. A third sort of sub responsibility would just be being a visible leader in her building and the District. When asked to name all the major activities associated with her job, B-3 listed (a) collaboration with core content teachers on research projects, (b) providing large group instruction to support learning, and (c) collecting and making accessible a pool of resources to support research and learning.

When asked about the relative importance of the four identified *Information Power* (1998) roles, B-3 felt that the role of Teacher and Instructional Partner were the most important roles and Information Specialists and Program Administrator were the least important roles. When asked how she would define the position if she had total control over expectations for her role as a school library media specialist, B-3 said that she had been very lucky because she was already able to be a really collaborative Instructional Partner.

B-3 Vision of the Library Media Center

When asked what she called the facility she worked in, B-3 said that officially it is an "IMC." She feels the kids are always interested in what IMC means. They usually just call it the library.

When asked what metaphor best describes her facility, B-3 suggested a circus. B-3 felt it was like a circus not just like the three rings, but also like the actual shutdown, clean the animal's cages, feed the animals and do the promotional stuff. Like a circus, there is a lot going on in the dark behind the scenes.

When asked who she regards as her primary customers or clients, B-3 said that students were her students were her most important customers, followed by teachers.

When asked what factors support her ability to engage in roles that she thinks are important, B-3 cited her experience with professional leadership opportunities sponsored by the American Association of School Librarians (AASL), Wisconsin Educational Media and Technology Association (WEMTA), and the National Board for Professional Teaching Standards (NBPTS). B-3 felt that after her experience with professional development programs, because of increased credibility, her colleagues gave her many more opportunities to contribute to building and district leadership teams.

When asked what barriers adversely impacted her ability to engage in roles she thinks are important, B-3 replied that limiting barriers included the time she had to spend outside of the building and that the small size of her facility limited the number classes she could schedule in the IMC.

B-3 Co-Workers

B-3 has one .8 FTE aide to help her in the IMC. Up until two years ago B-3 had a full-time assistant, but that position was recently reduced to .8 FTF. B-3's support person is called a "Library Assistant." B-3 feels that her library assistant's primary role is assisting with

supervision, book processing, shelving materials and other operational stuff. B-3 regards her assistant's most important function is supervising and supporting students.

B-3 Role Senders

When asked whose opinions she values most highly, B-3 named her building principal, whose support opinions she praised and the majority of her teaching staff whose attitudes toward education sort of mesh. When asked how important the opinion of the technology support personnel is, B-3 said that the opinions were not very important right now because of current personality issues with the technology staff. B-3 said that she had met technology support personnel she would love to work with but not current staff. When asked what expectations the technology support staff has for her, B-3 said that in general the primary expectation was to communicate the technology needs of their program and building by serving as chair of the building-level technology committee. When asked what role expectations she believed teachers in general held for her, B-3 said that in general the teachers expect her to be knowledgeable about resources that can support their instruction. B-3 said that they expect her to know what students are working on and how I can support them. When asked to list the teachers in her building whose opinions she values the most, B-3 responded that in the social studies department there were several teachers whose opinion she valued very much. B-3 responded that the social studies department had been the first department to collaborate with her. When asked to rank order the value she placed on the opinions of various stakeholder groups, B-3 rated Students, first, Teachers second, Administrators third, Technology Support Personnel fourth and LMC Support Personnel fifth. When asked if there were any people in her building that held unique or different expectations for the role of school library media specialist, B-3 said that she was not

aware of any, but when she first started book repair as a student summer project was something that had been done. B-3 shared quickly that she was not planning to learn how to repair books.

Information Power (1998) identifies four separate appropriate role expectations for school library media specialists. When asked how others expectations for her varied, B-3 replied: As a Teacher, they expect her to do direct instruction for students so they can be successful with their assignments. As an Instructional Partner, B-3 finds that there is always an expectation that she will be aware of what instructionally is happening in the building at some level without regard to whether or not she really has a collaborative relationship. As an Information Specialist, B-3 feels that it is not just having a pool of resources in terms of databases or print materials, but also the different tools to use with different projects. As a Program Administrator, B-3 feels that there is an expectation she will balance her budget and have policies in place for lending materials and other processes.

B-3 Technology

When asked, B-3 said that she was very comfortable with using the Internet and creating and using multimedia using a computer.

When asked how the District arranges its technology support personnel, B-3 said that they actually have a pretty small technology department. There is a Director of Technology and department secretary. There is also two full-time and one part-time technicians. Two of the technicians are assigned to buildings and one has different responsibilities in terms of networking, email and that kind of thing.

When asked what kind of services she receives from the district's computer technology support staff, B-3 indicated that they received trouble-shooting and repair services, and hardware and infrastructure work.

When asked what she would do if she had an additional $100,000 to spend on her program, B-3 said that she would like to replace 60 laptops and hire a second full-time professional school librarian. B-3 cited their positive experience with a practicum student as the rationale for additional staffing. When asked what she would do if she had $25,000 less to spend on her program, B-3 suggested that she would make significant cuts to print resources and cut access to databases.

B-3 Shared Responsibilities

In many locations, tasks commonly associated with information technology are shared among a variety of individuals. The table below describes how responsibilities are shared at Site B-3.

Description	Who does it (job title)?
Maintains Local Area Network	Technician
Manages Server	Technician
Maintains website	B-3 SLMS & Secretary
Purchases Application Software	Shared
Purchases Computer Hardware	Shared with Dept. heads and Tech Dept.
Troubleshoot Network Problems	Technology Dept.
Purchases Access to Online Databases	B-3 SLMS
Maintains Online Card Catalog	B-3 SLMS & Assistant
Purchases AV Hardware	Shared (AV & Technology)
Purchases AV Software	AV Dept.

Description	Who does it (job title)?
Purchases Video Recordings	Shared between AV and Departments
Teaches Technology Skills	B-3 SLMS & Teachers
Teaches Keyboarding	Business Department
Leads Professional Development	Shared with B-3 SLMS & Teachers
Videotapes School Events	AV Department
Teaches Information Seeking Skills	B-3 SLMS & Teachers
Leads Strategic Planning	B-3 SLMS for the Library Program

Table 4.16 - B-3 Shared Responsibilities

In 2011-2012, Site B-4 had a Grade 2 – 4 enrollment of 430. 84.7% of the students at Site B-4 were White, 4.7% were Hispanic, 3.0% were Asian, 4.9% were members two or more races or ethnicities, 0.2% were American Indian, and 2.6% were Black. 21.6% of the students at Site B-4 were considered economically disadvantaged. The library media specialist at the B-4 Site did not participate in the interviews.

In 2011-2012, Site B-5 had a PreK - Grade 2 enrollment of 409. 82.2% of the students at Site B-5 were White, 3.4% were Hispanic, 5.9% were Asian, 0.2% were American Indian, 4.6% were members of two or more races or ethnicities and 3.7% were Black. 18.3% of the students at Site B-5 were considered economically disadvantaged. The library media specialist at the B-5 Site did not participate in the interviews.

B. Cross-Case Analysis

In this section we will examine role expectations for school library media specialists, comparing and contrasting the results of data gathered through open-ended interviews (Appendix A) of school library media specialists at each of the two district sites and from each of the eight participating school library media specialists from Site A and Site B. Role expectations from seven factors were analyzed to inform us concerning common data elements and insights. Those seven factors are: (1) Background, (2) Description of the Focal Office, (3) Vision of the Library Media Center, (4) Co-Workers, (5) Role Senders, (6) Technology, and (7) Shared Responsibilities.

Background

Case A	A-1	A-2	A-3	A-4	A-5
Age	41	51	39	56	37
Gender	Female	Female	Female	Male	Female
Highest Degree	BA+56	Master's	Master's	Master's	Master's
Local Library Media Experience	12 Years	11 Years	8 Years	26 Years	11 Years
Certification	902	902	902	902	902
Grade Level Served	K-5	9 - 12	K-5	6-8	K-5
Official Job Title	Library Media Specialist / Technology Integrator	Library Director or Library Media Specialist	IMC Director	Media Specialist	IMC Director
I tell others my job is ...	Teacher	Librarian	Librarian	IMC Director /	School Librarian

Case A	A-1	A-2	A-3	A-4	A-5
				Used to be librarian	

Table 4.17 - Background District A

Case B Table	B-1	B-2	B-3
Age	55	47	46
Gender	Female	Female	Female
Highest Degree	Master's	Master's	Master's
Local Library Media Experience	15 Years	5 Years	15 Years
Certification	902	902	902
Grade Level Served	5-8	4K-5	9-12
Official Job Title	Library Media Director	Library Media Specialist	IMC Director
I tell others my job is ...	School Librarian	School Librarian, or Library Media Specialist	Librarian

Table 4.18 - Background - District B

Demographically speaking, the school library media specialists who were part of each of the case studies where amazingly uniform and consistent with other library media specialists in Wisconsin. Seven of eight library media specialists held a Master's degree. 77.35% of all school library media specialists in the state hold a Master's Degree. All eight school library media specialists were certified as Instructional Library Media Specialists (902). Seven of the eight

school library media specialists who were a part of the study were female, while 91.2% of SLMSs across the state are female. All of the SLMSs who were a part of the study are white, while 98.15% of SLMSs across the state were white. Members of the study averaged 46.5 years old while statewide data suggests that SLMSs across the state are most often between the ages of 54 and 63 (i.e.; 35.21%). There were some differences between members of our case studies and SLMSs across the state. All eight SLMSs in our study held fulltime positions at a single school. Across the state, SLMSs frequently hold part-time positions at multiple school sites.

When asked for their official job title, all of the five SLMSs from Site A used the term "Media Specialist" or "IMC Director" as part of the official title. At Site B, two SLMSs used the term "Media Specialist" and one LMS used "IMC Director" as part of their official title. When asked what they told other people their job was, the primary descriptor shifted from a variation of "Media Specialist" to some variation of "Librarian". At Site A, four of the five SLMSs used some variation of the term "Librarian" and one used "Teacher." At Site B, three of three SLMSs used some variant of "Librarian." When asked for a reason for the different descriptions, the consensus seemed to be that some variant of "Librarian" was used for the sake of patron understanding. The consensus was that library patrons often didn't understand what a library media specialist was.

Description of the Focal Office

The 1998 edition of *Information Power* speaks of four different legitimate roles for school library media specialists (American Association of School Librarians & Association for Educational Communications and Technology, 1998). When asked about the relative

importance of each of the roles, as can be seen in Tables 4.19 and 4.20 below, a couple of patterns emerged.

Case A - *Info Power* (1998)	A-1	A-2	A-3	A-4	A-5
Teacher	1	4	1	3	1
Instructional Partner	2	1	2	1	2
Information Specialist	3	2	4	2	3
Program Administrator	4	3	3	4	4

Table 4.19 - Description of the Focal Office Site A

Case B Table - *Info Power* (1998)	B-1	B-2	B-3
Teacher	2	1	1
Instructional Partner	3	3	2
Information Specialist	1	?	3
Program Administrator	4	2	4

Table 4.20 - Description of the Focal Office Site B

All four of the elementary library media specialists from both cases rated the role of Teacher as the most valued of the four *Information Power* (1998) roles. Five of the eight SLMSs

rated the role of Program Administrator as the least valuable of the four Information Power (1998) roles.

When asked how they would define the position, if they had total control over expectations for their role, all eight expressed a desire to see a greater degree of collaboration, as an Instructional Partner or a greater ability to address patron needs.

Vision of the Library Media Center

Each school library media specialist has a vision of what their individual facilities should look like. Tables 4.21 and 4.22 below, allow us to compare those visions.

Case A	A-1	A-2	A-3	A-4	A-5
What do you call the facility you work in?	IMC or library	Library	Library	IMC	IMC
Metaphor?	Home away from home	Garden	Classroom & bookstore	Windsock	Community center
Who is their primary customer?	Students then staff	Teachers, administrators, students	Students and staff	Students then staff, and parents	Students, staff then parents

Case A	A-1	A-2	A-3	A-4	A-5
Factors that support?	Teacher & administrative support	Willingness to be flexible	Supportive principal	Administration gives free reign	Collaborative staff
Barriers?	Class scheduling	Bureaucracy	Teacher workload limits collaboration	Increased demand for technology	Budget, reluctant teachers

Table 4.21 - Vision of the Library Media Center District A

Case B Table	B-1	B-2	B-3
What do you call the facility you work in?	Library	Library	Library
Metaphor?	Bookstore	Second home	Circus
Who is their primary customer?	Students and staff	Students, then staff and parents	Students then staff

Case B Table	B-1	B-2	B-3
Factors that support?	Administrative trust	Supportive administrator	District willing to support professional development.
Barriers?	Loss of aide	Job has gotten bigger each year	Time spent out of building and small library

Table 4.22 - Vision of the Library Media Center District B

When asked what they call the facility they work in six of the eight SLMSs used the term "Library" to describe their facility. Seven of the eight SLMSs also use the terms "IMC," "Instructional Media Center, "or "Instructional Materials Center," to describe their facility. In addition to asking how they would describe their facility, we asked the SLMSs what metaphor best described their facility. There does not seem to be a common metaphor used to describe their facilities. Two SLMSs use second home, or home away from home. Two SLMSs use the metaphor "bookstore" for their facility. The "bookstore" metaphor appears in both Case A and Case B, as does "home away from home / second home."

When asked to identify their primary customer, eight of the eight SLMSs indicated that students were their primary customers. Teachers were also identified as primary customers by all

eight SLMSs. A few SLMSs identified administrators and/or parents, the school board, or PTO as important customers.

When asked to identify factors that support their ability to engage in roles that they think are important, we see that five SLMSs identify support from their administrators as a factor. Most SLMSs identified their administrators as a factor that made it possible for them to successfully provide resources and services to their patrons. Another frequently identified factor was "Time." In some cases, time was considered a positive factor when it was available for use, or as a resource that allowed them to accomplish desired tasks.

When asked to identify barriers that adversely impact their ability to engage in roles that they think are important, a number of the SLMs reported time or more accurately the lack of time as a factor that limited their ability to serve their patrons well. In addition to the lack of discretionary time, a couple of SLSMs also spoke of the added workload that came with the adoption of new technologies. One SLMS identified the small nature of her facility as a significant drawback.

Co-Workers

Each of the school sites had some measure of library media support personnel staffing to help provide services to students and staff. There are definite trends at both sites. All of the SLMSs except A-4 reported recent declines in the amount of clerical support they received. The secondary facilities received more support overall than the elementary schools. The elementary schools in District A all were staffed with a .5fte aide. The secondary sites in District A both had full-time aides. The high school SLMS in District B just had her support reduced from 1.0 fte to .8 fte two years ago. Both the elementary SLMS (B-2) and the middle school SLMS (B-1),

interviewed for this research study, also experienced a reduction in their clerical support this year. The elementary B-2 support went from .5 fte to 0.0 fte and the middle school SLMS (B-1) support went from .7 fte two years ago to 0.0 fte this year.

Whether they are called secretaries, educational assistants, library assistants or aides, all of the support staff had very similar duties. The primary duties of the aides included staffing the circulation desk, cataloging materials, processing materials, shelving materials, and supervising students while the SLMS is away from the IMC.

Case A	A-1	A-2	A-3	A-4	A-5
Library support staff?	.5 fte	1.0 fte	.5 fte	1.0 fte	.5 fte
Support staff most important function?	Circfunctions, shelving, processing	Supervision of IMC	Checkout and cataloging, processing and shelving	Runs all non-administrative functions of the library	Circulation activities

Table 4.23 - Co-Workers District A

Case B Table	B-1	B-2	B-3
Library support staff?	0.0 fte	0.0 fte	0.8 fte
Support staff most	Shelving,	Running the	Supervising and

Case B Table	B-1	B-2	B-3
important function?	coverage	circulation desk	supporting students

Table 4.24 - Co-Workers District B

Role Senders

Roll senders in their most basic form are simply "those sending the expectations (role senders) (Van Sell, et al., 1981)." When asked whose opinions they value most highly, six of the eight SLMSs named their principal as the person whose opinion they valued most. The most common reason for that response seems to be that the principal, if supportive, can make a huge difference in the success of the program. If the principal is not supportive, it can be very difficult to create and maintain an excellent program.

During the interview, we asked how important good relations were with their technology support staff. It seems that the SLMSs at all sites have a reasonably good relationship with their technology support staff. Most SLMSs felt that it was important to have a good relationship with tech support. There seems to be a general consensus that their job is a difficult one. One of the SLMSs indicated that it was important to have a good opinion of tech support, but also felt that her relationship with her current technology support was not very good. Not only do SLMSs have expectations for their technology support personnel, but the technology support personnel also have expectations for the school library media specialists. When asked to identify the role expectations the technology support people have for the school library media specialists, most of their responses spoke of the necessity of remaining in communication with each other. Most of

the responses also referred to the necessity to act as a filter for first response trouble-shooting and implementation issues.

Teachers also hold expectations for school library media specialists. When asked what expectations they thought teachers in general had for them, a number of common strands appeared. It seems that SLMSs think that teachers expect them to (a) locate materials that supplement their curriculum, (b) act as a technology resource, (c) and assist with any software and hardware in the building. One SLMS reported that she thought some teachers just wanted her to take their kids for 40 minutes and leave them alone.

Some opinions are more valuable than others. Tables 4.25 and 4.26 below, rank-order the value that SLMSs place on five stakeholder groups commonly found in the K-12 environment. After comparing the tables above, it is clear that SLMSs in both Districts see teachers as their primary client. In all eight cases, SLMSs rank ordered the opinions of the teacher stakeholder group as either first or second in importance.

Case A	A-1	A-2	A-3	A-4	A-5
Administrators	5	2	2	4	5
LMC Support Personnel	3	4	3	3	1
Students	1	1	4	5	3
Teachers	2	3	1	1	2
Technology Support Personnel	4	5	5	2	4

Table 4.25 - Role Senders District A

Case B Table	B-1	B-2	B-3
Administrators	1	3	3
LMC Support Personnel	DNA	5	5
Students	3	2	1
Teachers	2	1	2
Technology Support Personnel	4	4	4

Table 4.26 - Role Senders District B

Technology

Case A	A-1	A-2	A-3	A-4	A-5
Comfortable using the Internet?	Very	Exceedingly comfortable	Very comfortable	Very	Very
Creating Multimedia?	Extremely	Exceedingly comfortable	Very comfortable	Very	Very
$100,00 more to spend?	Hire 1.0 FTE aide, iPads	Hire online teacher and acquire more computers	More handheld devices (i.e., iPads)	New Mac lab computers	Additional aide fte, 1:1 computing
25% less to spend?	Buy fewer magazines	No more non-fiction hardcover books	Lower book and magazine budget, buy eBooks	Cut non-essential print materials	Hold fundraisers

Table 4.27 - Technology District A

Case B Table	B-1	B-2	B-3
Comfortable using the Internet?	Very	Pretty comfortable	Very

Case B Table	B-1	B-2	B-3
Creating Multimedia?	Very	Average	Very
$100,00 more to spend?	Wireless	Hire tech integrator	New laptops, additional SLMS
25% less to spend?	Cut back on non-fiction purchases	Cut a little bit from everything	Cut back on print resources

Table 4.28 - Technology District B

In 2013, technology can mean many different things than it did in 1990. eBooks, SmartBoards, WiFi networks, audiobooks, tablets, social media, etc. are now all a part of the technology landscape. In the 1990's, when I started this research, information technology meant the Internet. It is, therefore, not a surprise to find out when asked how comfortable they are with using the Internet that all eight SLMSs rated themselves as very or exceedingly comfortable.

When asked how comfortable they were creating and using multimedia with a microcomputer seven of the eight SLMSs graded themselves at least "fairly comfortable." One rated herself as "average."

Each district's technology support staff is arranged in a similar manner. Each district has a technology director and two or three technology specialists. In each case, one specializes in software and the other specializes in hardware. In both cases, the technology specialists are also responsible for support of building technology. One district has a third technology specialist. The other district supplements its technology staff with interns from a local state university.

In both districts, SLMSs receive technology support from their respective technology staffs. The technology staff typically provides hardware, software and network support, including troubleshooting and repair services.

A large part of any school library media specialist's time is spent trying to locate resources that will enhance their program. Therefore, we asked each SLMS what they would do if they had an additional $100,000 to spend on their program. The responses were similar in both districts. For the most part, each of the SLMSs would like to hire additional staff and acquire new computer technology. The additional staff included two sites that would like to add full-time aides, one site that would like to hire a "Technology Integrator," a site where they would like to add someone to manage online classes and one site that would like to add a second full-time librarian. In addition to the desire to add additional staff, SLMSs at most of the sites also wanted to add mobile computing tools. At least three of the SLMSs wanted to add multiple iPads to their inventory, one wanted to purchase a laptop for each teacher, one wanted to replace an aging Mac lab, and one wanted to add 60 laptops in an effort to increase the number of students who could simultaneously use the library.

Another method for understanding the priorities SLMSs place on their programs is to ask them what they would cut if they had fewer resources to devote to their programs. We asked each SLMS what they would do if they had 25% less money to spend on their respective programs. Again the responses are fairly consistent. Most of the SLMSs said they would cut back on non-essential print resources. Four SLMSs would cut back on print magazines. One elementary SLMS said she would cut back on non-fiction eBooks because of a lack of demand. Two SLMSs said they would reduce online database purchases. Two SLMSs said they would attempt to raise money from fundraisers or selling digital media rather than cut back on spending.

Shared Responsibilities.

Some of the tasks necessary for a healthy K-12 technology and library media program are shared with other staff. Tables 4.29 and 4.30, below, map responsibility for many of those shared tasks.

In both districts, technology staffs are responsible for maintaining local area networks and managing the server(s). Maintaining district, building and program websites is a mixed responsibility. In six of the eight locations, SLMSs play a role in maintaining the websites, but that task is not the exclusive responsibility of the SLMS. In three of the five locations where SLMSs play a significant role in website management, that task is shared with others. Purchasing application software is generally a shared activity. In five of the eight instances, responsibility for purchasing application software is shared with SLMSs and members of the technology staff. The purchase of computer hardware is also shared with multiple stakeholders. At Site B, purchase of computer hardware is the responsibility of the technology staff, whereas at Site A, three of the five SLMSs reported that they shared the purchasing decision with technology staff. Seven of the eight SLMSs reported that technology staff were responsible for troubleshooting network problems. All eight SLMSs reported that they were solely responsible for purchasing access to online databases. Eight of the eight SLMSs reported that they maintained the online card catalog. Two SLMs reported that they shared online catalog maintenance responsibilities with their aide.

All five SLMS in District A reported that they were responsible for purchasing AV software and hardware. In District B, however, responsibility for AV hardware and software purchase was less uniform. At the elementary level, the SLMS was responsible for those tasks. At the middle school level, technology staff were responsible for the purchase of AV hardware and software. In the high school, the Media Services Department is responsible for purchase of AV hardware and software. The Media Services Department's primary purpose is to provide content for the local cable educational access channel.

Video recordings were purchased by school library media specials in all instances, except at the high school (B-3) where they were purchased by the AV Coordinator or department heads. The teaching of technology skills is largely the responsibility of SLMSs in District A, where four of five SLMSs report that they are responsible technology instruction. In District B, technology skills instruction was the responsibility of SLMSs and at least one other teacher.

Keyboarding is taught by certified business teachers at the secondary level in both districts, and by SLMSs and classroom teachers at the elementary level. In Wisconsin, keyboarding must be taught by certified business education teachers, at the secondary level and classroom teachers instructing their own students, at the elementary level (D. Thomas, 2013).

Leading professional development activities is a shared task in both districts. Administrators, SLMSs, technology staff and teaching staff are all involved in leading professional development in both districts.

Videotaping school events was primarily the responsibility of SLMSs in District A, but a mixed responsibility in District B where the AV Department took responsibility for the recording activities at the middle school and high school.

Teaching information seeking skills was the purview of school library media specialists in both districts. Only one SLMS was responsible for leading strategic planning

Description	A-1	A-2	A-3	A-4	A-5
Maintains Local Area Network	Technology	Technology	Technology	Technology	Technology
Manages Server	Technology	Technology & SLMS	Technology	Technology	Technology
Maintains website	Technology & SLMS	SLMS for library & HS	SLMS	Technology & MS Principal	SLMS & Secretary
Purchases Application Software	District or SLMS	Technology	SLMS & Technology	Technology & SLMS	Technology & SLMS
Purchases Computer Hardware	District or SLMS	Shared	SLMS & Technology	Technology & SLMS	Technology & SLMS
Troubleshoot Network Problems	Technology	Technology	Technology	Technology	Technology
Purchases Access to Online Databases	SLMSs	SLMS	SLMS	SLMS	SLMS

Description	A-1	A-2	A-3	A-4	A-5
Maintains Online Card Catalog	SLMS	SLMS	SLMS & Library Aide	SLMS	SLMS
Purchases AV Hardware	SLMS	SLMS	SLMS	SLMS	SLMS
Purchases AV Software	SLMS	SLMS	SLMS	SLMS	SLMS
Purchases Video Recordings	SLMS	SLMS	SLMS	SLMS	SLMS
Teaches Technology Skills	SLMS	SLMS	SLMS, Staff	Technology Teachers	SLMS
Teaches Keyboarding	SLMS & Tech Teachers	No longer taught	SLMS	Technology Teachers	SLMS
Leads Professional Development	District run, but LMS involved	SLMS	SLMS, Staff, outside sources	Technology & MS Principal	SLMS & Principal, Teachers
Videotapes School Events	SLMS & Teachers	SLMS	SLMS, Staff	SLMS	SLMS
Teaches Information Seeking Skills	SLMS	SLMS	SLMS	SLMS	SLMS
Leads Strategic Planning	District & Tech Committee	SLMS participates	Administrators	Technology & MS Principal	Principal

Description	A-1	A-2	A-3	A-4	A-5

Table 4.29 - Shared Responsibilities District A

Description	B-1	B-2	B-3
Maintains Local Area Network	Technology	Technology	Technology
Manages Server	Technology	Technology	Technology
Maintains website	Teachers	SLMS	SLMS & Secretary
Purchases Application Software	Technology committee	SLMS	Shared
Purchases Computer Hardware	Building & Technology	Technology	Technology & Dept. Heads
Troubleshoot Network Problems	Tech & SLMS	Technology	Technology
Purchases Access to Online Databases	SLMS	SLMS	SLMS
Maintains Online Card Catalog	SLMS	SLMS	SLMS & Assistant
Purchases AV Hardware	Technology	SLMS	AV & Technology
Purchases AV Software	Technology	SLMS	AV
Purchases Video Recordings	SLMS	SLMS	AV & Departments
Teaches Technology Skills	SLMS, Tech Ed and Business teachers	SLMS & Technology	SLMS & Teachers

Description	B-1	B-2	B-3
Teaches Keyboarding	Business Ed.	Teachers	Business Dept.
Leads Professional Development	Administration	Technology & SLMS	SLMS & Teachers
Videotapes School Events	SLMS & HS AV Club	SLMS	AV Department
Teaches Information Seeking Skills	SLMS	SLMS	SLMS & Teachers
Leads Strategic Planning	Coordinator Team	Technology Director	SLMS for the library program

Table 4.30 - Shared Responsibilities District B

Chapter V – Discussion, Conclusions, and Implications

A. Summary of Study

This study sought to answer four questions. Our primary question was (1) "How do school library media specialists (SLMS) in these cases perceive their roles?" Secondary questions were: (2) "How do supervisors, teachers, technology support personnel, and school library media aides view the role of the school library media specialist?' (3) How do role expectations for school library media specialists vary between school library media specialists, supervisors, teachers, technology support personnel, and school library media aides? and (4) what is the relationship between instructional level and role expectations of school library media specialists, supervisors, teachers, technology support personnel, and school library media aides for school library media specialists?"

In answering those questions, we expected to construct theory that could account for variations found in (a) staffing patterns, and (b) job responsibilities. At this point in time, we suspect that these patterns might be affected by (a) district size, (b) technological experience, and (c) gender.

Our primary data collection tool for Question 1 was the survey that can be found in Appendix A. A follow-up survey can be found in Appendix B. Two SLMSs also responded to an e-mail query concerning the accuracy of the initial interview. Only one SLMS completed the survey found in Appendix B. The form in Appendix I was to be used to collect roles from the SLMSs, but only two used Appendix H to collect those roles. All three follow-up interview SLMSs were from District A.

B. Discussion of Findings

After the cross-case analysis performed in Chapter IV we found a few interesting bits of information. Since we only interviewed one male it is difficult to conclude that gender has any influence on role expectations. The sole male seems to look and sound a lot like the seven female interviewees.

There were some grade-level commonalities that emerged. Elementary SLMSs rated the *Information Power* (1998) role of teacher more highly than other roles. Secondary SLMSs rated the information specialist role higher than elementary SLMSs. Most SLMSs use the term library instead of IMC to describe their facility.

All eight SLMSs regarded their primary customer as students, but also felt that staff were also important customers. Secondary sites had a tendency to have more support staff. That support may be the result of a tendency toward larger enrollments at the secondary level. A rank order process indicated that teachers were considered the most valued stakeholder group.

When asked about technology, it was apparent that the acquisition of additional staff and wireless telecommunications were high priorities.

Some shared responsibilities were largely accounted for by a single group. Technology support personnel were universally responsible for maintaining the local area network, managing servers, and troubleshooting network problems. Library media personnel were universally responsible for purchasing access to online databases, maintaining the online card catalog, purchasing AV hardware, purchasing AV software, purchasing video recordings, and teaching information seeking skills.

Data from the interviews revealed that there at least three different ways to conceptualize the role of school library media specialist. All three roles overlap and augment one another.

The first role is a custodial role. In the custodial role, SLMSs act as the keepers of materials and technology.

The second role is that of information specialist. In the role of information specialist, SLMSs teach library users how to access information and act as conduits for those seeking information.

The third role is that of educator. In the educator role, SLMSs act as a guide and connoisseur. In the educator role, SLMSs open students and staff to a world of knowledge. The data revealed that most SLMSs identified their administrators as a factor that made it possible for them to successfully provide resources and services to their patrons. For the most part, SLMSs in both cases seem to have a good relationship with their administrators. It is clear that they feel that their administrators trust their judgment and look to them for help especially when implementing new technologies. Teachers and SLMS had a slightly more mixed relationship with classroom teachers. SLMSs frequently worked with some teachers and not others. Who they worked with was often a function of how well they had worked together in the past.

C. Implications for Future Research

In 2003, when I began this study, *Information Power* (1998) was the latest ALA publication devoted to designing and defining excellence in school library media programming. In 1998, there where four appropriate roles defined by the American Library Association. Those

roles were teacher, instructional partner, information specialist, and program administrator (American Association of School Librarians & Association for Educational Communications and Technology, 1998). In 2009 a fifth role, that of leader (American Association of School Librarians, 2009) was added to the four roles defined in the 1998 handbook. Technology, as we already know, has changed radically, since 1998. If I were to start this process again, I would probably use *Empowering Leaners* (American Association of School Librarians, 2009) as the basis for a study of roles for school library media professionals.

I think a mixed-method approach; featuring qualitative techniques to identify possible tasks and a survey to scale those tasks might be the most productive way to describe role expectations for school library media specialists.

Given current budgetary constraints in PK-12 education in Wisconsin, a study of school library media programs that have survived and prospered could be of immense interest and usefulness to school library media specialists. Without a doubt current school library media specialists in Wisconsin feel threatened. It is not clear what roles will increase the likelihood of professional survival.

A study of factors that predict survival and success or foretell failure could prove to be very informative for school library media specialists hoping to increase the likelihood of survival for the profession. The study should document employment trends in the school library media specialist profession.

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Appendix A. Outline for Initial Interview - School Library Media Specialist

The purpose of this interview protocol, based in part on the work of Kahn, Wolfe, Quinn and Snoek (Kahn, et al., 1964) is to (a) provide information about the focal office holder (school library media specialists), (b) identify other important role senders, (c) evaluate the relative value of role senders, and (d) answer the first of our primary research questions. That question is:

1. How do school library media specialists (SLMS) perceive their roles in Wisconsin public schools?

Introduce Self and Purpose

"I would like to take this opportunity to thank you for taking time out of your busy day to discuss the role of school library media specialists. My name is Mark Lea. I am a graduate student at the University of Wisconsin-Madison. The interview should take no more than 45 to 60 minutes. Your responses will be kept in the strictest confidence. You can be assured that all the information you give me will remain confidential. A tape recorder will be used for the sake of accuracy of transcription. The tape will be destroyed upon transcription. At the completion of this study you will be provided with an executive summary. If you have any questions or concerns, you can contact me at 920-648-4152, or mklea@wisc.edu

Brief Background of Study

The goal of this study is to identify current role expectations for school library media specialists in the area of information and instructional technologies.

A. Background Information

What is your preferred contact method?

A. 1. ☐ email: _____

A. 2. ☐ mail: _____

_____

_____

A. 3. ☐ phone: _____

A. 4. Gender? ☐ Female ☐ Male

A. 5. Age? _____.

A. 6. When did you first become a school library media specialist?

☐ 1-4 Years ago ☐ 5-9 Years ago ☐ Over 10 Years ago

Please tell me a little about your educational background.

A. 7. Where did you go to school?

A. 8. When did you graduate?

A. 9. What is the highest degree you have earned?

A. 10. In what year did you earn your highest degree?

A. 11. How long have you worked at _____?

A. 12. What is your official job title?

A. 13. When other people ask you what your job is, what do you tell them?

A. 14. What did you do before you started working here?

A. 15. Have your responsibilities changed in any way since you started working here?

A. 16. How long have you been in your present position?

A. 17. How well did you understand what was expected of you when you first started your current job?

☐ Very well ☐ Fairly well ☐ Not very well ☐ Not at all

A. 18. How did you learn what was expected of you?

A. 19. From who did you learn what was expected of you?

B. Description of Focal Office

B.1 How would you describe your job to someone who knows absolutely nothing about it?

B.2 If we were to list all the major activities associated with your job, what items would be on that list? **(see Appendix J: Role Identification and Evaluation Form)**

B.3 Some of the activities on your list are more important than others. Would you please rank the activities in order of importance?

B.4 What is the first thing you do when you begin your workday?

Of the following four commonly held roles of school library media specialists (a) Teacher, (b) Instructional Partner, (c) Information Specialist and (d) Program Administrator:

B.5. Which do you feel is the most important?

B.6. Which do you feel is the least important?

C. Vision of Library Media Center

C. 1 What do you call the facility you work in?

C.2. If you were to describe your facility with a metaphor, "My facility is like a ….", what metaphor would you use?

C.3. In what ways is your facility different than the metaphor that you used to describe it?

C.4. In addition to yourself, how is your LMC staffed?

C.5. How would you describe their job title(s) and roles?

C.6. What would you describe as their most important function?

C.7. Who do you regard as your primary customer?

C.8. "What factors promote your ability to expand your role?" (McCracken, 2000, p. 68)

C.9. "What barriers do you face in changing and expanding your role?" (McCracken, 2000, p. 68)

D. Role Senders

D.1. You have people in your building, whose opinions you value. Of these people whose opinions do you value most highly?

D.2. How important to you is the opinion of the principal?

D.3. How important to you is the opinion of the technology support personnel?

D.4. How important to you is the opinion of your LMC support staff?

D.5. Of the teachers in your school, whose opinion do you hold in the highest regard?, Second?, Third?

D.6. Please rank order the value you place on the opinion of each of the following groups in your work place.

☐ Students

☐ Administrators

☐ Teachers

☐ LMC Support Personnel

☐ Technology Support Personnel

☐ Other? _____

E. Technology

E.1. Do you own a microcomputer?

E.2. When did you purchase your first computer?

E.3. What kind was it?

E.4. What types of things do you use a computer for?

E.5. How would you characterize your level of expertise with a personal computer?

E.6. How does your district arrange its technology support staff?

E.7. Who provides technology support in your building?

E.8. What kind of responsibilities does this person have?

E.9. Do you have other technology staff?

E.10. What kind of services do you expect from the computer technology staff?

E.11. How would you characterize the district's use of technology?

E.12. What kind of networking and Internet connection does the district use?

E.13. In the area of technology, what do you see as the district's greatest strength?

E.14. What do you see as its greatest technological weakness?

E.15. If you suddenly had more money to spend in the area of technology, what would you acquire, or whom would you hire?

E.16. If you suddenly had less money, what would you do?

F. Shared Responsibilities

In many locations, tasks commonly associated with information technology are shared among a variety of individuals. If this activity occurs in your building, who does it?

Description	**Who does it (job title)?**
Maintains Local Area Network	
Manages Server	
Maintains website	
Purchases Application Software	
Purchases Computer Hardware	
Troubleshoot Network Problems	
Purchases Access to Online Databases	
Maintains Online Card Catalog	
Purchases AV Hardware	
Purchases AV Software	
Purchases Video Recordings	
Teaches Technology Skills	
Teaches Keyboarding	
In-services Staff	
Videotapes School Events	
Teaches Information Seeking Skills	

Thank you for allowing me to interview you concerning the role of the school library media specialists in Wisconsin schools.

Is there anything you would like to add?

At the conclusion of the first phase of interviews, you will be asked to (a) respond to a summary of your responses to this interview and (b) evaluate the importance of the role expectations identified in the course of the initial interview.

You have been entered in a drawing for an iPad that will take place at the conclusion of this study as compensation for your efforts.

If you have any questions, additional information, or concerns, I can be reached at:

Present Business Card

Appendix B. Outline for Follow-up Interview

This interview protocol is meant to validate information extracted from the interviews outlined in Appendix A.

Validation of Initial Interview

The attached document (i.e., *Appendix A. Outline for Initial Interview – School Library Media Specialist*) contains a transcript of an interview conducted during the 2012 school year concerning your expectations for the role of the school library media specialist.

If you feel it is appropriate, please respond to the questions below:

1. To the best of your knowledge, have your responses been recorded and interpreted accurately?
2. If you feel any of your responses have been recorded inaccurately, could you identify the response and elaborate?
3. Is there any additional information you would like to provide?
4. How would you characterize the attached findings?

Thank You.

If you have any questions or concerns, you can contact me at 920-648-4152, or mklea@wisc.edu

Sincerely,

Mark

Appendix C. –Research Timeline (Tentative)

Section	Current Status	Anticipated Completion Date
Update Front Matter	85% Complete	Sat., Sep. 08, 2012
Update Chapter 1: Introduction	85% Complete	Sat., Sep. 08, 2012
Update Chapter 2: Literature Review	80% Complete	Friday, Oct. 5, 2012
Establish a Dissertation Committee	20% Complete	Mon., Oct 8, 2012
Update Chapter 3: Methodology	80% Complete	Friday, Sept. 21, 2012
Update Chapter 4: Findings	20% Complete	Tues., Feb. 12, 2013
Write Chapter 5: Discussion, Conclusions, and Implications	10% Complete	Wed., May 8, 2013
Write Abstract	10% Complete	Friday, May 24, 2013
Update Appendices	85% Complete	Friday, May 24, 2013
Update Reference List	Ongoing	Friday, May 24, 2013
Submit Dissertation to Committee		Friday, June 7, 2013
Final Oral Exam		Friday, June 28 2013
Submit Dissertation		Friday, July 26, 2013

Appendix D. - Informed Consent Form

Dear Colleague,

I would like to take this opportunity to thank you for taking time out of your busy day to discuss your expectations concerning the role of school library media specialists in the area of information technology. My name is Mark Lea. I am a graduate student at the University of Wisconsin-Madison. It is hoped that, knowledge gleaned from these interviews will provide library media specialists with a clearer idea of their responsibilities and the expectations of others.

- The interview should take no more than 45 to 60 minutes.
- Your responses will be kept in the strictest confidence. You can be assured that all the information you give me will remain confidential.
- A tape recorder will be used for the sake of accuracy of transcription. The tape will be destroyed upon transcription.
- There should be no unusual risks associated with this study.
- If you should have questions about the research, or your rights as a participant, you can contact either me, or my advisor, Dr. Kent Peterson, using the information below.
- Your participation is entirely voluntary. Refusal to participate involves no penalty. You may discontinue participation at any time.
- Upon completion of this research, should you desire one, you will be provided with an executive summary of the findings and conclusion.
- If you agree to participate, please sign and date this form using the appropriate spaces, below.

Sincerely,

Mark Lea
W8116 Canterbury Lane #10
Lake Mills, WI 53551
(920) 648-4152 (H)
(608) 663-1925 (W)
mklea@charter.net

Advisor
Dr. Kent Peterson
251 Education Building
1000 Bascom Mall
Madison, WI 53706
608 263-2720
kpeterson@education.wisc.edu

Appendix D. - Informed Consent Form

Yes, I, _____, agree to participate in this research project concerning the role of school library media specialists. I understand that I may withdraw permission, without penalty, at any time.

Signature _____ Date _____

Yes, I, _____ also give my permission for audio taping of the interviews.

Signature _____ Date _____

☐ Yes, I would like to receive an executive summary of the research results. Please provide contact information, in the blanks below.

Name: _____

Street Address: _____

City:_____

State:_____

ZIP:_____

Phone:_____

email:_____

Appendix E. – Library Media Professional Demographics

Data in the following tables come from the *PI-1202 Fall Staff Report All Staff File 2011-2012 School Year* (Wisconsin Department of Public Instruction, 2012).

In this data file, the position description for Library Media Specialist (87) is described as the "person responsible for all library media services at the building level, including the school library media center, instructional materials and equipment of all types, information skills instruction, and access to information in all formats" (Wisconsin Department of Public Instruction, 2012, p. 10).

The position description for Librarian (Position Code 86) reads "responsibilities similar to Library Media Specialist (Position Code 87), but limited mainly to printed materials" (Wisconsin Department of Public Instruction, 2012, p. 9).

Gender	***FTE***	***Percent***
Female	136.29	88.20%
Male	18.25	11.80%
Total	154.54	100.00%

Table E. 1 - Wisconsin Librarian (86) Gender 2011-2012

Race / Ethnicity	***FTE***	***Percent***
Asian American/Pacific Islander	0.00	0.00%
Black, not Hispanic	2.75	1.78%
Hispanic	2.00	1.29%
American Indian/Alaskan Native	0.00	0.00%
Two or More Races	0.00	0.00%

White, not Hispanic	149.79	96.93%
Total	154.54	100.00%

Table E.2- Wisconsin Librarian (86) Race 2011-2012

Highest Degree	*FTE*	*Percent*
Bachelor's Degree	42.90	27.76%
Master's Degree	106.14	68.86%
Specialist's Degree	5.00	3.24%
Doctorate	0.50	0.03%
Other	0.00	0.00%
Total	154.54	100.00%

Table E.3 - Highest Degree Earned Librarian (86) 2011-2012

Birth Year	*FTE*	*Percent*
1940-1949	15.39	9.96%
1950-1959	56.80	36.75%
1960-1969	44.30	28.67%
1970-1979	24.80	16.05%
1980-1989	13.25	8.57%
Total	154.54	100.00%

Table E.4 - Age Librarian (86) 2011-2012

Grade Level	***FTE***	***Percent***
High School	25.41	16.44%
Junior High School	0.12	0.008%
Middle School	19.32	12.50%
Elementary School	82.52	53.40%
Combined Elementary Secondary School	5.75	3.72%

Information Missing	21.42	13.86%
Total	154.54	100.00%

Table E. 5 - Wisconsin Librarian (86) Grade Level 2011-2012

Gender	*FTE*	*Percent*
Female	668.56	91.20%
Male	64.55	8.80%
Total	733.11	100.00%

Table E. 6 - Wisconsin Library Media Specialist (87) Gender 2011-2012

Race / Ethnicity	*FTE*	*Percent*
Asian American/Pacific Islander	1.00	0.14%
Black, not Hispanic	4.03	0.55%
Hispanic	4.50	0.61%
American Indian/Alaskan Native	4.00	0.55%
Two or More Races	0.00	0.00%
White, not Hispanic	719.58	98.15%
Total	733.11	100.00%

Table E.7 - Wisconsin Library Media Specialist (87) Race 2011-2012

Highest Degree	*FTE*	*Percent*
Bachelor's Degree	160.80	21.93%
Master's Degree	567.06	77.35%
Specialist's Degree	2.00	0.27%
Doctorate	2.50	0.34%
Other	0.75	0.01%
Total	733.11	100.00%

Table E.8 - Highest Degree Earned Library Media Specialist (87) 2011-2012

Birth Year	*FTE*	*Percent*
1940-1949	37.61	5.13%
1950-1959	258.11	35.21%
1960-1969	221.14	30.16%
1970-1979	149.52	2.04%
1980-1989	66.73	0.91%
Total	733.11	100.00%

Table E.9 - Age Library Media Specialist (87) 2011-2012

Grade Level	***FTE***	***Percent***
High School	162.23	22.13%
Junior High School	5.63	0.77%
Middle School	123.58	16.86%
Elementary School	334.83	45.67%
Combined Elementary Secondary	2.30	0.31%
Information Missing	104.54	14.26%
Total	733.11	100.00%

Table E. 10 - Wisconsin Library Media Specialist (87) Grade Level 2011-2012

Appendix F. – Case Study Selection Table

The table below lists 22 K-12 districts in CESA# 02 whose student enrollment (3rd Friday Count 2010-2011) was reported by the Wisconsin Department of Public Instruction in PEDR11.xls as having student enrollments between 1,500 and 5,000.

District	CESA#	County	Enrollment
Burlington Area Sch Dist	02	Racine	3504
De Forest Area Sch Dist	02	Dane	3249
Delavan-Darien Sch Dist	02	Walworth	2582
East Troy Community Sch Dist	02	Walworth	1738
Edgerton Sch Dist	02	Rock	1834
Elkhorn Area Sch Dist	02	Walworth	3083
Evansville Community Sch Dist	02	Rock	1788
Fort Atkinson Sch Dist	02	Jefferson	2957
Jefferson Sch Dist	02	Jefferson	1901
Lake Geneva J1 Sch Dist	02	Walworth	2149
McFarland Sch Dist	02	Dane	2976
Milton Sch Dist	02	Rock	3239
Monona Grove Sch Dist	02	Dane	3100
Monroe Sch Dist	02	Green	2814
Mount Horeb Area Sch Dist	02	Dane	2337
Oregon Sch Dist	02	Dane	3725
Stoughton Area Sch Dist	02	Dane	3379
Verona Area Sch Dist	02	Dane	4889
Waterford Graded J1 Sch Dist	02	Racine	1616
Watertown Unified Sch Dist	02	Jefferson	3951
Waunakee Community Sch Dist	02	Dane	3701
Whitewater Unified Sch Dist	02	Walworth	2022

Appendix G. - Participant Recruitment Script

Hello, my name is Mark Lea. I am the Coordinator of Library Media Services for the Madison Metropolitan School District and a graduate student at the University of Wisconsin-Madison. I am investigating current role expectations for school library media specialists, in Wisconsin public schools.

I am planning on exploring current role expectations for school library media specialists, through in-depth semi-structured interviews of media specialists, administrators, teachers, technology support personnel and LMC support personnel, and a short follow-up survey.

Each interview should take about :45 minutes.

Your responses will be kept in the strictest confidence. You can be assured that all the information you give me will remain confidential. A tape recorder will be used for the sake of accuracy of transcription. The tape will be destroyed upon transcription. At the completion of this study you will be provided with an executive summary.

All interview participants will be entered in a drawing for an iPad.

Would you like to participate in the study?

If Yes, obtain contact information and schedule an interview.

If No, thank the contact for the interruption and proceed to the next school district on the list (see **Appendix F. – Case Study Selection Table**)

Appendix H. – Role Identification & Evaluation Form

As information specialist, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical uses of information available in these and in more traditional tools. (American Association of School Librarians & Association for Educational Communications and Technology, 1998, p. 5)

The form can be used to list individual expectations for School Library Media Specialists:

Role Description	Rank Order	Importance*

Role Description	Rank Order	Importance*

* **5**-Very Important, **4**-Somewhat Important, **3**-Neutral or Unsure, **2**-Somewhat Unimportant, **1**-Not Important