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# Classroom Teacher and Administrators Perception of the Teacher Librarians' Contribution to Student Academic Achievement

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*Walden University*

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# Walden University

College of Education

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Barbara Dowell

has been found to be complete and satisfactory in all respects,

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Abstract

Classroom Teacher and Administrator Perceptions of Teacher-Librarians'

Contributions to Student Academic Achievement

by

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MA, Texas Woman's University 2006

BS, Prairie View A&M University 1981

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 23, 2019

## Abstract

Library research studies have provided evidence that teacher-librarians (TLs) impact student academic success; nevertheless, TLs statewide and internationally are at a critical juncture due to stakeholder groups' ambiguous perceptions regarding their influence on student achievement. The problem in this study involves a local independent school district's lack of conclusive evidence to demonstrate TLs' contribution to student achievement on standardized testing. The purpose of this study was to examine the perceptions of TLs, classroom teachers (CTs), and administrative staff (AS) concerning student achievement as instructed by local TLs. Using Piaget's cognitive theory and Mezirow's transformative learning theory, this qualitative case study explored the perceptions of 15 participants and acquired clarification regarding the TLs' instructional practice. The interview questions focused on perceptions of 5 CTs, 5 AS, and 5 TLs regarding the instructional role of TLs on students' academic success as well as the evidence provided by these stakeholders regarding the value of school libraries. Data collection with semi-structured interviews followed by an open coding thematic analysis revealed 7 themes: (1) involvement in curriculum, (2) flexibility of schedule, (3) preconceived misconceptions, (4) using an evidence-based practice approach, (5) collaboration, (6) access to materials, and (7) a conducive learning environment. The resulting project consisted of a policy recommendation created for augmenting stakeholder perceptions. The project contributes to social change by fostering an informed societal positive perception of the TLs' instructional influence on student academic achievement and by offering a measurable interpretation of the TLs' educational value to the learning community that may transform stakeholder perception locally and worldwide.

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## Dedication

I know God that you have not brought me this far to leave me. I thank you, Lord, for always wanting the best for me, for making ways for my family and me through the very hardest of times, and for never forsaking me, even when others have. I owe everything to you, dear God. Even my very life, because it is you, who has kept me alive and is giving me a reasonable portion of health and strength. This scripture from the Bible best sums up my journey through this doctoral study. “Thou will show me the path of life: In thy presence is fulness of joy; In thy right hand there are pleasures for evermore” Psalms 16:11.

Thank you, God, for all that you have done, for who you are, and for what you are doing in my life right now! Thank you so much for your perfect timing! You are a perfect God and I pray that my imperfect will aligns with your perfect will. I am honored to serve a great and mighty God that does all things well! I am well, I am good, and I am blessed, because I am a servant of the most high. I bless your name Jesus, now and always!

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I also believe, through faith, that all things are possible to them that believe in the Father. Finally, I would like to recognize and give gratitude to my final chairperson, Dr. Mari Vawn Tinney. While she was appointed as my chairperson late in my academic journey, she has had a profound impact on my life as a scholar, a human being, and a believer. I know that she was placed in my life at just the right time. I owe her much

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## Section 1: The Problem

School library impact studies provide ample evidence that schoolteacher-librarians (TLs) make a difference in student learning (Gordon, 2015; Todd, 2015). According to the local TLs within an urban district where the study took place, the work they perform improves students' academic ability although this work is not reflected directly on standardized tests. Nevertheless, policymakers (i.e., school board members and administrative staff) often do not know these findings or are not concerned with the value of librarians and the work they perform. This phenomenon has led to low priority for TLs in stakeholder groups (Shannon, 2012). The local stakeholder group is composed of those teacher-librarians, classroom teachers, and administrative staff as well as other individuals who are interested in the school and the community in fulfilling its mission.

This lack of attention to the work TLs perform has led to low priority for TLs in stakeholder groups (Shannon, 2012). As seen by stakeholders, their perceptions of some classroom teachers (CTs) and TLs can result in erroneous perceptions as evidenced by decisions at local school districts that either reject or neglect librarians as instructional partners with CTs and school leaders (Richey & Cahill, 2014). Misunderstandings concerning the value and role of TLs has led to an erosion of the profession, and the role is viewed by many, including CTs and administrative staff members (AS) and those in the other school districts and communities, as dispensable (O'Connell, 2014; Richey & Cahill, 2014). As students transition from consumers to creators of content, technology is at the heart of this perception change with school librarians nationwide and at the local



level charged with the responsibility of teaching the content. As information technology is driving the reorganization of 21st century learning environments, the local TL is not part of the conversation, which is leading to an increased misunderstanding.

A qualitative case study design was used to discover and possibly transform ambiguous views regarding the value and role of TLs held by stakeholder groups. The lens of a constructivist analysis for the TL, and a transformative analysis for AS and CTs, in unison with evidence-based practice (EBP) approach, guided the questioning protocol. Section 1 contains a description of the local problem, justification or rationale for selecting the problem, the pertinence of the problem to local school actions, and the purpose of the research. CT support is critical for partnership with TLs as resource users, co-teachers, and collaborators. Burns (2016) stated that classroom teachers are TLs' biggest advocates, and a positive relationship with CTs is the first step toward improving the view of the school library. Additionally, TLs who are not the assigned teacher, continued to have a lack of a valid method of demonstrating their impact on student standardized test outcomes. Through this study, I will add information to the body of literature concerning the perceived role of TLs concerning student achievement by investigating misconceptions held by various stakeholder groups from a local independent school district (LocalISD).

Studies have shown that a certified librarian working full-time in a well-stocked school library has a positive impact on student academic achievement AASL and AECT (1998). I define terms that are unique to this study as well as present the significance of

the survey used to gather views found in the LocalISD. Research questions and objectives for this qualitative study are stated and discussed. I present a thorough literature review, including terms used for the database searches and the names of the databases. Lastly, I discuss the implications of the study.

### **The Local Problem**

The local problem that prompted this study concerned the TLs at a local independent school district who had no conclusive evidence to demonstrate their contribution to student achievement as demonstrated by standardized testing outcomes. LocalISD's both internal and external stakeholders which consist of district administrators and classroom teachers believe that TLs are unimportant. Correspondingly, at the LocalISD, AS and CTs have questioned TLs concerning their impact on student learning outcomes. Also, some TLs at the LocalISD suffered from actual and perceived isolation from being the only TL on most campuses of elementary and middle schools with specialized standards of learning for students. Finally, rapid advances in technology such as online and social media resources that support the young learners' personal growth and passions are shifting from print media to electronic formats.

These technology advances have also contributed to a sense of isolation and ineptness by TLs at the Local ISD and in school districts nationally (Braun, 2014). The problem in the local school that prompted this study is that there is a gap in practice regarding how TLs perceive themselves to be of support to student learning

in contrast to how the administrative staff and classroom teachers perceive the TLs actual support of student learning. TLs perceptions of themselves and their roles are likely associated with local library policy and existing structures. With little knowledge about the TLs' professional training and policy requirements, the AS and CTs have little or no tangible narrative of the instructional role of the TL or the library program, which has led to the marginalization of the TL by other professionals in the school district. Therefore, TLs are not perceived by stakeholders as school leaders who have additional professional skills and who strive to meet measurable goals. These faulty perceptions have led to a low collaboration with CTs and the elimination of library personnel and library budget reductions (Dickinson, 2013).

These faulty perceptions and this gap in practice are problematic for the TL and the learning community because of the unnecessary losses that could be restored by utilizing the TLs more. How stakeholders perceive school libraries and TLs determines their effectiveness and sustainability. Consequently, TLs locally, statewide, and worldwide are at a critical time in their professional practice due to ambiguous perceptions by stakeholders regarding the TLs' skills and their additional professional impact on student achievement if only they were allowed to guide students more. New national and state education reform initiatives such as the No Child Left Behind (NCLB) Act had placed more importance on student achievement and state standardized testing; therefore, these reform initiatives necessitate

evidence-based approaches to student learning. In response to mandates such as the NCLB Act, the LocalISD administrative staff restructured their educational approach to include more standards and performance-based teaching and learning. The responsibility of implementing these new requirements was placed primarily on CTs (Branch-Muellar & de Groot, 2016).

The No Child Left Behind Act (2001) is a federal law that provides funding in exchange for improved academic performance for elementary and secondary schools. To receive the additional funding, schools must show academic growth as established on learner standards and annual assessment tests. This indirect student performance mandate caused a problem for TLs because school library standards in Texas were not a part of the schools' standardized testing protocol. For this reason, the NCLB Act did not mention TLs as necessary for students' academic success in school (Strong, 2014). Consequently, the NCLB initiative indirectly caused a belief by some stakeholders that TLs are unimportant concerning a direct contribution to student achievement (Shannon, 2012).

## **Rationale**

### **Evidence of the Problem at the LocalISD**

As part of the Local ISD in this study, the AS are critical to the success of TLs and library programming, but they often are not viewed as essential. The LocalISD has been successful in meeting all the accountability ratings set by the Texas Educational Agency (TEA) related to the following areas: (a) student improvement, (b) progression,

(c) closing the achievement gap, and (d) post-secondary readiness. The TEA is the state of Texas' regulating agency responsible for primary and secondary public education designed to guide, direct, and ensure schools meet accountability standards and educational needs. The TEA uses a rating system based called the Texas Academic Performance Report (TARP), which combines district and campus academic performances with financial reports and data concerning staffing, programs, and demographics. LocalISD administrators utilize adequate yearly progress (AYP) reports, which measure readiness standards in math and the English/Language Arts as well as graduation rates for high school and attendance for primary grades that districts and campuses are required to meet.

State accountability ratings determine funding via performance on standardized tests and graduation rates as mandated by the NCLB. These ratings also determine whether a campus is meeting its educational goals each year. Per the Council of the Great City Schools (n.d.), the LocalISD is one of the fastest growing districts in the nation, with 30 exemplary schools, several U.S. Blue Ribbon schools (2018), and 67 recognized campuses. A concern by TLs that their specific instructional responsibilities, such as information literacy and technology competencies that are assigned to them as described by the American Association of Teacher Librarians and the expectations of internal and external stakeholders differ significantly. Reactions to stakeholder expectations and based on the difference of what TLs are doing on the job are noted in decisions made in

the district that have surprised the TLs as evidenced by shortages in TL staff, budget and pedagogical insignificance (within the same LocalISD).

A lack of knowledge by stakeholders about the nature of the problem that TLs are experiencing is due to lack of awareness caused by not having direct evidence of an academic impact. Some stakeholders such as the AS are not interested in library journals or publications, therefore they have not evidence that a problem exist. By ascertaining narratives concerning the teaching and learning of TLs, triangulation of data gathered in this study proved the indispensability of school library professionals on a local district campus.

### **Evidence of the Problem on the State Level**

The TL performs five different roles within an educational institution: (1) leader, (2) instructional partner), (3) information specialist, (4) teacher, and (5) program administrator. The Empowering Learners: Guidelines for School Library Programs (n.d.) is the national standards and guidelines manuscript for TLs. Local TLs are accountable for student achievement as outlined in the 1997 Texas Essential Knowledge and Skills (TEKS) standards which are equivalent to the Common Core Standards (i.e., the standards set forth by the state of Texas on what student learners should know and be able to do). The TEKS are a state-mandated instructional guide for CTs and TLs in the state of Texas. TEKS establishes what every student in every subject should know in a particular subject area.

TEKS should include the assignment of a value system for rating of the librarian as it refers to the design of authentic learning tasks, guiding of practice, and information processing within their area of expertise (Gordon, 2015). Guided by local and national professional standards (i.e., the American Library Association/American Association of School Librarian standards, library media standards, and ISTE standards) TLs provide school and community support. These standards provide TLs with the necessary tools needed in order to take on leadership roles and assess their effectiveness about student learning. TLs must also meet the qualifications as set forth by the Department of Education. A qualified TL must hold a license or state certification to teach in a specific state (Lupton, 2016). According to Lance and Kachel (2013), while librarians influence student learning, most school administrators and policymakers do not understand the value of the school library or are not aware of the inconsistency.

AASL and AECT (1998) mandated that “the school district shall consider the library measures in creating, carrying out, or increasing library services” (p.1). This action might allow for visibility and alignment of goals among the school administrators and TLs. According to Lance and Kachel (2013), school administrators should inform stakeholders concerning the worth of TLs, as they are critical advocates for the school library program. Librarians require a valid method to assess their professional ability, in a system where standardized tests measure performance. According to Bogel (2008), EBP is a powerful tool of accountability for TLs.

An EBP approach is a form of designed learning. EBP is what guides professional practice and places emphasis on positive student learning outcomes. EBP is the process of TLs documenting how they make a distinction between learning and informing stakeholders of the possible impact on student academic achievement (Todd, 2008a). In using a holistic approach to EBP, Todd (2009a) proposed a three-dimensional implementation of the school library program:

(a) Evidence for Practice - the research to direct library practices, national and state standards to inform learning strategies and to establish best practices, and the informational dimension of school library practice,

(b) Evidence in Practice - using the research for reflective action and understanding, professional experience with local evidence to identify learner needs and transformational dimension of school library practice, and

(c) Evidence of Practice - the results of what TLs do, the impact and the outputs, and the formational aspect of school library practice.



Table 1

*Holistic Model of Evidence-Based Practice for School Libraries*

Types of Evidence	Search Process	Targeted Teaching Outcomes
Evidence FOR Practice <sup>a</sup>	FOUNDATION INFORMATIONAL <sup>a</sup>	Existing formal research provides the essential building blocks for professional practice <sup>a</sup>
Evidence IN Practice Applications / Actions <sup>a</sup>	PROCESS TRANSFORMATIONAL <sup>a</sup>	Locally produced evidence. Data generated by practice meshes with research-based evidence to provide a dynamic decision-making and learning environment <sup>b</sup> : TL's evidence/thinking/wisdom
Evidence OF Practice Results – Impacts & outcomes <sup>a</sup>	OUTCOMES FORMATIONAL <sup>b</sup>	User-reported evidence where learners change as a result of inputs, interventions, activities, processes <sup>c</sup>

*Note.* Reprinted from “Evidence-based practice and school libraries: Interconnections of evidence, advocacy, & actions,” by R. J. Todd, 2015

**Evidence of the Problem on the National Level**

The United States Department of Education (DOE, 2004) called on educational practitioners to use scientifically based research to guide their intervention actions. While TL professionals have adapted to institutional changes, they remain undervalued, causing administrators to appoint CT staff to operate school libraries, in some states and parts of the world. According to Valenza (2015), EBP exemplifies and establishes leadership-like qualities in the American Association of School Librarian’s (AASL) mission statement

and the National Board for Professional Teaching Standards (NBPTS). Widely endorsed as a practice in medicine, for this study an EBP approach, was considered as a tool for evaluating the health of the local library program. The library evaluation instrument that was shared with the respondents, and is in Appendix F, informed the instructional practice of the local TL through a qualitative constructivist approach.

The data revealed that others besides TLs also confirmed there is an existing problem. A stakeholder group is those in the school and the community, interested in fulfilling the mission of the district. The stakeholder groups of professionals for this study are from the LocalISD. These groups appear to have an ambiguous view of the local TL's instructional role. See Table 2 for a list of the local district stakeholders, their interests, concerns, priorities, and needs.

Table 2

*LocalISD Stakeholder Groups*

Constituent Groups	Interest, Concerns, and Needs
CTs	High stakes testing, student success, efficacy, job satisfaction, parents
TLs	Average yearly progress (AYP), High stakes testing, accountability, budget, student success, parents

Table 2 data illustrates the key decision makers who compose the stakeholder group that requires knowledge and evidence of the school library's impact on student academic achievement. According to Everhart (2014) and the AASL Wellness Toolkit (2009), school library impact studies have shown the value of TLs in schools, nationally,

and internationally via improved reading scores, new learning opportunities, and students' ability to address real-world problems. Nevertheless, the data concerning TL success outcomes are not readily available to stakeholders. As a result, ASs, CTs, and other interested groups dismiss the claim of TL academic success or ignore the importance of school librarians.

### **Evidence of the Problem from the Professional Literature**

By situating the problem in the broader area of society, librarians might demonstrate that they are reflective practitioners using evidence that addresses lack of accountability while transforming professional practice. There was a significant body of proof documenting the value of TLs and their impact on student academic achievement. Many schools locally and nationally are without certified librarians. Internal and external stakeholders' erroneous perceptions of the lack of value of TLs is detrimental to the profession because school administrators fill these positions with paraprofessionals (Burns, 2016). According to Kachel (2015), TLs provide support for student learning in the areas of reading, academic achievement, lifelong learning, and 21<sup>st</sup> century multiliteracy skills.

TLs empower students through reading programs early on, and they present new ways of teaching and learning through inspiration, critical thinking, and technology implementation (AASL, 2016). Everhart (2014) noted that individuals who should have access to impact studies do not have them because impact assessments are not well circulated past the library world. "Most school administrators learn about the professional

role of TLs from their practices, not from knowledge gained from coursework or educational journals” (Shannon, 2016, p. 2). School-age students should master 21st-century multiliteracy strategies (spaces for communication and representation) in life to be successful in the digital age (Yutzey, 2015). According to the Horizon Report and New Media Consortium (2011), students who use technology to make connections have a higher likelihood of advancement due to the increased technical ability which includes the knowledge of making sense of the incredulous amounts of information available online.

According to Brooks and Brooks (1999), student learning encompasses more than testing outcomes, but they mentioned that all aspects of school life and learning are interdependent. Smith (2003) determined that a positive correlation existed between school library resources, library services, and higher student achievement by inspiring literature, student achievement, and the use of technology. The purpose of this study was to discover perceptions of TLs, CTs, and the AS concerning student achievement as instructed by the local TL. Due to a lack of relevant literature, substantiation was critical for validating a relationship between librarian instruction and student achievement. Valenza (2015) suggested that researchers could examine the library’s impact using EBP standards that will provide a narrative about proven methods of teaching and learning that are necessary for altering negative perceptions concerning the TL.

### **Definition of Terms**

For this study I used the following terms:

*Administrative Staff (AS):* School or assistant principals who oversee the educational and instructional operations of a school including the supervision of students, classroom teachers, building staff, and TLs (TEA, 2014).

*Classroom Teacher (CT):* Professional certified educators hired to instruct, teach, manage, and work with students face-to-face in a school setting (TEA, 2014).

*Constructivist theory:* A learning theory that explains how humans adapt knowledge and meaning from their experiences (Fosnot & Perry, 1996).

*Evidence Based Library Information Practice (EBLIP):* The process of using inquiry, critical reflection, and library research to improve library instruction and daily practice (Koufogiannakis, 2012).

*Evidence-Based Practice (EBP):* A type of professional practice involving researched evidence. Librarians observe evidence of practice and user evidence repeatedly to refine goals, mission, and core beliefs of a school in which they are employed, aligning programs with them; thereby, improving student achievement (Todd et al., 2011).

*High Stakes Testing:* Any test or assessment used to judge the effectiveness of a school, and that offers a clear consequence for either passing or failing. In the local district, this refers to the state-mandated standardized testing students are required to take, most notably the State of Texas Assessment Academic Readiness (STAAR) and End of Course (EOC) exams. High stakes testing scores also determine how schools are funded (Croft, Roberts, & Stenhouse, 2016).

*Library Scope and Sequence:* A description of the depth and breadth of the information taught in the library, also known as the curriculum. The sequence is the order, and the scope is the amount of information taught along with an alignment of the TEKS (LocalISD Library Services. (2013).

*No Child Left Behind (NCLB):* A federal education law designed to improve student learning and to make learning equitable for disadvantaged students by holding states and schools accountable for student academic achievement (NCLB, n.d.).

*Stakeholders:* The external and internal individuals or groups who have an interest in the success of the school in fulfilling its missions and goals (DOE, 2013). The internal stakeholders are the AS, CTs, and TLs.

*Teacher-librarian (TL):* Individuals who possess both a teacher and librarian certification. Their role is to coordinate and supervise the school library and its programs.

*Texas Essential Knowledge and Skills (TEKS):* The state's standards regarding what students should be taught and which skillsets are honed after the teaching and learning have transpired in the schools for students in grades 3-11 (TEA, 2016).

### **Significance of the Study**

Of the many challenges faced by 21st-century TLs, beliefs held by TLs, CTs, and AS led to misunderstandings concerning the professional role of the TL. A clarified understanding will lead to better relationships with LocalISD stakeholders. While past impact studies have suggested that schools with a certified librarian contribute to student success (Everhart, 2014; Gavigan & Lance, 2015; Gordon, 2016; Little, 2015;

Koufogiannakis, 2013; Scholastic Library Publishing, 2016), evidence to substantiate the claim was still necessary at the LocalISD as postulated by Todd (2015). Todd (2015) also contended that the disconnect in securing an understanding of the instructional role of the TL was in a systematic approach to documenting outcomes at the LocalISD. According to Hartzell (2012), the perceived role of the TL, as visualized by the AS, CTs, and the TL, has made the invisibility of the TL more prevalent and has exacerbated stakeholder misunderstanding of the TL's instructional role, leadership capacity, impact on student learning, and the school culture (Todd, 2015).

Todd (2009a) coined EBP as, "knowing and showing," (p.20) through a logical inquiry and documented intentional line of strategies, suggesting to stakeholders that librarians and libraries enhance the culture of the school and community with student accrued knowledge (Todd, 2006). While national and international empirical research exists confirming that libraries and librarians influence student learning, most stakeholders demand what Todd (2015) terms, evidence of practice. "Evidence of practice is a more concrete measure of successful outcomes derived from what the learners now know, because of the TL's pedagogical contribution" (Todd, 2015, p.2). The social implication of this relationship would be a transformative 21<sup>st</sup> century teaching and learning pedagogy demystifying the value of the TL as perceived by local stakeholders as well as the making of an informed community of digital learners. By focusing on how stakeholders are interested in supporting programs that prove to have a

positive influence on student achievement, the school library could dispel adverse perceptions and improve practice (AASL, 2009).

Moreover, the perspectives held by stakeholders could add dimension to local school library practice as suggested by EBP strategies. According to Todd (2015), a paradigm shift in pedagogy on the local level in school libraries is the transformational evidence required for a change in attitudes and beliefs to sustain the future of TLs and the library. By investigating, the perspectives held by AS, CTs, and TLs, as they relate to student learning at the LocalISD, this phenomenon can articulate widespread acknowledgment of the contributions and necessity of the TL. According to Mezirow (1978), a disorienting dilemma (i.e., an implementation of an EBP approach in the local TL curriculum) can subvert the existing tradition of scientific practice. Mezirow (1978) observed that a disorienting dilemma, such as related to the context of this study, refers to changes in library pedagogy that might begin as an unsupported conceptualization concerning school library influence, but once initiated, becomes an understanding of the role and importance of the TL in the local school.

As stakeholders are influenced to experience and witness the outputs of an innovative pedagogical framework as constructed by the TL, a transparent alignment develops, demonstrating school, library, and community goals. These life-changing transformational events have a significant impact on the misconceptions held by stakeholder groups, which may or may not be an easy change for all involved (Mezirow, 1978). As a practitioner, the TL identifies the needs of the local school and community



through research-based evidential programs, guidelines, and services (Lupton, 2016). An EBP model may illustrate the instructional impact of the TL, making visible what was once invisible (Todd, 2012). The documented output of the TL at the LocalISD may then be measurably articulated, transforming views and opinions worldwide, and demonstrating alignment of the goals of the school to the goals of the school library.

Equally important, Hartzell (2002) reported, “many AS do not perceive TLs and CTs as equivalent as it pertains to teaching and learning, yet TLs and CTs' are evaluated using similar teacher evaluation instruments” (p.94). Kachel and Lance (2013) postulated in a more recent study that TLs are being released from schools although library impact studies show that a certified school librarian positively improves student academic achievement. The study results further found that students with information literacy skills facilitated by a TL have advanced competencies in reading, writing, math, and are better able to adopt new technologies to content in meaningful ways (Kachel & Lance, 2013; O’Connell, 2014). Further studies are showing that while facing 21st century challenges and changes associated with perceptions, budget shortages, emerging technologies, and reform, the TLs conversations, research, and advocacy concerning the matter must continue (O’Connell, 2014; Rosales, 2017).

### **Research Question(s)**

Contingent upon the different perceptions held by the TL, classroom teacher, and administrative staff concerning the TL’s instructional role about student academic achievement, a qualitative case study was used to inform the inductive inquiry.

Adaptability to the needs of the learner demonstrates a 21<sup>st</sup> century constructivist approach to teaching that illuminated the TLs' unique and essential role (Brooks & Brooks, 1999; International Society for Technology in Education, 2016). For substantiation of evidence of learning in the school library, an EBP framework provided the accountability recommended by reform initiatives such as NCLB. The purpose of this study was to explore the perceptions of administrative staff members (AS), the TL, and classroom teachers (CTs) as they relate to the local TL concerning student academic learning while using the following questions to guide the inquiry:

*RQ1:* What are the perceptions of AS, CTs, and TLs regarding the instructional role of the TL in local urban district libraries?

*RQ2:* How do AS, CTs and TLs describe the impact TLs have on students' academic success?

*RQ3:* How do AS, CTs and TLs provide evidence of the value of school libraries?

### **Review of the Literature**

I explored various databases, such as Educational Resource Information Complete (ERIC), ProQuest Central, EBSCO Academic Search, the Walden dissertations and databases, along with the Evidence Based Library Information Practice Journal, which is an online journal. Other databases included School Library Research Journal, another online journal, and the School Librarians Research Journal, which is the online journal of the AASL. Also, I obtained information from other scholarly educational journals, online professional journals, conference proceedings, and websites. The Ohio Educational

Library Media Association (OELMA) website offered additional EBP articles and examples of evidence-related resources.

### **Conceptual Framework**

According to Lambert (2003), adults learn using (a) processes of analysis, (b) engagement, (c) meaning-making, (d) construction of knowledge, and (e) reflection. Each stakeholder group, including TLs, is expected to garner an understanding of the professional role of the TL through these processes. Lambert (2003) also postulated that adults and children learn in the same environments and that the culture of the school is developed based on perceptions. In performing the professional role of leader, as described in *Information Power*, the TL, using constructivist values, should build relationships that are reciprocal using cycles of assessment, reflection, and purposeful learning techniques (AASL & AECT, 1998; Lambert, 2003). These constructivist practices may help diminish misunderstandings and convey a change in perception among local stakeholder groups (McCracken, 2001 as cited in Kimmel, 2016).

From the seminal works of Swiss psychologist, Jean Piaget, a constructivist learning process through assimilation allows for new knowledge and old, or prior knowledge to integrate (Slavich & Zimbardo, 2012). A constructivist's method also encompasses multiple participants' meaning, theory generation, a naturalistic setting, and an interpretive point of view suitable for qualitative studies. Understanding is subjective in constructivism due to the learner creating new information from previous knowledge rather than absorbing new data (Piaget, as cited in Fosnot & Perry, 1985). Consequently,

multiple narratives from various stakeholder groups in the local school setting might assist in collecting the data required to show possible themes concerning perceptions about the role of the TL. Humans create the new mental structures that support and sustain learning which he termed equilibration through cognitive development (Piaget, as cited in Gordon, 2015).

Past research has indicated that the TLs' professional position is becoming imperceptible and that knowledge measures such as standardized tests determine learner and school success (O'Connell, 2014). Examination of these issues with a problem-based approach facilitates understanding of this philosophical framework that constructs meaning from current knowledge structures, whether individually or in a group setting. This examination also facilitates new depth and breadth insights into what the TL is and is not (Hartzell, 2002). According to Dewey (1933), constructivism is a philosophical framework where the learner constructs meaning from current knowledge structures individually or in group settings. According to Brooks and Brooks (1999), constructivism is a learning theory that "describes the principal function of students' increasingly transforming mental and cognitive development" (p. 18). The stakeholders for this study are the adult learners who require a transformation of their current mental structures.

Based on the seminal works of John Dewey (1933), constructivism promotes real-life experiences, sustained inquiry, and evidence of learning (Atherton, 2013). Wallace and Husid (2012) proposed that Dewey's influential works enlisted a change in the perception of TLs due to his postulation that "the central focus of the child should be

social development and not so much on the subject matter” (p.7). This educational self-direction process involved exploratory and experiential learning experiences (Wallace & Husid, 2012). According to Todd (2014), the ability to learn and attain knowledge at a deeper level is a constructivist benefit. Todd (2014) emphasized “input” in shifting the TLs disposition implementing the curriculum integration of school and school library goals (p.3).

In a search to make learning more meaningful for learners in the local urban ISD, administrators create classroom curriculums by using a constructivist approach. This process allows the learner to construct knowledge based on a student’s life experiences using assimilation, accommodation, collaboration, and self-reflection (Brooks & Brooks, 1999; Fisher & Taylor, 1997). Piaget [transformational learning] and Vygotsky [communicative or social learning] (as cited in Slavin, 2014) emphasized the social nature of learning and how cooperative learning, self-regulated learning, and discovery learning are components of a constructivist approach. Proponents of a constructivist approach are concerned with how and in what way students learn, and this approach has become prominent in the education arena (Brooks & Brooks, 1999). This 21st-century method of teaching and learning, also known as authentic learning, or student-centered learning, was used in the local urban district to describe the prescriptive student learning approach presented by CTs.

CTs act as facilitator, knowledge builder, and learner while providing cognitive tools of learning in an environment conducive for knowledge, growth, and flexibility

(Atherton, 2013; Taylor, Fraser, & Fisher, 1997). TLs also play a significant role in this educational practice (Todd, 2009a, 2011). The AASL and AECT (1998) have TL roles assigned such as collaborators, information specialists, and program administrators. TLs act as guides in the school library environment, fostering student learning through the construction of knowledge and meaning making (Slavin, 2014).

### **Review of the Broader Problem**

The literature review includes a historical perspective of the first library impact study, an examination of evidence-based practice (EBP) in the context of library practice, and a review of student learning, and role of the TL as perceived by members of the learning community. Subsequently, the literature review concludes with a rationalization of how an EBP approach became an evaluation tool that demonstrated program outputs for the TL. The following information in this literature review pertained to the potential implication of an EBP model in the local urban school libraries as a means of addressing unaccountability. There was a modest amount of information relating to EBP in the current literature due to its relevance to various disciplines, such as medicine, health, and education.

The subject of EBP as it relates to the school library and librarian practice is still relatively new. A search for *teacher-librarian*, *school media specialist*, *school librarian*, or *library media specialist and perceptions*, yielded over 2000 results with 38 articles relevant to my study. The published literature within the last five years, including the earlier written seminal works, allowed locating relevant data using the keywords

*evidence-based practice* and the associated acronym *EBP* (citations). Similarly, a search of the subject of *perception of the teacher-librarian* and *perception of the teacher-librarian* presented an unexceptional amount of information. While staying within the Walden University research requirements of using only peer-reviewed literature published within the last five years, I could garner the necessary findings to support and validate the research problem by using the search strategies already described.

Stakeholder groups have sometimes perceived a phenomenon based on their experiences, knowledge, and understanding via the construction of earlier learned processes (Prickel, 2016). This action occurred unconsciously; therefore, stakeholders were unaware of these beliefs. For the TL, the belief held by local stakeholders, that that non-certified personnel can replace the TL and that the work assigned to the TL is unnecessary had become problematic (Michels, 2013). Michels (2013) espoused that in Texas, for example, “as student population grew to over five million, the certified TL numbers declined by five hundred” (para. 2). Additionally, since 2011 nine percent of the TL population cut due to budget reductions, economic downtrends, and a belief that the influence of the TL is unimportant (Luhtala, 2012; Michels, 2013; Rosales, 2017).

**Historical significance.** In 1959, Mary Gaver, a librarian professor, created a self-evident study that compared the test scores in three schools (Soulén, 2016). Gaver found out those schools with certified librarians had higher test scores than schools with non-certified librarians. According to Soulén (2016), Gaver held strong beliefs about school library programs and the impact librarians have on students’ and their literacy

levels. Gaver's pioneering spirit was the beginning of many subsequent library impact studies (Todd & Gordon, 2012). Smaller impact studies continued in the 1970s and 1980s mainly due to a comment made by William Bainbridge during a radio interview, where he admonished the imperative of school libraries and librarians that "caused a flurry of publicity" (Lance, 2013, p.3).

This promotion by Bainbridge, a data collector for School Match, eventually led to the beginning of the Colorado studies by Curry Lance in the 1990s. In the 1990s, EBP became a mainstay in the field of education as the call for evidence was becoming more forceful. In this context, school libraries have begun to embrace using EBE over the last decade (Todd, 2009, 2011). Embedded within the text of NCLB, legislation unfurled the mandate to seek out the best available research on a program and then apply the program to the process of current thinking (McCloskey & Lewis, 2017). As TLs have moved from a teacher-centered teaching and learning method to a more project-based approach, the role of the TL has evolved (Wallace & Husid, 2012).

With more emphasis on state standardized testing measures, TLs became a vital partner in assisting the classroom teacher with curriculum-based objectives. This collaborative model as outlined in the Empowering Learners: Guidelines for School Library Programs (AASL, 2009) maintained that the TL as an instructional partner aligns assignments to the classroom that include "critical thinking skills, technology, and information literacy skills" (p. 17). Furthermore, this collaboration instrument has not been the case for some local TLs. According to Ash-Argyle and Shoham (2014), TLs are



invisible to classroom teachers, students, and principals, and being invisible is the reason for their perceived ineffectiveness as well as what hinders collaboration (Hartzell, 2003). The most recent challenge for the TL is the erroneous viewpoints held by stakeholder groups concerning TLs being marginal to academic success (Wallace & Husid, 2012).

Canter, Voytecki, Zambone, and Jones (2011), described collaboration as an essential partnership between special education and general education.

Subsequently, TLs are left out of this association frequently (Canter et al., 2011). According to Meraz (as cited by Michels, 2013), this noted occurrence of TLs being left out has put school children at a disadvantage, and Meraz cited a report from the 2011 Texas Legislature that stated, “TLs are imperative to school campuses and student achievement” (para.1). To understand this phenomenon better and to answer the research questions, I used two theoretical frameworks to inform this qualitative, holistic case study. A constructivist viewpoint, along with a transformative perspective, was the emerging theories that informed this study.

By implementing both constructivist and transformative modalities of teaching and learning, I ascertained an accurate understanding of the TLs’ situation as well as realizing a new way of knowing. I investigated multiple school libraries within the same local district regarding the same issue, which integrates a holistic case study approach.

**Roles of the teacher-librarian.** The five major roles of the TL are library information specialist, technologist, program administrator, transformational leader, and teacher librarian. As an information specialist, the TL is to train students to become

critical thinkers and independent learners (ASSL, 2016). The school library is a space designed for social constructivist learning where critical thinking, guided inquiry, collaboration, technology application, as well as independent and group learning, are accepted and encouraged (Todd, Gordon, & Lu, 2011). Fosnot and Perry (1996), asserted that the constructivist approach is appropriate for learners of all ages. The library information specialist incorporates the school curriculum in lessons allowing for intellectual access to information. By incorporating inquiry-based methods, a deeper understanding of the world, by way of critical thinking, reasoning, problem-solving, and the ability to refute or justify data can be discovered (Todd et al., 2004).

**LocalISD framework justification.** In the context of this study, this disparity was due to a gap that existed in the local district-developed curriculum plan that provides written instruction for objective-based teaching and learning in the classroom, with the ramifications of high-stakes test outcomes to follow (Brooks & Brooks, 1999). Teacher librarians at the LocalISD are not directed under the same rigidity of classroom standards and have more flexibility (Lankes, 2016). Classroom teachers teach all students within the local district with anticipation of students passing state standardized tests. Therefore, much classroom time to teaching these tests objectives are assigned (Brooks & Brooks, 1999). In contrast, the school library, via the Standards and Guidelines for Texas (2005) a constructivist pedagogy is implicitly embedded in the TL's theoretical framework that informs the pedagogical method in the school library (Taylor, Fraser, & Fisher, 1997; Todd, 2008b).

While the local school library is responsible for implementing library programs and learning standards, a scope and sequence including curriculum objectives in practice (LocalISD, 2013), given the fact that the local district has not adopted the Standards for the 21st Century Learner created by the American Association of School Libraries (AASL, 2009), as part of the local foundation guide, the local TL is not under obligation to implement the standards. The Standards for the 21st Century Learner (AASL, 2009) instrument replaced Information Power since many of the guidelines had no provisions for inquiry-based student learning (AASL & AECT, 1998; Building Partnerships for Learning, 1998). This new standard guide presents this statement, “Information literacy currently represents a multifaceted matrix of resources and technology” (The Standards, 2009). According to AASL and AECT (1998), TLs perform a core function; however, most CTs and AS still do not have a clear understanding of information literacy (Kuhlthau & Maniotes, 2010).

TLs who function as program administrators and who cultivate, collaborate, and develop deep knowledge relevant to 21st-century constructivist strategies, must show an alignment of library programs with the goals of the whole school via evidence and documentation. Inquiry learning is learning that leads to collaborative, shared learning. While obstacles to collaboration are still in existence (Shannon, 2016; Todd et al., 2004), TLs have the responsibility of pursuing collaborative relationships with classroom teachers (Gavigan & Lance, 2015; Wallace & Husid, 2012). Collaboration with students employing cooperative learning groups is a part of team building strategies that assist in

the construction of a library learning organization where students are continually evolving and acquiring new skills and knowledge (Bogel 2008; Todd, Gordon, & Lu, 2011). This co-teaching process is a 21st-century practice that allows for a direct and hands-on approach (Blakeney, 2014). Collaboration involves real-world scenarios, where learners engaged in dialogue with the TL, classroom teacher, and each other (Brooks & Brooks, 1999; AASL & AECT, 1998).

The TL who uses a constructivist paradigm of teaching must become aware of what is necessary for a change in perception by stakeholders in a standards-based, data-driven, multi-literacy educational environment (Everhart, 2014). While a constructivist process may be uncomfortable for some TLs, its application is necessary to reach a level of understanding where meaning-making is processed and confirmed by local stakeholders. Educational demands of the 21<sup>st</sup> Century require the TL to become innovative, as well as to help learners to become knowledge builders and information gatherers (Todd, 2014). Applying these innovations are the transformational changes that may not only develop intellectual agency (Todd, 2014) but may lead to an unambiguous understanding of the instructional role of the TL, thus rectifying perceptions.

Transformative learning and constructivist learning theories overlap and are interrelated (Kitchenham, 2015).

While there are common threads between transformative and constructivist learning theories, I directed applying an understanding of learning analysis principally toward CTs and AS within the local urban ISD. To adequately address negative

perspectives held by stakeholders, I also considered the TL's transformational leadership position. When individuals gain an awareness of their present behaviors mentally, they can develop a new state of knowing, analyze their first norms, rebuild a new perspective, and form a new lens of the world; a transformation has occurred (Dewey, 1933; Mezirow, 1978). Transformational learning as proposed by Mezirow (1978) occurs when learners of all ages transform their frame of reference or perception. This transformation happens when problems are solved (e.g., instrumental learning), discussed (e.g., communicative learning), and critically reflected (reframed) (Slavich & Zimbardo, 2012).

Transformative learning is the understanding of what is said, which includes becoming aware of suppositions, meanings, and aptitudes of the person communicating (Mezirow, 1978). In propagating a transformational leadership role, the local TL applied research and other EBP strategies to examine, question, and revise prior preconceived notions held by stakeholder groups (Todd, Kuhlthau, & OELMA, 2004). This solicitation of feedback from respondents via critical dialectical discourse involved the assessment of prior beliefs, feelings, and values (Mezirow, 1978). The critical dialectical discourse is the process by which we come to understand our experiences (Dewey, 1933; Mezirow, 1978). According to Mezirow (1978), in order to partake in this rational discourse, a person must be free to become critically self-reflective.

The TL must foster critical reflective thought, problem posing, and discourse to disorient what stakeholders currently assume the value of the school library (Mezirow, 1978). In other words, I reconsidered a perspective transformation or paradigm shift

(Kuhn, as cited in Kitchenham, 2015) in the way stakeholder conceived the TL's' impact on student learning. (Mezirow, 1978). The process of change impacting a current state of being defined by one's life experience through changed assumptions is transformational learning (Mezirow, 1978). There is a great need for a transformation in the school library program (Blakeney, 2014). The digital citizenry, globalization, emerging technologies, an ever-changing educational system now require educators, especially AS, CTs, and TLs, to redefine and reexamine educational practice (Brooks & Brooks, 1999; Todd, Gordon, & Lu, 2011).

Participating in these transformational changes should be useful to the adult learner who has an already developed set of a well-progressed symbolic frame of reference (Mezirow, 1978). To amend the current frame of reference and to provide new meanings held by stakeholder groups, the documentation and evidence accumulated via EBP strategies have communicated what the library impact study research has been corroborating such as that TLs contribute to the academic success of students (Mezirow, 1978; Smith, 2013; Todd, Gordon, & Lu, 2011). To verify to stakeholders the positive effects of TL's instructional influence, I used an EBP approach as a disorienting dilemma (Mezirow, 1978), to assist educators as the intervention that they can use to change mental structures or beliefs (Branch-Mueller & de Groot, 2016; Slavich & Zimbardo, 2012). As libraries of all types are transforming to meet the needs of a changing society, factors such as recession, federal and state neglect, and program elimination continue to plague efforts (ALA, 2014). School TLs, having to contend with state-mandated testing

and the deprofessionalization of library programs (Stripling, 2014) must renew efforts via advocacy and local efforts to shift negative perceptions (ALA, 2014; Everhart & Mardis, 2014).

Stripling (2014) maintained that, “a threat to one type of library is a threat to all” (p. 1). According to Mezirow (1978), by changing these mental structures of habitual expectation held by stakeholders, the transformational process may lead to a more inclusive, integrating, shared perspective. For this study, constructivist learning and transformative learning perspectives are qualitative components that I used to assist me in understanding human behavior experiences via dialogue and discourse. The role of transformational leader, as coined by DiScala and Subramanian (2011), suggests that more leadership through the implementation of an EBP approach demonstrated. Integration of a model of learning using an EBP framework and an emphasis on the instructional outcome of the TL concerning student achievement may provide the documented evidence of reformative interventions required for a perspective modification.

Additionally, by using past or current research (Slavich & Zimbardo, 2012), a framework might be developed that informs stakeholders about the value of the school library program, the professional role of the TL, as well as the possibility of tapping into student success outcomes as facilitated by TLs (Shannon, 2016). While perceptions of the AS, CTs, and the TL, influence policy and practice, if left unimpeded, the problem for the TL may worsen with an elimination of the profession altogether (Hartzell, 2002,

Todd, 2015). I proposed an evidence-based clarification of the instructional role of the TL and the TL's impact on local student learning outcomes.

**Evidence-based practice.** The proof of the contribution of the TL regarding student achievement was not documented entirely by local school leaders and stakeholders (DiScala & Subramanian, 2011; Todd, 2005; 2008b, 2015). Key stakeholders as well had preconceived notions about the TL and what they do base on cultural envisages of the past (O'Connell, 2014). A change in stakeholder groups' perception was critical at the LocalISD due to policies that the ISD has enacted that reject the TL as an instructional influence. While best practices of teaching and learning were prevalent in the school library, most TLs were not decisively demonstrating this achievement to the community (Todd, 2009a, 2011, 2015). A change in reporting that visibly sheds light on the significance of the TL through successful outcomes is what may be required (Gorman, 2015).

An EBP framework might be the approach that could alter negative perceptions hold by stakeholders (Byrd, 2015; Richey & Cahill, 2014; Todd, 2015). Termed self-efficacy (Bandura, 1994), this belief concerning one's success as a professional, has the propensity of improving teaching skills and abilities, technological skills, interpersonal skills, and professional updating for the TL (Ash & Shoham, 2014). For the local school libraries, an EBP approach is about attaining evidence from students and staff, to direct and plan library programs and initiatives (DiScala & Subramanian, 2011). An EBP



methodology, as a positive learning tool, empowers the TL while providing constructivist strategies that improve student achievement (Todd, 2007, 2009).

***Ross Todd's EBP approach.*** Ross Todd, Library Professor at Rutgers University, first introduced the term evidence-based practice (EBP) specifically related to school libraries in 2007 at the National Leadership Summit. For the sustainability of the profession, Todd (2008b) claimed that TLs would have to apply a measurable systematic approach to teaching and learning in the school library. The TL is implementing an EBP approach with the transformational leadership theory as a basis will have the evidence of practice to prove the validity of the library space as a learning place while fostering effective learning (Ray, 2013). Richey and Cahill (2012) later expanded on Todd's characterization by emphasizing the revision of an existing library program based on past evidence. Library program revision would be a manifestation of student learning that would add value to the role of the TL, the district, and the greater community (Richey & Cahill, 2012).

While library administrators of all types are experiencing major perception problems, it was the school libraries' TLs that require critical evidence that illustrates what school librarians do in terms of student achievement (ALA, 2013). Stripling (2015) advocated that TLs find new tools and activities. Distinctively, Todd's (2009) evidence for practice is critical in implementing an EBP model. Evidence for practice (Todd, Gordon, & Lu, 2011) might be internal evidence (i.e., the Library evaluation Instrument) as a basis to garner perceptions from stakeholder participants (Farmer, 2013). Internal

evidence could also include published scholarly journals and professional literature, and other national and state standards (i.e., the AASL's Standards for the 21st Century Learner (AASL, 2009).

The Standards and Guidelines for Texas Survey (2005) were established, adopted local school standards. External evidence included data (i.e., inquiry feedback ascertained from stakeholder group, library data, and school data (Richey & Cahill, 2015). Evidence in practice provided the accountability needed in a standard driven era (Todd, 2010). Todd posited that evidence in practice is the professional wisdom of the librarian professionals in conjunction with identified learner needs. TLs are at the juxtaposition of a vocational and pedagogical evaluation spurred on by evidenced-based mandates (Texas State Library & Archives Commission, 2005).

An EBP paradigm might be the alteration to establish and emphasize the evidence between librarian practice and student learning necessary for stakeholder support and a renewed perspective (Gordon, 2015). In contrast, Lyons (2009) posited that EBP for TL is biased and only of interest to librarians, to save the library. Furthermore, Lyons (2009) proposed that interventions have nothing to do with EBP and that the actual intent of EBP is evidence-based medicine (EBM). Booth (2006) also believed that EBP takes away the rigor and neutrality necessary for making informed decisions, which diminishes the efforts of the library. Nonetheless, it is imperative for TLs to develop systems to document their impact to meet changing demands in which they operate, if they are to remain relevant (Hartzell, 2012; Todd, 2009a).

Just as EBP is critical in the practice of quality medicine, if applied using the same principles, it could provide similar safeguards in the field of librarianship, in gauging differing attitudes. Gathering evidence as a measure of student achievement has become imperative for the TLs (Gordon, 2015; Todd, 2009a, 2011) as stakeholders are not convinced about the value of the librarian's impact on student learning (Gavigan & Lance, 2015; Shannon, 2016) or the library programs in the school.

Teacher librarian self-perception. Teacher librarians believed that stakeholders such as administrative staff and classroom teachers are uninformed concerning their role as professionals or their value to student learning (Everhart, 2006). Hartzell (2012) asserted that this lack of knowledge is due to CTs and administrators' lack of professional training and unwillingness to collaborate with TLs. Job satisfaction and personal productivity were facets that caused a worker to feel good about work performance. When the AS was unaware of the influence the TL has on campus; it was likely that the goal to excel is lessened or becomes nonexistent (O'Connell, 2014; Shannon, 2016). Self-efficacy is what is necessary for the TL to view their instructional and professional roles on the local urban school campus.

Self-efficacy is a belief concerning oneself in successfully performing a set of behaviors necessary for goal attainment (Bandura, 1994). "Professional self-efficacy, as it relates to TLs, is the individual's perceived ability of simultaneously utilizing all skills needed to shape the profession" (Ash-Argyle & Shoham, 2014, p.124). TLs believed that the services they provide and the work they perform are essential to the school and

community (Wallace & Husid, 2012). According to Ash-Argyle and Shoham (2014), the role perception of the librarian, as believed by CTs and AS, is that of storyteller or information provider, while school librarians viewed themselves as professionals and co-teachers (Ash-Argyle & Shoham, 2014). The LocalISD' librarians meet monthly at a chosen school within the school division to prepare for student learning by gaining and sharing knowledge concerning pedagogy and best practice as well as connect and create partnerships with other TLs within the district (G. Patrick, personal communication, August 21, 2014).

At some monthly TL meetings, the topic of conversation occasionally progresses to how individual campus TLs implement the standards-based tasks assigned to them while endeavoring to maintain the other duties assigned. Many TLs believed that these new duty assignments had more to do with misconceptions held by stakeholders. Moreover, a lack of evidence portraying how the TL contributed to student success might account for this cynicism (Hughes, 2014). A mixed-method self-perceived study of TLs conducted in the UK had significant findings (Ritchie, 2011). The survey showed that TLs believed that they were the lowest, as it pertains to all types of librarians, that they were not respected, that the success of the library program was due to the personality of the TL and that the AS did not understand or value the school library (Ritchie, 2011).

While schools in England are not required to have a full-time certified TL, the number of qualified TLs rose from 70 to about 300 by 2002 (Stimpson Report, as cited in Ritchie, 2011). In contrast, impact studies in the US asserted that having a certified TL in

the schools' impacts student academic achievement. Published in 1998, new national standards for TLs called *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998), placed more emphasis on the instructional role of the TL. TLs are now expected to maintain a collaborative relationship with CTs to foster student learning. According to Ash-Argyle and Shoham (2014), many TLs have resisted the call for change (i.e., a mandate for technological innovations).

**Classroom teacher perspective of the TL.** The professional literature suggested that CTs did not understand the instructional or teaching role of the TL. Whelan (2010) asserted that CTs in elementary schools view the TL as a babysitter, while in secondary schools CTs consider students as proprietary, with high resistance to collaboration or timesharing of students. TLs have no direct accountability to standardized testing or grade assessments. According to a study by Williams and Wavell (2001), as cited in Ash-Argyle and Shoham, 2014, TLs insisted on collaborations with teachers and considered it a part of professional practice, although they reported it as disadvantageous. Montiel (2010) claimed that more studies are needed to substantiate the benefits of TL to student achievement.

Traditional methods of learning (i.e., teacher-centered learning via lectures, worksheets, textbooks) (Wallace & Husid, 2012) implemented by the TLs in determining and meeting the needs of the learning community have proved to be inadequate (Todd, 2009a). Nevertheless, one study provided data to show the contribution of the TL, as viewed by the CT regarding student achievement (Gavigan & Lance, 2015).

Collaboration and co-teaching, as evidenced in the South Carolina Study, proved to be the strategies that lead to a change in perception of CTs and AS (Gavigan & Lance, 2015). Participating CTs in the South Carolina Study (as cited in Scholastic Library Publishing, 2016) responded to surveys that stated that students benefited from the teachings of the TL regarding ELA and writing standards and rated them as presenting quality instructions within the library and beyond. Hartzell (2012) argued that the TL conduct multiple perception assessments of the school library situation.

Additionally, an EBP enhanced communication between the TL, CT, and AS, overcoming existing prejudices and making it possible to plan activities that align with the learning programs of the school library (Richey & Cahill, 2015; Todd, 2009a). Introduced in 1856, EBP (known as comprehensive care in medical arenas) outlines a process for choosing, implementing, analyzing, and appraising a solution to real-life problems (Torres, Farley, & Cook, 2012).

**Administrative staff perception of the TL.** A positive perception and public endorsement of the TL by the AS is critical to the efficacy and value of the school library. In a study of secondary school principals in the state of Virginia, Shannon (2016) postulated that AS and CTs do not view TLs as a valuable resource. Kachel (2015) noted in a school principal's training course, that principals were not aware that TLs have a professional pedagogy, that information literacy is a TL objective that benefits CTs, and the school achieving higher reading levels, nor are AS familiar with the numerous impact studies proving that TLs influence student learning. Shannon (2016) also claimed that the

understanding of the full capacity of the TL is imperative for AS and leads to the effectiveness of the school library and the role of the TL. Todd (2015) posited creating a ‘culture of help’ where TLs as agents of transformation, gather the evidence that displays their expertise.

Developing a library program where stakeholders agree to the librarian’s impact on student achievement and a specific role as a professional is the goal of most TLs (Johnson et al., 2011). Hartzell (2002) suggested that AS who have little or no knowledge about the responsibilities of the TL are susceptible to stereotypical beliefs such as TLs being “harsh, unpleasant to work with, or argumentative” (p. 93). Gordon (2015) suggested that TLs become their best critic via an EBP approach to continuous improvement in practice (Todd, Gordon, & Lu, 2011). Data is what drives classroom instruction and determines whether the CT has met the goals of the school, district, and state. The assessment also determines the strengths and weaknesses of a library program.

According to the AASL: Standards for the 21st Century Learner (AASL, 2009), assessment encourages an examination of teaching by the librarian and learning by the student. Assessment should be intentional and documented (Dupree, 2008). Using an EBP constructivist perspective, strategies designed to show the visibility of the TL should guide instruction in the school library (Dupree, 2008). EBP is an authentic assessment model designed to communicate the visual learning of the student using the following mediums: (a) journals, (b) concept maps, (c) learning logs, (d) ungraded exams, (e) rubrics, (f) reflecting, and (g) other constructivist approaches (Dupree, 2008). Evidence-

based learning centers on active participants in the learning process and authentic learning assessments, as data that communicates to stakeholders that instruction is data-driven and targeted toward intervention (Gordon, 2015; Todd, 2009a). The mission of the campus library media program is to ensure that students and staff can effectively develop ideas, multiliteracies, and information (Branch-Mueller & de Groot, 2016).

Information of this type is in the TL mission, and professional standards of the LocalISD, which is presented in Appendix E. The mission statement for the State of Texas is similar in its goals as the local and campus mission. While similarities exist concerning these state, local, and professional standards, the opinion held by CTs, AS, the TLs themselves were not consistent, and some stakeholders are not aware of the contents. The mission of the Texas School Libraries is in Appendix F.

**EBP strategies for visibility.** Decisions made based on local research and standards fit nicely within an EBP philosophy (Todd, 2008). EBP also offers the opportunity to build support, attract, and keep those who are highly qualified, and reduce cost, while guiding the development of future practice (Kramer & Diekman, 2010). The local school's job description states that TLs are accountable for student achievement as outlined in the Texas Essential Knowledge and Skills (TEKS) standards. That description should assign a value to the librarian as a designer of authentic learning tasks, guided practice, and information processing within their area of expertise (Gordon, 2015). TLs are instructed by local and national professional standards to take a leadership role in assessing their effect on student learning, simultaneously incorporating the TEKS.



A partial list of what is considered evidence in practice (Todd, 2015) and includes some of the same constructivist strategies proposed by Kallick and Zumda (2017) (i.e., a journal writing, questionnaires, pre- and post-tests, surveys, student reflection, one-minute papers, student products, audience feedback, rubrics, and more). There are many librarians' toolkits developed to helping the TL in promoting and substantiating the necessity of the library. Conversely, only the Ontario Library Association provided an EBP school librarian toolkit for elementary and secondary teacher librarians (Kompar, 2015). Endorsed and based on the EBP conceptualization of Ross Todd, this web-based toolkit, *The School Librarian Evidence-Based Toolkit* (2003), provides information, resources, success stories, templates, and assessment strategies designed explicitly for documenting and sharing success outcomes with the learning community (Kompar, 2015). Finally, evaluations of the school library program may allow the teacher librarian to distinguish beforehand, or when asked, the learning goals of the school and school principal (Kachel, 2013; Todd, 2015).

While TLs answer the needs of a school, most of them were not entirely aware of how to present this data to support this claim (Kachel, 2013). These evidence measures are part of the documentation for a quality library program that facilitates student academic achievement and demonstrates the transformational leadership role of the teacher librarian (DiScala & Subramanian, 2011). School principals, CTs, parents, and community members should be made aware of the teaching and learning that takes place in the local school library. Currently, at the LocalISD, TLs prepare a report for six weeks,

highlighting library-sponsored events and activities, research, and web-based efforts, circulation data, and reading programs. This report is emailed to the school principal as well as to the school library administrator.

Day to day lessons aligned to the TEKS standards and classroom curriculum and reading programs were promoted and celebrated throughout the local district, although a framework demonstrating evidential successes was not a mandate. Furthermore, TLs at the LocalISD were not obligated to analyze, research, or document library instructional outputs based on the guidelines and practice. This missing element, according to Todd (2015) is what stakeholders require to support the school library program. To get buy-in, for the work of the TL, knowledge, skills, values, and attitudes are the attributes that will need to be visible before a change in perceptions can be ascertained (Loertscher & Todd, 2003). Ultimately, the best strategies for initiating the movement of the TL from visible to invisible has not yet emerged as supposed by many stakeholders. However, the TL should be aware of this ambiguous conception and begin posturing in a way that transforms the TLs' teaching and learning framework with carefully thought out strategies that bring quality to every component of library service and promotion.

**Quality control in the school library.** Quality school library programs contribute to student success (Kachel, 2013; Kachel & Lance, 2013; Todd, 2008, 2009, 2011). A body of research studies, known as the 'school library impact studies' proves that quality school library programs have a strong correlation to student academic success (Booth, 2006; Gillespie, 2010; Gordon, 2015; Kachel & Lance, 2013; Koufogiannakis, 2013;

Loertscher, 2014; Rosenfield, 2006; Sorensen, 2013; Small, Shanahan, & Stasak, 2010; Todd, 2008; Todd, 2009a; Todd, Gordon, & Lu, 2011). From the research, I also concluded that of the many factors that link to a quality library program, a certified TL was most prominent for student success (AASL & AECT, 1998; Kachel, 2015; Kachel & Lance, 2013; Todd, 2009a). In a study of 1,850 TLs, CTs, and AS implemented to assess the role of teaching using the American Association of School Librarians: Standards for the 21st Century Learners (AASL, 2009), a prominent connection was determined by dramatically higher scores for students in writing and reading. The results of that study also concluded that in schools where AS, CTs and TLs evaluate the library as ‘excellent,’ the library programs are an inquiry-based learning approach entity (Kachel & Lance, 2013).

Other significant factors are accountable for a quality school library where access to quality literature via the school library, before and after school operations and flexible scheduling (ALA, 2013). Other factors include higher budget expenditures, a current collection (ALA, 2012; Booth, 2006), and a collaborative partnership between the TL, classroom teachers, and principals (Hartzell, 2002, Nelson, 2011; Richey & Cahill, 2014). One other significant factor was that the more visits to the school library, the higher the scores on achievement tests (ALA, 2012; Cahill & Richey, 2012). In an analysis of TLs, it was concluded that more emphasis should be on the development of a deeper understanding of critical concepts and skills, the teaching and learning, and the library as a welcoming, flexible, learning area (Todd, 2012). According to Todd (2012),

facets of intellectual quality, included (a) higher-order thinking, (b) in-depth knowledge, (c) deep understanding, (d) problematic knowledge, (e) substantive communication, and (f) reading literacy.

These quality control factors could demonstrate that the school library has a method of teaching and learning mechanisms in place. According to Todd (2012), quality pedagogy is pedagogy that is accountable, underpinned by documentable outcomes, evaluated, and communicated. Too often, administrators, teachers, and other school personnel, considered to be nonessential personnel, perceive TLs to also be non-essential (Shannon, 2012). TLs empower students using reading programs early on and present meaningful ways of teaching and learning critical thinking, and offering technology implementation (Piaget, 1985). Quality control in library protocol could also demonstrate evidence of the impact of learning.

Todd (2012) referred to the school library as the “dynamics of learning as an inclusive and cultural process of the community” (p. 3). Todd (2011) proposed that TLs should, with precision, communicate the learning outcomes of the school library, its initiatives, and impact. A review of current research presented by Bromley (2011) offered a comparison of the spotted owl and the librarian. She illustrated how the spotted owl and the librarian are both *endangered species* having reached that state due to their loss of habitat, the spotted owl because of deforestation and librarians because of shrinking budgets (Goldberg, 2009; Rosales, 2017). This EBP paradigm shift in practice might transform the teaching and learning pedagogy in the local library. A paradigm shift in the

form of instruction presented to students might result in a quality control measure that improves circumstances for the TL and prove to stakeholders the value of the TL as an interventionist.

Quality control as an intervention for evidence. Similarly, the local evidence collection should “make visible, what was once invisible” (Braxton, 2015, p. 42). In aligning the standards of the library to academics, Dickinson (as cited in ALA, 2014) asserted that TLs demonstrate that it is not about the school library, but more about the learning. In the same vein, a culmination study of school library impact studies concluded that the benefits of quality control measures already in place in the school library, an even greater influence might be for marginalized students living below the poverty level (Kachel, 2013). In addressing the achievement gap and preparing students for 21st-century skills, socioeconomic conditions had no impact in determining student success in the school libraries (Kachel, 2013; Todd & Kuhlthau, 2016). Past research findings concluded that reading scores improved vastly in schools where a full-time certified TL taught literacy standard, alongside curriculum objectives (Kachel, 2013). Pappas (2010) proposed that state standards and Information Literacy Standards (AASL, 2010) taught by TLs have a positive correlation.

Todd (2012) contended that due to the current economic climate of cutbacks and reform, the task of documenting student learning is essential. With teaching methods and ways of learning shifting, learning at the LocalISD requires planning with the end in mind (Wiggins & McTighe, 2005). Researchers also referred to backward planning as

standards-based planning or designed learning (Pappas, 2010). Backward planning provides a way to pre-plan for the learning experience through the following ways: (a) collaboration, (b) alignment with state and local standards, (c) task assessments, (d) choices for learning levels with embedded accommodations and modification, (e) formative evaluations, and (f) models of communication (Pappas, 2010). Backward designed learning model using constructivist and EBP strategies as evidence to suggest that a high-quality library can and do make a difference in student academic success (McGrath, 2015).

Past library impact research suggested a correlation in state standards and information skills lessons that demonstrate the TL's effectiveness (Kachel, 2015). The evidence, according to School Library Impact Studies (2013), illustrates the impact of the TL with academic increases of 20% gained by students in Pennsylvania (Kachel, 2013; Pappas, 2010). A designed learning experience also includes plans for differentiated instruction (Wiggins & McTighe, 2005). In implementing Piaget's constructivist model, students act as peer mentors, working together, aiding one another in a space structured for the creation of new learning experiences is the goal of the TL, no matter the ability or disability of the learner. Due to an urgency to transform the library (Mardis & Everhart, 2014; Hughes, Bozorgian, & Allan, 2014) studies such as the Colorado Study (Francis, Lance & Lietzau, 2013), New South Wales (NSW) Government Study (Hay & Todd, 2010), and Gildersleeves (2012) have all assisted in making clear the need for schools to

have a full-time certified librarian, a computer that connects the classroom to the library, and well-stocked libraries.

Locally, the Texas Study (Texas State Library and Archives Commission, 2005) conducted by researchers Keith Curry Lance and Ester Smith confirmed that the “resources, activities, and services provided by the librarian, impacted student test scores on standardized test, as evidenced by the Texas Assessment of Academic Skills (TAAS). Currently, this assessment is called the State of Texas Assessment of Academic Readiness test” (2012, p. 8). These impact studies focused on the importance of having space where students learn to read and suggested a variety of resources to foster a love of reading. Studies also indicate a need for librarians, who actively teach students, to become competent users of information, research, digital formats, and ideas (Todd, 2008, 2011). Another significant example of past studies relating to EBP includes the Ohio study (2003), which used EBP to study 13,129 students and 39 schools and showed that significant academic gains were made using an EBP model.

This study used a survey called the Model of the School Library as a Dynamic Agent, as well as the School Libraries Work (Scholastic Library Publishing, 2016) Research foundation paper. This body of the investigation also includes statements from a myriad of findings from studies conducted over nineteen years that generated empirical evidence establishing a congruent association between library programs and student academic achievement (Scholastic, 2008). Champlain, Loertscher, and Miller (2007) as cited in Must Haves, (2009), suggested that the programs of the school library must be

linked to student academic achievement to justify their existence. To be perceived as indispensable, libraries must be engaged in systematic improvement to survive as a vibrant program within the school. Todd (2008a, 2011, 2015) argued that this linkage between systematic improvement and student achievement needed to be understood by key stakeholders.

The TL might begin with a process where learning starts with a curriculum integrated with TEKS standards and from the student prior knowledge that includes real-world activities and programs designed to build new knowledge (e.g., Learning Theory). This study was informed using a constructivist approach and examined the transformative learning theory as a possible instructional model for the local TL. An EBP paradigm can transform library practice or policy locally using a documented conceptual framework that highlights the instructional role of the TL and their ongoing efforts to include the CT and AS, as collaborators in the learning process. A constructivist approach and the transformative learning theory guided this study. The purpose of applying both theoretical models was to examine how the TL facilitated and encouraged student knowledge construction, through the transformation of learner attitudes and interests intended to evoke a change in the stakeholder's perspectives. In other words, using discrepant events (i.e., new observations or conceptions), stakeholders can reach a new understanding or construction of reality (Brooks & Brooks, 1999).



## **Implications**

The implications of this study were strategies that helped identify those elements of local practice that TLs can incorporate into an EBP program (especially for new librarians unfamiliar with the practice) making visible to stakeholders, what was once invisible. Another implication of this study is the impact of the current practice on student success, and perceptions of the role of the library and explore if, and how, an EBP program can be a new learning approach for the LocalISD libraries. A result of this study can be a philosophical transformation for the TL that would link student success at the LocalISD to interventions authored by of the TL that can be shared with TLs worldwide, changing beliefs held by stakeholders. The future direction of this study will be beneficial to stakeholders worldwide, the school culture, and communities via a constructivist plan of action presented in the form of a Professional Development and Training Curriculum, or possibly a policy paper. Designed to inform, guide, and transform library practice using a single perspective about the academic role of the TL, stakeholders will receive these outcomes measures.

By reflecting on students' learning needs, as evidenced by the TL day to day lesson plan, this study will help identify gaps or weaknesses and possible strengths or potential positive outcomes in library programming that do not address the school's broader mission and goals (Todd, 2008a). An "EBP approach may contribute to the knowledge and competency in the implementation of technology, substantive, comprehensive, interdisciplinary partners in the goals of a larger school community"

(Bogle, 2008, p. 14). A re-tooling plan is vital in preparing experienced librarians and neophyte librarians for work in the field. According to Bates, McClure, and Spinks (2015), data are what librarians use to demonstrate their impact while making the work of the busy librarian much easier. The present data gathering strategies that generate indirect evidence such as using circulation and statistical data establishes that the library program is engaged in practices that promote student achievement.

Direct evidence, in the form of formative and summative assessment data, as prevalent in a constructivist approach, measures student learning and the librarian's instructional impact. Collectively, indirect and direct evidence suggested that the TLs were using their knowledge of pedagogical principals, fostering academic achievement (Bates, McClure, & Spinks, 2015). DiScala and Subramanian (2011) suggested that both precise and diagnostic data be collected to demonstrate the impact of the library. As suggested via a constructivist approach, this study revealed the variety of meanings held by the TL, regarding their role while solidifying present and future imperatives, necessary for promoting technological trends (ISTE, 2016). Nonetheless, studies relating to the implementation of strategies of this sort in school libraries were limited and a positive outcome unsure.

Also, the LocalISD did not discuss these matters (Uther & Pickworth, 2014; Koufogiannakis, 2013) and an accurate definition for EBP remained elusive (Gillespie, 2013). Cahill and Richey (2012) asserted that there is no documentation of widespread utilization of an EBP framework. Therefore, an investigation of EBP's potential for use

locally provided valuable insight into the functionality of the TL, library programs, and a possible EBP paradigm shift.

### **Summary**

Problems for the local TL, such as a declining economy, library budget shortfalls, administrative cuts, and the ambiguity surrounding their instructional role had made it vital for TLs to disseminate a transformative 21st-century evidence framework. A new approach that will inform stakeholders about the obligation of the school library via successful knowledge attainment outcomes is the plan of action (Michels, 2013; Todd, 2011). These new “Ways of Knowing” (Todd, 2008) internalized by internal and external stakeholder groups’ answers crucial transformational demands for reform in the form of an informed TL’s daily practice (Everhart & Mardis, 2014; Whitehurst, 2009). Additionally, educational reform laws via standardized testing placed the evidence of student learning on student testing outcomes. TLs and the services they provided had no direct link to testing outcomes.

Subsequent numerous library impact studies demonstrated that a correlation did exist between the TL and student academic success. However, stakeholder perception did not communicate that belief (Cahill & Richey, 2012). Educational systems around the world were adopting practices that are evidence-based focusing on research addressing a need for a gold standard of proof (Hartzell, 2012; Todd, 2009a). These new structures proved that specific educational practices produce student success (Whitehurst, 2009). Gordon (2015) posited that no school library research exists as the gold standard of

studies published in the Department of Education's (DOE) What Works Clearinghouse" (p. 91).

Current research on school libraries had not met the gold standard. As a result, school librarians must continue to work to assess their jobs in a way that focuses on local action (Gordon, 2015; Todd, 2009a). The appropriate school library standard is one that provides information that is credible to stakeholders within the local school community. The standard should also contribute to a mutual understanding of the value, successes, failures, and needs of the library program. From a constructivist approach, librarians must understand the cultural environments in which the learning is to take place. In doing so, learning is centered around the experiences of the learner using tools tailored fit for multiple realities and new ideas.

This study proposed to answer questions concerning the local TLs' relevancy and instructional role as perceived by the CT, AS, and the TLs themselves. In Section 2, an evaluation of an EBP model for exploration and utilization, for the usefulness to the work of the TL, was addressed in obtaining learning outcomes. The goal was to garner the opinions of local district stakeholders and to ensure that the library instructional program aligned with state and local standards. Furthermore, the research findings indicated a connection between TL instruction in the school library and student learning that is visible (Bogel, 2008). The belief was that the policy planning tools created might direct current practice and might promote a positive perception of the TL to internal and external stakeholders. Using the EBP approach to TL practice and by applying the

Standards and Guidelines for Texas (2005), the local library can present an evidence-based framework to demonstrate answerable teaching.

By implementing this model, the TL will generate the data needed to create a collective voice within the community that can make a difference in the longevity of the library as a service provider to schools. Furthermore, if other types of libraries develop similar models (i.e., college, public, and private libraries), similar results might materialize. In this study, I described a detailed process by which the collection, analysis, and association of data emerged. By revealing a naturalistic interpretive story concerning CTs' misconceptions of TLs, an EBP innovative paradigm and a possible professional policy model for the local TL realized. In Section 2 I discuss how the local data garnered an understanding of learning dilemmas and potential gaps in library practice and perception. Finally, I describe the theoretical framework I selected to guide and inform the study.

## Section 2: The Methodology

### **Introduction**

The purpose of this study was to explore the perceptions of stakeholder groups as they pertained to local TLs concerning student academic learning. An exploration of current TL practice using Piaget's constructivist theory and Mezirow's transformative theory informed and examined how CTs and AS perceive the contributions of TLs as they relate to student academic achievement. TLs' worldview was assessed to determine their extent of knowledge concerning library practice and EBP strategies. I used a qualitative case study design to inform this inductive research as a basis to answer the proposed research questions. With the aid of the standards outlined in the Standards and Guidelines for Texas Survey in the form of the library evaluation instrument along with an evidence-based framework described in the TL toolkit for evidence, I collected data via the library evaluation instrument and document analysis.

In this section, I present the research results of 15 participants, consisting of five CTs, five TLs, and five AS within one large urban school district. All 15 participants completed the online survey, but only the five TLs were interviewed and submitted sample lesson plan documents. Survey questions, interviews, and sample lesson plans provided adequate data for analysis. The results from the study offered evidence of the ambiguities concerning perception among all local stakeholder groups. Grounded in constructivist reasoning, which includes an authentic setting and a problem-solving approach, I collected narrative responses from TLs, AS, and CTs concerning student

learning support. In Section 2 I present the research design, setting, and sample selection process, instrumentation method, moral rights of study participants, data collection, data analysis, trustworthiness, and conclusion.

### **Research Design and Approach**

This qualitative case study examines the data inductively and produces findings grounded in the data. I focused on a naturalistic interpretive inquiry to make sense of participants' worldviews. An in-depth view of the study participants' understanding using a qualitative research approach provided a clearer perception as personal stories emerged. Todd (2015) recognized that it is hard to convince stakeholders of the nature, scope, and importance of the role of the TL no matter the published evidence or advocacy efforts without exploring and presenting successful student outcomes. This exploration of stakeholders' perceptions concerning the work of the TL allowed me to seek the meaning of library practice in one LocalISD.

A qualitative case study best fit my approach because by implementing the case study process, I disclosed the voices and views from those in the field who shared their narratives on the issue of perception concerning the instructional impact of the TL. This flexibility of design also allowed for a particularistic, detailed, and experiential investigation. I endeavored to identify the shared experiences of individual stakeholders in a local school district. While phenomenological and case study research are similar, a researcher in a case study approach uses real-life contemporary settings to investigate

different perspectives regarding a problem, whereas phenomenological studies consider perceptions of lived experiences and interpretations (Creswell, 2012; Yin, 2012).

A grounded theory method was also considered and found inappropriate. The objective of my study was not theory development of a given problem, but my goal was to garner an understanding of a situation in a particular context. A qualitative case study was the best fit in endeavoring to discover how and why TLs are seen as marginal, as perceived by stakeholders. While not empirically generalizable, as in quantitative research, the outcomes of this study might be transferable to similar situations in other school settings due to qualitative quality indicators. Other quality indicators incorporated in my study are credibility, dependability, and confirmability.

The Library evaluation instrument is a free public evaluation instrument, developed by Maria Elva Ovalle from Region One Education Services Center (Texas State Library and Archives Commission, 2005). The structured online questionnaires (i.e., the Library evaluation instrument) were sent to the participants using Survey Monkey. This process occurred after the participant consent form had been signed and received. The Library evaluation instrument located in Appendix G consisted of the following two parts: (1) three demographic questions for the notice of specific titles, especially the TL for lesson plan documents and (2) 11 library evaluation questions, based on the Texas School Library Standards (2005).



## **Participants**

This naturalistic qualitative investigation included only professionals in the educational field such as TLs, AS, and CTs in one north central Texas urban LocalISD. This qualitative strategy required purposeful sampling where the settings, participants, and events were selected based on their relevance. Purposeful sampling allowed for multiple perspectives from participants based on interests and professional characteristics. Purposeful sampling identifies a population and develops ways of selecting cases based on advanced knowledge of the outcome. My use of the constructivist framework and a non-probabilistic sampling strategy guided me in the selection of sample participants.

The proposed research site where the investigation took place is a major urban LocalISD. The LocalISD consisted of 228 schools, each comprised of a full- or part-time certified TL employed on each campus. The LocalISD is an independent public district covering 312.6 square miles that include schools of varying levels and interests, with staff employed at elementary, middle, and high schools. A total number of 15 educational professionals in the field of education from elementary, middle, and high school were invited to participate in the study. This small and diverse group of participants from various areas of a large urban city and different levels of school (i.e., high school, middle school, and elementary school) reflect the diverse needs, strengths, viewpoints, and abilities required for a reliable study. Only schools inside the LocalISD are included in

this study. I emailed surveys to specific schools within the district that were chosen according to the LocalISD division chart shown in Table 3.

Table 3

*LocalISD Divisions of Schools*

Division Location	Participants	Title	Level	Schools
Division 1 South	1	AS	HS	SNTH KH
	1	CT	MS	TM FM
	1	TL	ES	CE LCE
Division 2 Northeast	1	TL	HS	WTWH ECH
	1	CT	ES	EE BE
	1	AS	MS	ZM HM
Division 3 Northwest	1	AS	MS	KCM BFM
	1	TL	HS	TH HH
	1	CT	ES	HXE HE
Division 4 East	1	TL	ES	PHE ACE
	1	AS	MS	GM ARM
	1	CT	HS	TGH BMH
Division 5 Southeast	1	CT	MS	CM BSM
	1	TL	ES	YE BE
	1	AS	HS	SH AH

*Note:* Adapted from the LocalISD 2013 divisions chart.

\*\*Alternate schools

\*HS-high school, MS-middle school, ES-elementary school

\*AS-administrative staff, CT-classroom teacher, TL-teacher librarian

If there were no response from a selected participant after one week, I chose a new school site, based on the alternative. In Table 3 I presented a summary of the sample structures, settings, and alternate sites by the LocalISD division. For purposes of this study, five AS, five TLs, and five CTs from varying grade levels and schools from within the LocalISD were invited by email to participate in the study. I included a consent form with the emailed invitation to participate along with a brief questionnaire for seeking general demographic data. In this selection process, I focused on and allowed for the

diversity necessary for various perceptions, knowledge, and opinions. Fifteen participants were chosen based on their returned and signed consent forms. In Table 3 I list the alias for schools and alternative schools in order to represent the anonymity of participating schools and employees therein, selected for the study.

I emailed a written notice of the research opportunity to the library director to obtain access to the research site. I sent an email to each participant after I received IRB approval. After I received participation consents, I sent out additional information notices of the meeting details. Walden University's IRB was the point of reference for guidance in this area of the study. Permission to conduct the study came first from Walden's IRB, then the local school library director, and then via the LocalISD's Evaluation and Research Department.

### **Role of the Researcher**

I have been a TL in my LocalISD for the past 11 years. Before becoming a TL, I was a CT for 23 years in the same LocalISD. The culminated experience from both being a CT and a TL facilitated understanding the internal and external stakeholder perceptions while being aware of my personal biases. As the researcher, I ensured that personal biases were avoided and not interjected in the study. I achieved this by having the evidence to back up research assumptions and making sure that my study was credible. As Maxwell (2005) pointed out, remaining objective and avoiding subjectivity is of paramount importance in all research.

In response, I followed the necessary steps in administering a trustworthy qualitative study. In order to collect data specific to the research questions, I selected a targeted population. Next, a proper researcher-participant relationship established that I served as a thoughtful researcher. During data collection and analysis, the perspectives of the participants were carefully documented for accuracy and without implication of personal bias while consulting others and seeking alternative directions, when and if needed (Cohen & Crabtree, 2006). During data analysis, the following was kept in mind to maintain the integrity of the data: (1) purpose of the study, (2) my role as researcher, and (3) the participant's role.

Similarly, interpretation of the data was the major objective of this research, grounded in a qualitative constructivist approach. Therefore, I relied on verifiable evidence from the data in concluding and not on my relationship to the problem and the participants. Finally, I realized that my role was integral no matter how closely involved I was to the research problem (Stake, 1995). As an employee of the LocalISD, my rapport with the participants did assist with positive relationship building even though some were called upon for participant validation of the data via member checking (Lincoln & Guba, 1985). Participants' confidentiality was maintained and fictitious names used for anonymity.

I ensured that I maintained professionalism and that the participants were comfortable during the study. Furthermore, an establishment of trust between the participants and myself assisted in the process of participants' protection. All

participants had their rights and confidentiality protected by the pre-signage of the IRB participant informed consent, which advised that no harm will come to participants. Finally, a continuous solicitation of feedback from the participants helped rule out the possibility of bias or the misinterpretation of perspectives.

## **Data Collection**

### **Data Collection Instruments**

A three-week window established the timeframe for the collection of multiple data sets that also included the return of the participant consent forms, completion of the Library Evaluation Instrument, and the submission of two TL lesson plans. Data collection for my research site, as mandated by the local research and evaluation department, took place in the spring before spring break. I collected data using instruments such as (a) an online Library evaluation Instrument, (b) Skype interviews, and (c) document analysis (TL lesson plans). Yin (2009) suggested that case study research use multiple sources of data to increase the trustworthiness of the study. I endeavored to ascertain the opinions held by the internal stakeholders, including TLs, as they related to the TL, CTs, and AS of one large urban school district as established in the research questions. In the following section, I will describe the instruments used during the collection of data in this study.

**Online library evaluation instrument.** The Library evaluation instrument is a free public evaluation instrument, developed by Maria Elva Ovalle from Region One Education Services Center (Texas State Library and Archives Commission, 2005). The

structured online questionnaires (i.e., the Library evaluation instrument) were sent to the participants using Survey Monkey. This process occurred after the participant consent form had been signed and received. The Library evaluation instrument located in Appendix G consisted of the following two parts: (1) three demographic questions for the notice of specific titles, especially the TL for lesson plan documents and (2) 11 library evaluation questions, based on the Texas School Library Standards (2005).

The evaluation, which consists of delineating the narrative that addressed the research questions and of the dialogue concerning the research problem questions, facilitated an understanding of the instructional and conceptual beliefs held by the CTs, ASs, and TLs, concerning the school TL. I only conducted further correspondence with the five TLs using Skype interviews for questioning related to the lesson plan analysis. Good questioning was the key to valuable data collection (Merriam, 2009). Five of the 15 study participants (only TLs) could check on responses concerning their level of questioning after the interview and lastly, to read over final comments (Simons, 2014). All 15 participants were emailed a copy of their original Library evaluation instrument to review. The Library evaluation instrument protocol facilitated the establishment of the credibility of the study because all participants confirmed responses from the online interviews. Feedback was critical to eliminate bias and to maintain the validity of the study.

**TL interviews.** I only contacted the TLs via email to set up a Skype interview. Skype is a free online synchronous (real-time) communication tool that is a relatively

new method of data collection (Given, 2015). Skype interviews were 40-60 minutes in length, during which time I recorded the entire interview for accuracy in the transcription during the data analysis. I informed all participants of Skype's audio and recording capabilities, and that after the study, the results of all recordings would be destroyed after five years. Skype interviews, according to Givens (2015), are a close resemblance to a face-to-face interview and are considered a sound research method. This line of questioning may have led to in-depth discussions of the TLs' planned lessons, clarifications concerning the evaluation instrument, or more probing questions (Cohen & Crabtree, 2006).

It was critical during the Skype interview that I posed no leading questions to ensure no bias questioning. For the establishment of reliability and validity of the study, I maintained an audit trail throughout the investigation for replication in future research. An audit trail describes the research steps taken from the start of the project to the final report (Cohen & Crabtree, 2006). The LocalISD only allows a researcher to hold studies on campuses before Spring break and at the end of a school term.

**Documents for review.** To increase the credibility of the data analysis I used triangulation of data (Merriam, 2009), and examined the TLs' private lesson plans. I required that only the schools' TLs were to submit two sample lesson plans used during the current year, due to my research goal to identify or reject an EBP alignment to lesson plans. From each division's TLs who had agreed to participate in the study, the TLs provided their planned lessons for each school level including high, middle, and

elementary schools. To determine whether an EBP strategy was a part of the TL's lesson development, I used the standards suggested in the School Library Evidence-Based Toolkit (2003) as the guiding template. I analyzed all the items on the lesson plan documents.

Because I did not address all School Library Evidence-Based Toolkit standards within a weekly lesson plan, only a relatively small amount of evidence for clarification and confirmation was required. Horowitz and Martin (2013) advised that lesson plans are useful in understanding the curriculum within a school. An EBP method can be used by TLs as a systematic approach to documenting their impact on teaching and learning strategies that are not only visible to external stakeholders, but EBP also has a positive outcome on student academic achievement (e.g., internal stakeholders) (Todd, 2012). By examining the accuracy of the lesson plans through a documenting process by using this kit, the Teacher Librarian's Evidence Toolkit for evidence (n.d.), which was created by the Ontario Library Association and endorsed by Ross Todd (2009a), I was able to verify whether an EBP similarity exists between the TL lesson plans and the EBP Toolkit. I selected the TLs' EBP Toolkit due to an embedded EBP structure in the application which would facilitate TL visibility and documentation.

When the process of examining the data brought me to the point of noticing a series of reiterations and with no new data evident, I knew that the process of data analysis had ended. I kept proper documentation of the data and an audit trail of the procedures throughout the study. The data and the audit trail were systematically



organized to allow future researchers to replicate the study with consistent results, as well as for me to cross check references accurately. I stored the collected data in a secure location for compliance with Walden's IRB standards. Ethical conduct means that the confidentiality of human participants will be protected and will be uncompromised.

The LocalISD Library evaluation instrument and copies of the TL lesson plans were stored in a confidential password-protected electronic computer file and on an NVivo analysis program. I analyzed this data from my private residence only, which is a safe environment. Ethical conduct also consisted of information being collected and recorded accurately and precisely. Trust and reciprocity were the hallmarks of the researcher-participant relationship to avoid ethical dilemmas, bias, and to ensure that the study is valid (Merriam, 2009). The consent form advised participants that beneficence, justice, privacy, minimal risk, and respect for the person are required (Walden, 2015).

The IRB form was approved before the collection of data began. In this study, each key informant was assigned a pseudonym (i.e., fictitious name) for anonymity and confidentiality purposes. Pseudonyms, rather than real-world proper names, were utilized to protect participant members and to adhere to the standards set by the Joint Committee on Standards for Educational Excellence (Anderson, 2005). The local school district also had several research regulations to be adhered to before the commencement of data collection. By my careful examination of protocol questions and the realization that personal opinions did not guide nor inform the study, I could avoid bias.

While I am an employee in the LocalISD where the study took place, I did not personally know the participants other than know that they were also professionals of the local school district. I emailed a follow-up thank you letter to all participants at the end of the data collection and data analysis period. As a way of cross-checking the data, I used triangulation to combine the results gained from the multiple sources of collected data, which included the Library evaluation instrument and online interviews. The library director and the coordinator both were key informants due to their decision-making authority regarding library policy. During the triangulation process, I did not associate any of my personal beliefs with the data in order to maintain the integrity of the study.

Before publication, I allowed participants to review the results of the findings (i.e., member checking), which assisted in the establishment of credibility of the data collected. Finally, during the coding process, I added a short description of each code as a note to assist me in avoiding shifts in the meanings of the codes. The coding process refined the data into categories and then into themes. I utilized Bryman's system of coding for organizing the data.

### **Data Analysis**

Data collection and data analysis coincide in research (Merriam, 2009). As I analyzed the data, I conducted the member checking to ensure that the data analysis was accurate by asking participants to review their interview transcripts for the accuracy of the collected data. My goal was to make sense of the data using narratives from CTs, AS, and TLs in a manner that would call attention to the problem. Maxwell (2005)

emphasized that data analysis is exhaustive and deliberate as it continues until all the evidence reviewed methodically. I employed techniques that enhanced the credibility, transferability, dependability, and confirmability of this study.

The data analysis procedure that guided this study was Bryman's (2015) coding protocol. The protocol involved analyzing the data until a "universal explanation of the phenomena" emerged (p. 567). Bryman (2015) proposed four stages in coding, which are (1) read, (2) re-read and code, (3) review and analyze, and (4) relate to the theoretical framework. To ensure the reliability and validity of the study, I employed the processes of member validation and triangulation, which involves using my observation and that of the participants, along with prior research on the subject. Credibility is the equivalent of the internal validity of the study or the extent of the truthfulness of the data.

I used triangulation while I reviewed the field notes and reflections I had acquired via questionnaires, interviews, and lesson plans. These strategies were utilized to ensure trustworthiness, reliability, and to impress upon stakeholders that the study is worth considering. During this six-week process, rich descriptive data and a search for commonalities led to codes that resulted in categories, which led to themes. As the coding process progressed, the codes I used were more specific to the overarching themes in order to answer the research questions. Indexing helped as well to identify patterns in the data and to formulate a plan for analysis of relationship through identification of themes.

Through documentation of notes, triangulation using multiple collection instruments, and reflexivity, I achieved confirmability. Reflexivity involves self-inquiries

regarding the procedures and the data to minimize bias and to keep the focus of the analysis to address the research questions (Bryman, 2015; Lincoln & Guba, 1985). The four stages of coding do not follow a strictly linear manner, but rather a cyclical manner, as I went back and forth among the stages as necessary. In qualitative research, the process of data analysis is recursive, reiterative, nonlinear, and ends after the data collection and data analysis are complete, or when no new data evolves (Merriam, 2009). The process by which data analysis does not reveal any new data or themes is data saturation.

A researcher accumulates a chain of evidence to track a conclusion where an alignment exists between research questions and the evidence (Yin, 2009). By this process, I would be not able to locate patterns, relationships, or viewpoints that were in opposition to the main body of evidence (Cohen & Crabtree, 2008). Bryman (2015) also noted that at the beginning of coding, having several codes was acceptable. However, once there was no new evidence, saturation has transpired. Below, each stage of coding is a detailed description, along with the analysis procedures that I used.

### **Stage 1: Read**

Initially, I imported the interview, survey, and lesson plan data to NVivo. NVivo is a qualitative analysis software used to store, organize, and analyze qualitative data. NVivo also provides a password-protected secure platform where data may be stored, and the researcher may only access that. After five years, data will be destroyed. To begin stage 1, I first read all the data sources. During this initial reading, no new notes or codes

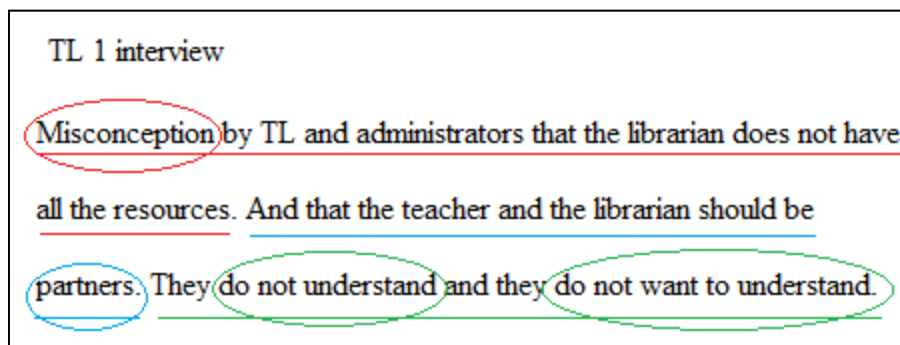
formed, and a coding plan not formulated. At the end of reading all the data sources, I made notes about the critical points in the data that were significant to the study.

## Stage 2: Re-read and Code

The second stage of coding involved re-reading the data sources and writing codes. With the research questions in mind, I first segregated the data sources into three groups: (a) CT for data from classroom teachers, (b) AS for data from administrative staff, and (c) TL for data from teacher librarians. Separating the data into the three groups allowed me to separately analyze the perceptions of CTs, AS, and TLs. Stored into password protected organized electronic folders for safe keeping, I stored the data sources. I opened the data sources one at a time and carefully read each data source line by line. I highlighted each line and subsequently labeled it with a code.

At this point, I had not initiated data analysis, and the themes not decided. I assigned as many codes as possible by using keywords in the data to represent the language of the participants. An example of line-by-line reading is illustrated in Figure 1 and explained in the forthcoming paragraph.

*Figure 1.* Sample code determination.



In Figure 1 I illustrate how I read the data line-by-line and used the language of the participants to identify keywords. This figure also illustrates an example of how keywords were used to label codes; however, I could do much of the coding process by generating the codes with the help of NVivo software from the interview, survey, and lesson plan datasets I organized for it. At this stage, I generated as many codes as possible without considering relationships, but later on, I eliminated those that were not relevant. I was merely building an index of terms in doing what Bryman (2015) referred to as indexing. See Table 4 for a list of codes from the three groups of participants. I reviewed, compared, and contrasted the codes among each other to identify overarching themes in the data. Indexing occurred as I analyzed connections among the codes, thereby generating themes.

Table 4

*List of Codes*

AS	CT	TL
Flexible schedule	Flexible schedule	Flexible schedule
Input in the curriculum	Curriculum planning	Involved in planning
TEKS	TEKS	TEKS
Assist students in research	Lack of time for library	EBP framework
Enhance student learning	Assist in research	Unaware of the EBP concept
Collaborating with teachers	Collaborating with teachers	Misconceptions
Access to facilities	Enhance student learning	Do not understand
Conducive learning environment	Access to materials and facilities	Teach library use
Updated materials	Conducive learning environment	Teach reading skills
Instructional roles	Updated materials	Teach research skills
Student achievement		A variety of materials
Evidence of value		Collaborating with teachers
		EBP practices

**Stage 3: Review and Analyze**

In the third stage, I began to review the codes with the research questions in mind alongside the transcripts and documents. Reviewing the codes concurrently with the review of the transcripts allowed me to check whether the participants explicitly stated the information I coded. I merged codes that referred to the same meaning, such as the codes *misconceptions* and *did not understand*. Following the context of the data as listed in Figure 2, both codes referred to the perception of others about the TLs such that an issue in a misconception of their roles existed; therefore, the codes merged into this phrase: *issues on misconceptions*. Going back to the example on “issues of

misconceptions,” upon reviewing the context of the data and comparing the codes, I identified that the misconception about the roles of TLs was a recurring theme among the participants. The misconception appeared to be based on a common perception about the TLs. Therefore, the overarching theme became known as an *issue on the perceived misconceptions on the role of TLs*.

#### **Stage 4: Relate to General Theoretical Ideas**

After identifying overarching themes, I reviewed the findings against the concepts I found in the existing literature and then connected theories among the data. Lambert (2003) noted the concept of perception appeared to influence the culture within the school as presented on current library literature and at the LocalISD. Upon reviewing the theme *issue on the perceived misconceptions on the role of TLs* with the theory and the data, I identified that the perceived misconceptions might be related to the stakeholders’ lack of awareness of the concept of EBP. Because the stakeholders appeared to lack awareness for EBP, the AS and CTs tended to perceive TLs as a supporting role rather than a partner in students’ academic achievement.

#### **Data Analysis Results**

A systematic analysis of data was conducted from 15 participants in semi-structured in-depth interviews, online questionnaires, and documents analysis using Bryman’s (2015) four stages of coding and NVivo qualitative analysis software. Once all the data have been generated using the various collection modes, a compilation of phrases, terms, actions, and narratives was uploaded into NVivo for coding and



organization. The NVivo software assisted in the organization and coding of data; however, in using descriptive data, I manually created and categorized the data, identified patterns and made meaning before the software generation. Data analysis is making sense of the data that was generated, gathered, and recorded (Merriam, 2009).

During the Skype interviews each TL participant had a prescheduled time slot in the setting that was best suited for each one. Comments from these in-depth interviews were used as a mean for understanding, triangulation, and verification of the data that were represented in the analysis (Lincoln & Guba, 1985). The interview process began with a casual greeting elicited for purposes of ease and the free flow of the participant's narrative. I created and utilized a question protocol that was based on the prior responses from the TLs' document analysis and the questionnaire, and with the protocol I guided the interview process (See Appendix J).

This inductive process of data collection and analysis was used to delineate the perceptions of TLs at a single school district (Yin, 2009) and to decipher a correlation between the problems, research questions, and the literature. During the live recorded interviews, I remained neutral and unopinionated because I sought honest responses that might shed light on the research problem. After the data collection was complete, I manually transcribed the recorded interviews verbatim (see Appendix J). Then I sent the transcribed copies to the TL participants for member checking because they alone participated in the interview process. I identified discrepant data or negative cases during the final analysis with a thorough examination showing supporting details.

I took steps to prevent researcher bias by the collecting and evaluating of information through using various qualitative methods. These procedures endorsed a reliable and transferable qualitative case study supported by data which can support a valid study. In presenting this resulting data to stakeholders concerning the instructional value of the TL, it is imperative that the study is credible. These safeguards allowed for transferability in a similar environment if the study is recurring. All participants received feedback from the questionnaire on Survey Monkey for review and revision, if necessary.

All participants replied that from their review of the transcript with their words that the data appeared accurate. As a result of the data analysis, I generated themes and subthemes, which I will describe in the subsequent section. See Table 5 for the overarching themes, subthemes, and the corresponding research question number.

Table 5

*List of Themes/Subthemes*

Themes	Subtheme	RQ #
Theme 1: Involved in curriculum and, lesson planning	Subtheme 1: TLs EBP framework and facts	1
Theme 2: Flexibility of schedule	Subtheme 2: Lack of time	1
Theme 3: Issue of preconceived misconception on the role of the TL		1
Theme 4: Utilizing EBP approach to teach reading and research skills		2
Theme 5: Collaboration with CTs to contribute to student achievement		2
Theme 6: Access to updated materials and facilities		3
Theme 7: Conducive learning environment		3

Table 5 data include the overarching themes and the two subthemes that developed during the coding process. Alignment within overarching themes corresponds to one or more of the research questions. Quotes as evidence support the findings of the study. Stage 4 of Bryman's coding protocol is devoted to the overarching themes that emerged from the data analysis process and how they related to the research questions. In Chapter 2 I will explain how this qualitative case study informed the relationship between the theoretical constructs, thereby building and establishing logic for my conclusions. Themes 1, 2, and 3, plus sub-themes 1 and 2 show alignment to research question RQ 1.

Themes 4 and 5 show alignment to RQ 2. Ultimately, themes 6 and 7 show alignment to RQ 3.

### **Theme 1: TL Involvement in Curriculum and Lesson Planning**

*RQ1:* What are the perceptions of CTs, AS, and TLs regarding student achievement? To address the first research question and define the associated themes and subthemes, I gathered a description of the viewpoints of all participants concerning the TLs' instructional impact on student learning within the qualitative data points. By administering the online questionnaire, I found responses in this assessment with differing perceptions about TLs regarding student achievement. A general assessment revealed that TLs were involved in curriculum and lesson planning; however, TL5 claimed that a weekly lesson plan was not required to be submitted. Nonetheless, TL5 provided lesson plans for the administrators so that they were following the same protocol. All TLs, except TL3, provided lesson plans for different grade levels to make library lessons suitable for children in specific grade levels. See *Figure 2* with a portion of the lesson plan prepared by TL5 for grade levels K2 to 5<sup>th</sup> grade.

<b>Components</b>	<b>Kinder/ 1st</b>	<b>1<sup>st</sup> Grade</b>
<b>Routines</b> <i>(Daily Skill/Concept Builders)</i>	Rug Drill- Reviewing association of student and alphabet rug to behavior chart. Review appropriate rug behavior.	Rug Drill- Reviewing association of student and alphabet rug to behavior chart. Review appropriate rug behavior.
<b>TEKS/SE</b> <i>(Aligned to Districts' CM/Assmt's)</i>	<b>TEK:</b> Kinder:(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to: (A) identify different forms of media (e.g., advertisements, newspapers, radio programs);	<b>First Grade (16)</b> Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance);
<b>Lesson Objective (LO)</b> <i>(Purposeful/Rigorous)</i>	<i>I will be able to use comprehension skills to analyze various forms of media.</i>	<i>I will be able to use comprehension skills to analyze various forms of media.</i>
<b>Components</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup></b>
<b>Routines</b> <i>(Daily Skill/Concept Builders)</i>	None...first time student have visited the library.	None...first time student have visited the library.
<b>TEKS/SE</b> <i>(Aligned to Districts' CM/Assmt's)</i>	28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen attentively to speakers and ask relevant questions to clarify information; and (B) follow, restate, and give oral instructions that involve a short related sequence of actions.	3.29, 4. 27, 5. 27: Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and (B) follow, restate, and give oral instructions that involve a series of related sequences of action.
<b>Lesson Objective (LO)</b> <i>(Purposeful/Rigorous)</i>	<i>Student will be able to listen attentive and follow oral directions for book selection.</i>	<i>Student will be able to listen attentive and follow oral directions for book selection.</i>

Figure 2. Different instructional methods and lesson objectives on different grade levels.

Permission for sample lesson plan prepared by TL5 for K2-5th grade was granted by CTs.

According to CT5, the librarian was always consulted for lesson planning. CT5 explained, “I think that we normally consult with the librarian to TL let her know what we are teaching so that she can integrate similar skills within the lesson.” This finding contradicts what most of the professional literature claims, that CTs perceive the TL as support staff rather than professional staff. According to TL1, she attended departmental meetings with teachers and administrators. The highlight of these meetings was generally to encourage the administrators to support the TLs in making sure that CTs are visiting the library.

While the local TLs are not required to submit lesson plan documents, TLs nonetheless make submissions to maintain their accountability. This practice aligns to the district's expectation and goals and is embedded in a constructivist pedagogy. TL1 then shared with me the formulation of lesson objectives and the rest of the lesson plan used to encourage collaboration with the CTs. TL1 reported that the first part of the lesson plan is the objective, TEKS for different levels or grades, the role of the TL and the student, resources, vocabulary words, responses, DOL, and lesson (LO). Themes are events of the week or a month such as a library month. Adding the scope and sequence was done away with, and now TEKS objectives are what librarians use instead. The scope and sequence notes explain what the student should know, and these notes are used from time to time.

Aside from preparing weekly lesson plans, the TLs also reported they are involved in yearly curriculum planning. TLs claim that they worked with teachers on the curriculum as well as the material required for instruction. TL4 noted in the questionnaire that the librarian meets with the teachers and the administration to order materials for the curriculum. I work closely with the Special Education Units to provide lessons that support their Unique Learning System. CT1 shared a similar perception and shared that "TLs were promoting literacy at every level and finding resources that are embedded into the curriculum" (CT, personal communication, April 25, 2017). These findings related to the CT suggest that a TL must be engaged in dialogue concerning learning in the library by using a constructivist paradigm to change negative perceptions.

AS2 believed that librarians in that school were involved in “integrating books into the curriculum” (AS, personal communication, April 10, 2017). AS3 said that their school librarian used test scores to gather data on the needs of their students and used the data for lesson planning. AS3 further claimed that “Our librarian is a critical member of our curriculum content team. She supports every student” (AS, personal communication, April 12, 2017). The findings from the interviews conducted with AS2 and AS3 suggest that TLs worked within the data structure of the school in curriculum planning, and they added value to the culture of the school. These outcomes are contrary to the problem postulated in the study, in that the instructional value of the TL is ambiguous. Todd (2014) observed that a transformational change would develop intellectual agency amongst stakeholders, and by that action, the perception will change.

**Sub-theme 1: TL’s EBP framework facts.** According to Mezirow (1978), adult learners transform their thinking with an alternative frame of reference. The participants, particularly the TLs, mentioned that they were not entirely familiar with the concept of EBP; however, TL1 claimed that she was aware of EBP practices but not the terminology. TL1 clarified, “Not, familiar with the terminology, but with the practice, I say that I am doing the practice” (TL, personal communication, April 14, 2017). When asked about EBP, TL2 mentioned “somewhat, but not sure what that means” (TL, personal communication, April 1, 2017). TL2 also added, “An EBP framework is included in collaborative planning using a rubric that was evident in the lesson plan” (TL, personal communication, April 14, 2017).

TL3 was also not sure of the EBP concept but stated, “I do teach lessons based on literature and have discussions based on the standards and the things that I know about the data. I ask questions. It is very informal, but whatever kids are struggling with is what I emphasize” (TL, personal communication, April 11, 2017). Based on the document review of the lesson plan submitted by the TLs, I found evidence that the EBP approach was apparent in their on the job practice. Mezirow (1978) and Dewey (1933) offered insights that could encourage administrators for the TLs at the LocalISD to change their current state of reference and develop a new point of view.

The new views for educators that were addressed by Mezirow and Dewey could come in the form of a purposeful EBP approach. The local TLs used the EBP approach in instances such as evaluating students’ test scores or using the test scores for curriculum and lesson planning, but they were not aware of other ways to apply the EBP approach or to do much more about it. The findings indicated that the TLs practiced the EBP approach; however, TLs, CTs, and AS alike appeared to be unaware of the concept of the EBP approach. Based on the resulting data, I concluded that TLs within the urban district had a minor misconception concerning their instructional role. While most TLs in the district believed that other school professionals did not value their work, the evidence indicated that collaboration with CTs existed, for verification lesson plans submitted to AS, and some TLs attended grade level meetings. These TL constructivist practices are evident in the professional literature.



**Theme 2: TL's Flexibility of Schedule**

The local school district, according to the Texas Education Code §33.021 (1998) is mandated to increase and carry out library services. This action would allow the local TLs to showcase their worth, while simultaneously requiring CTs to adhere to library policies, procedures, and scheduling. Per the findings, some AS and CTs, remain unaware of these mandates. TL5 related that scheduling classes were convenient and that the “teacher only needs to stop by and write down the time they wish to visit” (TL, personal communication, April 14, 2017). CT3 stated that “Yes, teachers have the options of the self-scheduling base on the availability of the media center on a calendar of available dates and times” (CT, personal communication, April 12, 2017).

In some libraries, scheduling of classes may also be online. TL2 remarked that scheduling classes in the library is very convenient. The CT can request dates by email or walk into the library and discuss his or her needs with the librarian. The Reservation link on the library website provides an up-to-date calendar, showing all scheduled classes and events, and teachers can thus check availability at a glance. TL4 also mentioned, “The schedule is online for teachers to sign up to use the library.”

AS5 agreed that scheduling with the TLs was convenient. AS5 also affirmed, “Each grade level is scheduled for the library to check books out and view films” (AS, personal communication, April 10, 2017). In the lesson plan document, I observed that teachers were allotted a block of time for library use. During projects, the students were also free to use the library outside class hours. In the lesson plan submitted by TL2, I

noted that each class could devote two 90-minute periods in the library for research (i.e., groups must meet outside of class, if necessary, to finish the project). The library is open an hour before school and an hour after school each day. The student handout and rubric are available on the teacher's page on the library's website, and these may be printed out.

Locally, the findings suggest a correlation between middle and high schools' TLs concerning the flexibility of scheduling in the school library. Moreover, that elementary TLs have a more rigorous schedule than middle or high school TLs because they teach several classes per day outside their regular library duties. Some elementary TLs are part of a fixed schedule instead of a flexible schedule. Middle and high school TLs do not teach on a fixed schedule.

**Sub-theme 2: Lack of time.** Nonetheless, despite the convenience in scheduling library classes, the participants perceived that they lacked time to go to the library. CT1 reasoned, "If those scheduled classes are for research purposes, then it may be convenient, but if the classes are the result of the classroom space issues, then it is inconvenient for CTs and students" (CT, personal communication, April 14, 2017). AS4 perceived that library time was an "additional" learning method, and that "most often it takes away from the scheduled reading class period" (AS, personal communication, April 10, 2017). CT2 noted in the survey that library times "do get canceled due to other school responsibilities" (CT, personal communication, April 13, 2017). According to TL3, CTs do not take the class to the library often due to the lack of time doing other classroom requirements.

TL3 also said that there are some CTs who do not bring their class to the library often due to other responsibilities (i.e., they have to teach, prepare for a test, and prepare for the State of Texas Assessments of Academic Readiness (STAAR)). Some teachers do not come at all while others still come to the library rather frequently. The flexibility of schedule and lack of time are two themes firmly related in that they both are facets of the school library where the literature posited controversy and uncertainty. This lack of awareness of the TL's role is controversial in that many TLs have been assigned extra assignments using a fixed schedule or having extra duties (i.e., test coordinator or leaders of numerous committees). According to the American Association of School Libraries, a school library runs optimal with open and flexible scheduling for classes and patrons (AASL, 2016). Nevertheless, I found that the data analysis results in our district suggest that most TLs are self-directed and are free to design their learning and schedules. CTs are not consistent with class library visits.

### **Theme 3: Issue on the Perceived Misconceptions on the Role of TLs**

Consistent with the findings, ASs perceived that TLs were of value in enhancing the students' learning. Relating to the professional literature, TLs perceived that the AS had a misconception about TLs and that they were unfamiliar with their unique job requirement. As a result, locally TLs must respond to the misconceptions concerning their practice. CT1 claimed that "the library is a luxury that my class cannot afford" (Classroom teacher, personal communication, April 16, 2017). CT2 espoused that they had too many duties and not enough time to spend time relaxing in the library.

Perceptions such as these are what is causing a misunderstanding concerning the role of the TL (Hartzell, 2012).

Todd (2015) postulated that evidence of practice is outcomes derived from that instruction. The transformative plan or an EBP strategy is a framework that demonstrates successful outcomes based on student achievement is. Similarly, Mezirow's (1978) disorienting dilemma concept introduced a new TL pedagogy that would engender an understanding concerning the instructional role of the TL.

#### **Theme 4: Utilizing EBP Approach to Teach Reading and Research Skills**

*RQ2:* How do CTs, ASs, and TLs describe their role concerning student achievement? To address the second research question and theme, I attempted to understand how the participants perceived their roles as an AS, TL, or CT about the role of the TL in the local urban ISD. TLs at the local level had a lack of awareness concerning the EBP approach. Per the findings, all stakeholders, TLs, CTs, and AS, described the instructional methods in reading and research to involve teaching the students to use the library materials and facilities independently. CT2 stated, "I am responsible for the students' bottom line." While the statement appears valid, the professional literature researchers suggest that TLs using constructivist approaches are utilizing outcomes-based strategies that address and encourage a more in-depth understanding.

As CT5 clarified, "The TLs and CTs have the same role of teaching students for lifelong learning." The findings suggest that collaborative partnerships are not standard

practice in the district. Much of class time is used by CTs to teach testing skills (Brooks & Brooks, 1999). TL1 wants to teach students to be college ready. Libraries appear to be valued in an EBP approach, and libraries were considered essential in instructional interventions through standards, learning and quality teaching, and evident in the lesson plans submitted for document review. The lesson plan submitted by TL2 involved the following objectives as shown in Figure 3:

<p>Students will view famous works of art, and choose one to recreate, incorporating a graphic novel character in some way.</p> <p><b>INFORMATION LITERACY/INQUIRY OBJECTIVES:</b></p> <p><i>AASL's Standards for the 21<sup>st</sup>-Century Learner.</i></p> <ul style="list-style-type: none"> <li>• (1.1.4) Find, evaluate, and select appropriate source(s) to [fulfill assignment requirements]</li> <li>• (1.2.3) Demonstrate creativity by using multiple resources and formats.</li> <li>• (1.3.1) Respect copyright/intellectual property rights of creators and producers.</li> </ul>
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*Figure 3.* Example of behavioral objective for students to choose a work of art to recreate for a given purpose and the AASL standard stating that the students were expected to “demonstrate creativity” and at the same time “respect copyright/intellectual property rights.”

The objectives of the lesson plan revealed that students were highly involved in participation in research, a core belief in the EBP approach. TL1 affirmed, “The response strategies are the things that are used to reinforce lessons. Activities reflect what is instruction even though there is not enough time and students check out their book.” In another lesson plan, the students were expected to accomplish research papers and to

determine reliable sources. TL2 remarked, “In every lesson plan is an element of research and within the research or paper is a citation that will help students become college ready. Citing sources is a new strategy that helps students become college ready.” TL4 believed that teaching students reading skills had a positive impact on their research skills. TL3 used test scores to help determine students’ needs. TL3 reported, “Whenever we go over the school-wide data and the test scores, and we look at what students are having a problem with, I try to find ways to emphasize those skills.” Similarly, TL1 also used test scores and reading advocacies to promote student learning and believed that these approaches increased research skills and contributed to student achievement.

For this reason, I am designing lessons per the instructional calendar for optimal student achievement matters. Overall, ASs and CTs perceived that the role of TLs included involvement in curriculum, lesson planning, and having a flexible classroom schedule. This finding suggests that the local TLs may be unaware of their influence in other areas. According to Bandura (1994), TLs need a self-perception analysis to alter their professional view.

#### **Theme 5: Collaboration with CTs to Contribute to Student Achievement**

Per the findings, CTs and TLs perceived that their collaboration contributes to the students’ academic achievement. Contrarily, CTs and AS did not fully understand the relationship as postulated by Whelan (2010). To this end, the findings suggest that while CTs believed TL collaboration contributed to student success, they are unwilling to engage in the practice with the TL fully. Collaboration is an EBP constructivist strategy

designed for visibility. As extrapolated from the literature and findings, the local TL must take on the transformational role of leadership exemplified via an EBP approach (DiScala & Subramanian, 2011) to change mental structures and habits of mind held by AS and CTs (Mezirow, 1978).

AS4 claimed, “At the teacher request the collaboration can range from a reading aloud text selection to a mini-lesson that supports classroom content” (Administrative staff, personal communication, April 24, 2017). Similarly, CT4 also perceived that CTs collaborating with TLs helped provide the students with additional references for lessons. CT1 explained, “Plan, teach, and collaborate with teachers to ensure the effective integration of resources (Print and Tech) that will enhance student engagement which in turn impact student achievement” (Classroom teacher 1, personal communication, April 25, 2017). CT2 claimed, “Librarians can extend learning from the classroom into the library” and attend meetings to “see what is taught in upcoming months” (Classroom teacher, personal communications, April 28, 2017) for collaborative purposes. CT5 reasoned, “I think that we normally consult with the librarian to let her know what we are teaching so that she can integrate similar skills within the lesson” (Classroom teacher, personal communication, April 24, 2017).

Nevertheless, as I noticed in the professional literature and as the local TLs believed, their role in student achievement extends beyond extra support. TLs believed that literacy and reading skills were necessary for student achievement, especially for college preparation. TL2 articulated, “Our role as TLs is to assist the teachers with a

focus on literacy and reading” (Teacher librarian, personal communication, April 29, 2017). Related to the first question, half of the TLs viewed themselves as support for academic success. TL2 added, “A framework that is provided by the CT at the start of the lesson is further built after submission. That is when I provide my part of the lesson. Noting plagiarism, good websites, is the part of what I do” (Teacher librarian, personal communication, April 29, 2017).

TL1 mentioned that most teachers are not aware that the TL is influencing the students that much until the teachers see what is taught in the library. It falls upon the librarians to communicate how they affect the learners. TLs must become more effective in engaging the teachers and students via collaborative partnerships. All stakeholders play an active role in collaboration to cultivate student success.

#### **Theme 6: Access to Updated Materials and Facilities**

*RQ3: How do stakeholders provide evidence of the value of school libraries?*

To address the third research question and theme, I compared the participants’ perceptions of the instructional values of school libraries to the enumerated lists of materials and amenities that are available in the library. The stakeholders regarded the availability of updated materials to be evidence of the value of school libraries. Kachel and Lance (2013) suggested that a quality library reflects the alignment of designed learning, constructivist, and EBP strategies. Print and non-print books, journals, access to databases and websites, and computer access were among the desirable materials and



amenities listed by the participants. The participants also perceived that TLs often update the materials in the library through formal and informal means.

According to AS1, the TL in their school reported the need for additional materials through the end-of-the-year memo. AS5 claimed that their TL asked for materials “by e-mail, note, or advertisement given to us and by speaking to CTs during our weekly visits to the library” (Administrative staff, personal communication, April 30, 2017). Some participants believed that inputs from CTs in updating the library are essential. AS3 mentioned, “She [TL] routinely asks for input in purchasing new books for the library” (Administrative staff, personal communication, April 29, 2017). CT1 claimed that TLs should also be knowledgeable with the curriculum to be able to provide the appropriate materials for teaching. CT1 concurred, “The TL should be familiar with the TEKS, curriculum, and the available technology at the school.”

The TL should acquire resources in consultation with the teachers so that the appropriate materials can be purchased” (Teacher librarian, personal communication, May 1, 2017). CT3 reported that their TL circulated a list of possible purchases for the teachers to agree upon, while CT5 recognized that part of the task of the TL was to “look at the district curriculum or ask what we (CTs) have planned to teach and base it (the purchase) on that” (Teacher librarian, personal communication, April 30, 2017). The TLs believed in multiple ways of updating the materials in the library. TL1 explained that purchasing additional materials was decided “through surveys, making lists of the requested material, fulfilling the language needs of the population of users, and following

collection development guidelines of the school district” (Teacher librarian, personal communication, May 2, 2017). TL4 asked for the input of teachers and students alike.

TL4 declared, “I send out emails asking teachers for input. I will meet with the teachers one on one and with their departments to solicit input. I have a suggestion box at the circulation desk for students as well to give suggestions” (Teacher librarian, personal communication, May 2, 2017). TL2 claimed that updating the materials in the library was not the TL’s only task. He affirmed, “Familiarity with these resources assists in college-readiness, and the professional collection (print and digital) provides our CTs and AS a great deal of support, which presumably filters down to the student in the classroom” (Teacher librarian, personal communication, May 3, 2017).

TL2 also noted, “Finally, the library's book and magazine collection (and the district's large collection of fiction and nonfiction eBooks) help improve students' reading ability, “the benefits that in academic success” are reflected (Teacher librarian, personal communication, April May 3, 2017). TL2 demonstrated his knowledge of the available resources by individually listing the resources to be used by the students during a project in his lesson plan. The findings of the study delineate that a quality library uses datasets to establish a vision for the school and library (AASL, 2009). In terms of student learning, the findings also suggest that while participants agree that the school library is of quality, the professional literature shows a lack of library usage on the part of the CTs. There are no blurred dimensions concerning perception in the area of updated materials

and facilities. School libraries in the local urban areas were perceived to have accessibility to updated materials and facilities.

### **Theme 7: Conducive Learning Environment**

The study participants agreed that school libraries were a conducive learning environment. Some participants described the quietness of the library to be an extra advantage in helping students to study. Other participants believed that the pleasantness of school librarians helped encourage the students to go to the library. CT2 claimed that the library was a refuge for students. AS4 declared, “The library atmosphere is depending on the librarian” (Administrative staff, personal communication, April 25, 2017).

If the librarian has a genuine love of literacy, this fervor is illustrated through how the library functions. CT4 agreed that the library was “pleasant, inviting, and very informative” (Classroom teacher, personal communication, April 24, 2017). CT3 concurred, “The atmosphere is enjoyable and conducive to learning” (Classroom teacher, personal communication, April 26, 2017). A conducive learning environment in the school library consists of 21<sup>st</sup> century tools and technologies. In this unique learning space, learners are taught information skills integrated with technology.

Per the findings, evidence exists to demonstrate a connection to the TL pedagogical influence, CT collaboration, and student learning. Also, CTs agreed that students enjoyed their visits to the school library when the CT allowed a visit.

According to Shannon (2016), all facets of the library are essential for the sustainability of the profession. Furthermore, while ASs often have no real knowledge of

the role of the TL, as reported in the literature, Gordon (2015) suggested that the TL apply EBP transformative strategies for documentation, visibility, and continuous improvement (Todd, 2015). At the local school district, data are what drive instruction (School Principal, personal communication, September 18, 2015). Per the findings, AS, TLs, and CTs appear to be driven by the same perceptions. AS, CTs, and some community members are unaware of the teaching and learning that takes place in a school library environment (Kachel, 2015).

### **Discrepant Cases**

I purposefully sought data that did not fit the patterns or theme found in the data. During the analysis, I discovered that one TL participant had some knowledge of school library EBP strategies, even though most TL participants unknowingly applied some of the principles in their teaching practice. The one TL who had EBP knowledge was considered an outlier. This contradiction disconfirmed my initial belief and findings in that I perceived that no TL at the local school knew about EBP strategies. There was no other discrepant data identified while analyzing the data; however, I noted the emergence of new data during data analysis until saturation occurred. The data were used to corroborate existing themes. According to Cohen (2008), analysis of deviant cases enhances the validity of data.

### **Evidence of Quality**

Evidence of quality was evident in the research because I wrote, read, and transcribed careful field notes after each TL interview. I sent copies of the notes from the

transcribed interviews to each participant for review. I involved participants in the member checking process, which is their review of the transcribed interviews after data collection to ensure an accurate account of their words. All participants agreed that the interview notes were accurate. I compiled and analyzed the questionnaire results as well. Each AS, CT, and TL participant received a copy of the findings to check for accuracy.

When the participants completed the questionnaire, member-checking for the accuracy of data, was the next logical step. During the in-depth semi-structured interviews, accuracy was also an essential strategy because I used carefully written responses to prevent leading statements while deliberately seeking incorrect answers (Roller & Lavrakas, 2015). The accuracy of data was met by carefully maintaining participants' narrative to what they verbalized (Roller & Lavarakas, 2015). See Appendix K for the interview logs from the data collection and analysis. Finally, the TLs who submitted lesson plans had to answer questions concerning their data during the recorded interviews.

All data were analyzed from a pattern-seeking perspective as I sought to answer the research questions using multiple qualitative tools. During triangulation, I sought to eliminate all bias or transcription errors by using member checking. This iterative process of pattern-seeking lessened as the words of comments in the memos became codes, categories, and themes. After I assembled the concluding narratives surrounding the problem and research questions, I then could decide on the wording of the overarching themes. As I organized the related data and comments that supported each theme, I found

that these new categories revealed even more meaningful data. Furthermore, during the analysis process, I used colored inks to code the data according to the question as shown in Appendix J.

Use of these participatory techniques facilitated a greater understanding of the social changes that were necessary for TL validity in the LocalISD. Additionally, from working with two goals of the study, I noticed solutions to challenges that might arise and might contribute knowledge attainment for changing the culture of the LocalISD. In the end, while there are no absolute truths in qualitative research, I used a subjective interpretation to gain insightful knowledge concerning the research problem. Finally, as I share the interview notes with the internal and external stakeholders, I will delineate the findings of the study in a format that could influence them to take positive steps to assist the TLs and others more. The final objective was to generate a summary of outcomes constructed in the form of suggestions to augment stakeholder perceptions by providing improved and visible instructional practices for the local TL.

### **Summary of Outcomes**

I used a qualitative case study design with a purposeful sampling and evidence-based practice (EBP) component to inform this inductive process in seeking to answer the overarching research questions and problem concerning an ambiguous perception of the local TL. This explorative reiterative process using the dual methods of a constructivist and transformative learning theory uncovered how TLs, CTs, and AS view the instructional role of the TL. Data analysis procedures, as applied in Section 2 and as

guided by Bryman's (2015) coding protocol, revealed a collective interpretive voice. The narratives exposed how the TL, AS, and CTs had misconceptions concerning the instructional role of the TL locally. Moreover, as the data emerged, it revealed that the TLs' perceptions about their instructional role correlated with the opinions held by the AS and CTs.

Subsequently, while I organized the data to separate the categories, seven themes and two subthemes emerged. Theme 1 was involved with the curriculum and lesson planning and revealed how the TL was involved in the library curriculum as evident in lesson planning. Equally important, I could note that a gap existed between how the TL perceived themselves as supporting student learning and how the ASs and CTs observed the TLs to be supporting student learning. Furthermore, most of the TLs were unaware of the EBP framework as evident in subtheme 1 (the TLs' EBP framework). In Theme 3 (the issue of preconceived misconceptions), the findings suggest that TLs prepared lesson plans in which students learned how to independently use the library resources and search for scholarly materials for research purposes.

Theme 2 (flexibility of schedule) and Theme 6 (access to updated materials and facilities) are pervasive when students from lower grade levels (i.e., K2 and 1st grade) were taught to read with comprehension, while older students (i.e., 9th to 12th grades) were instructed to use the online public access computer (OPAC), to cite sources for reliability and to use scholarly articles. Also, the results indicated that local stakeholders and some TLs are unaware of an EBP framework and do not believe that a new practice

or policy could be the resolution for the local districts' misconception challenge as documented in Theme 4 (utilizing EBP approach to teach). Based on the findings, by implementing an EBP approach, stakeholders and librarians could provide for the collection, documentation, demonstration of student learning, and possibly the visibility of the academic impact of the TL on the student scholarship. Overall, all stakeholder groups placed value on the school library system, as related to Theme 7 (conducive learning environment), and they could contribute at least some student success to the TL.

Lastly, the findings suggest that CTs credit some student academic success to the TL; however, most TLs prefer to work in isolation as prevalent in Theme 5 (collaboration with CTs). The TLs do contribute to student achievement despite the reality of subtheme 2 (lack of time). Based on the outcomes above, literature, and theoretical frameworks, I chose an appropriate project for the local TL where I address the ambiguous perceptions believed by stakeholder groups.

### **Description of Project Deliverable**

The professional literature and findings suggested that all stakeholder groups established the perception that literacy and the advent of learning to read was a major instructional role held by the TL, critical to not only school goals but also to society in general. Moreover, the findings suggested that most local CTs were not regular users of the school library or collaborators with the TL. Although these findings do not apply to a broader audience, the local results yielded relative truths from the perspectives of the participant pool in this study (Yin, 2013). As an outcome of the research results, I met



with my committee and determined that a policy recommendation would be an appropriate method to inform the stakeholder audience concerning the potential for enhancing library practice and improving stakeholder perceptions. The chairperson, second committee member, and the URR concurred that a policy recommendation would be an appropriate platform for proposing, persuading, or transforming the frame of reference of the local stakeholders (Mezirow, 1979); therefore, a policy recommendation is the final deliverable.

Likewise, as a means of imparting current TLs' professional competencies to an audience of professional stakeholders and also show realignment from No Child Left Behind (2011) to the new Every Student Succeeds Act (2015) ESSA, I created a policy recommendation based on qualitative inquiries or findings that inform the framework of the policy. I discuss the project deliverable further in Section 3, along with its correlation with the research problem, the findings of the study, and current scholarly literature.

## Section 3: The Project

### **Introduction**

#### **Background of Existing Problem**

Based on the results of this study, in this policy recommendation I tended to address misperceptions of CTs and AS concerning the TLs' contribution to student academic achievement. In a policy recommendation I focus on issues addressed in the form of actionable outcomes of analytical research that are constructed to improve practice or set of circumstances (Herman, 2013; Musandy, 2018). The policy recommendation for my project is titled EBP School Library Transformation Policy. This policy recommendation will cover the following topics: a description of goals and policy, rationale, review of the literature, potential barriers, social change, and conclusion.

#### **Description of the Project**

According to the findings that emerged from the data, most stakeholders in the LocalISD are not knowledgeable concerning the instructional role of TLs. Thus, this lack of TL instructional pedagogy triggered a perception misrepresentation of the TLs' educational value. Nonetheless, current research from the findings suggests that TLs make a difference in the academic success of students. An innovative instructional plan for TLs is recommended in the form of a policy recommendation to address this gap in practice. In this qualitative application I rely on EBP strategies aimed at informing stakeholders concerning an uninformed perception of the TL while informing TLs concerning their instructional practice.

As a result, I determined that a policy recommendation using an EBP model could ensure a reexamination of the TLs' pedagogy and a modification of perceptions regarding their professional role. I present the policy recommendation in the form of a briefing booklet to internal and external stakeholders. This booklet has approximately 5 to 6 pages of text. A brief, informative policy recommendation will have a more significant impact on stakeholders than one that is extensive (Musandy, 2018). An online version of the policy plan will also be available to stakeholders.

### **Goals of the Project**

The goal of this policy recommendation is to address areas of critical needs derived from the results of my research study. The critical needs areas involving the role of the TL are the following: (a) involvement in curriculum, (b) the flexibility of schedule, (c) preconceived misconceptions, (d) use of an evidence-based practice approach, (e) collaboration, (f) access to materials, and (g) conducive learning environment relating to TL perception and practice. As concluded in the study, stakeholders are unaware of the instructional impact of TLs. Therefore, in this study I offer a new set of guidelines that will demonstrate the involvement of TLs in designing a new library curriculum and should visibly demonstrate their positive contributions to student academic achievement. Another goal of the policy plan is to inform the learning community of an alternative teaching and learning pedagogy which is aligned with the goals and vision of the school and library. Another critical needs area involves time constraints in terms of CTs lacking

flexibility in providing TLs space and time in their designed schedule for implementing library programs.

This matter can be settled by informing the learning community concerning essential collaboration between TLs, CTs, and learners and informing stakeholders concerning library usage in the areas of reading competency and digital formats. AS support is critical in the area of collaboration because they help determine the culture of the school (Hartzell, 2012). This policy communication may convince school stakeholders of the necessity and relevancy of the TL and CT partnership for their collaboration. The primary aim of this study was to gauge perceptions of local stakeholders about the impact of TLs and provide a policy suggestion with alternative means of viewing their professional roles. Encouraging renewed perceptions through presentation of the researched data about the LocalISD TLs may lead to an improvement in TL practice because stakeholders will have additional time and information to understand and to do more about the TLs' instructional impact.

An informed stakeholder group concerning library usage in the areas of reading competency and digital formats may also ease the matter of time constraints often created because schools are technology driven, and some CTs are limited in the area of digitization. With data presented in the form of a policy plan I may also inform and renew the perception of local stakeholders that will lead to visible success outcomes, activities, and interventions (Todd, 2015) as outlined in the AASL Standards for the 21<sup>st</sup> century learner. This data and policy communication may convince school stakeholders

of the necessity and relevancy of the school library and of the TLs. I embedded EBP principles in the policy recommendation, which are the study results where I indicated that some TLs are not aware of an EBP pedagogy. As a consequence, by informing TLs and the learning community of an EBP teaching and learning pedagogy, the local TL can position the practice in alignment to the goals of the entire school and library.

The findings also indicated that TL professionals must make progress in terms of current trends and developments (i.e., design thinking and learner-centered pedagogies) concerning the TL profession. Furthermore, the policy will recommend that TLs will move toward 21<sup>st</sup> century evidence-based library EBP standards that provide evidence of student learning, collaboration with stakeholders, technology practice, and curriculum-based lessons in a learning space specifically designed for project and personal learning. These interventions should also help improve TL self-efficacy. Some local school leaders are unaware of library research or the TL's professional role. This policy plan is a list of recommendations for improvement and at the local district library level that offers tangible solutions that includes action items such as TL tools for the TL in gathering local data for individual schools and other campus strategies.

These potential interventions will be addressed to change misinterpretations and misconceptions concerning the effectiveness of TLs' instructional pedagogy and for convincing decision makers of the significance of TLs and the school library. I developed the policy recommendations based on the research problem, research questions, and outcomes of the research findings. In guiding the opinion of stakeholders, this policy

recommendation must provide expert ideas, suggestions, and research findings because these factors may determine the report's relevance. I used a constructivist and a transformative theoretical framework to inform this policy paper and to modify stakeholders' perceptions and misconceptions concerning the instructional role of TLs.

### **Rationale**

A policy recommendation fits the outcomes of case study research and provides insight needed for clarification of the identified gap in practice. According to the findings of the study, TLs believe that the job they perform is not appropriately visible to stakeholders because the situation relates to student academic achievement.

Consequently, a stakeholder transformation is required to alter unclear perceptions about the TLs' value and impact on student learning. A policy recommendation became my final report as the result of drawing conclusions, making these recommendations for transforming TL professional practice, and constructing new meaning as perceived by stakeholders. As they relate to the data analysis results presented in Section 2 and to the theoretical framework for this policy recommendation, I reported the findings in a contextual and descriptive format from the research study and for the propositions for corrections.

In my policy recommendation, I addressed the results of the data analysis with possible solutions developed for transforming ambiguous attitudes concerning the TL's instructional role that will positively affect the school culture. Based on the findings, it became apparent that stakeholders need convincing about the crucial instructional role of

TLs and that school libraries on the local level must do research about to determine stakeholder perceptions and misconceptions. My research findings also indicated that some local educators are unaware that ambiguous perceptions exist for TLs. At the same time, this policy recommendation will inform the learning community using empirical data on the existing problems faced by the TL profession, along with possible interventions. The contents of this data-based policy recommendation will address the major themes that emerged during the study, the overarching research questions, and the recent literature concerning the perception of local TLs.

### **Review of the Literature**

Qualitative researchers explore perception and the underlying assumptions surrounding complex social issues (Creswell, 2012). I noted from the findings from my research study that uninformed beliefs held by school stakeholders have led to the ambiguity of the teacher-librarians' instructional value through misconceptions and misunderstandings. For this reason, some factors (i.e., unaccountability, low collaboration, and a lack of time) have also caused an erroneous opinion of the TL in the minds of stakeholders. The findings indicated that local students enjoyed visiting the library for a quiet time, reading for pleasure, and just escaping to a less regimented learning environment. The concluding themes informed by Section 2 of the research suggested the importance of creating a paradigm shift in the actual practices of the local TL.

Most importantly, the existing problems, innovative solutions, and recommendations for transforming existing behaviors and beliefs are in the project study (Mezirow, 1978; Piaget, 1985). I conducted a literature review by using the terms and related searches to inform the composition of a policy recommendation. I began with the query of terms seeking to gather information concerning the current practice of the teacher librarian. Databases such as ERIC, Library, Information Science & Technology Abstracts, Walden Dissertations, ProQuest, and Sage Publications were used to search for terms (i.e., *Policy Recommendation, White Paper, and Position Paper*). These terms were used to find relevant data for the study. I sought to locate relevant scholarly, peer-reviewed articles on *evidence-based practice (EBP) in school libraries, school library curriculum, transformative school libraries, TL instructional role perception, TL teaching and learning, TL curriculum and instruction, school library standards, constructivist teaching, and 21st Century school libraries*.

All professional journals, databases, and electronic professional reports were within the current 5-year range. I searched Google Scholar and professional library journals to find relevant data for the study. I sought to locate information concerning evidence-based practice as a means of connecting previous library pedagogy to an innovative framework for transforming prior perceptions as the practice relates to the TL and constructing a new frame of reference as postulated by Mezirow (1978). Once my search regarding the topic became redundant, I knew that saturation was achieved. From the findings, I sought to develop and inform opinions as well as provide empirical



knowledge to an audience of school professionals who have the decision-making authority over school library policy.

In 2011 the federal government created new educational laws designed to improve student learning and to make schools more accountable for student academic achievement (DOE NCLB, 2011). As for the TLs who have no direct link to standardized testing, reflecting their value is an unobservable practice. Findings from the study suggested a need for a change in local library practice that would allow for better perceptibility of the TL's instructional role. In order for this new way of thinking to occur, stakeholders would need a transformative connection to a new frame of reference (Mezirow, 1978) as well as a redefined set of viewpoints to address the misrepresented perceptions of the TL. A policy recommendation is the best fit to change stakeholder understanding.

The local research results also indicated that TLs' lesson plans provide scheduled time for classes as well as provide current materials in an environment conducive for student learning. However, the stigma of the TL having an inessential role is ever present. The results show that some CTs do not use the library for class visits due to the belief some CTs have that they alone are responsible for student academic success. As stated in the goals of this project, TLs must be in the position of demonstrating their contribution to student learning in a constantly fluctuating educational system (AASL, 2016).

### **Rationale for the Policy Recommendation**

A policy recommendation was the appropriate artifact necessary for highlighting stakeholder comprehension concerning the instructional role of the TL. The AASL (2013) recommended that in preparation of a stakeholder perception transformation, the TL should build bridges of cooperation and community by partnering with CTs and AS, and by marketing their value per written and verbal communication. I prepared a written policy recommendation to rectify perceived misconceptions concerning the TL instructional role. I added evidence of solutions that stake holders could consider as presented in the form of data-driven EBP strategies for change and viability (Boulden, 2015; Johns & Kachel, 2017). The overarching findings from the research study will underscore the applicability and rationale for a policy recommendation along with a correlation to the research problem.

### **Perceived Misconceptions of the TL**

Contrary to the published literature that claimed an uncertainty concerning the TL's instructional value, the findings from the local research suggested that some of the local AS perceived that TLs were of value and were not considered just supplementary. Some local stakeholders did attribute a portion of student success to the contribution of the TL. Local CTs offered some positive comments as well about the TL's instructional role, but most did not consider the library as equally important to the profession of the CT. Hartzell (2012) asserted (as cited in VanTuyle & Watkins, 2012) that 50 years of research has failed to dissuade the mindset of ASs and CTs regarding the services

provided by the TL. Without widespread knowledge concerning TLs and their services, these TLs are now at a critical position for proving their worth and strengthening their self-efficacy.

A policy recommendation as a guide for educating stakeholders would highlight this gap in perception concerning the value of the TL as well as provide information about the TL instructional practice. Dickinson (2015) suggested (as cited in ALA, 2014; Todd, 2015) that concerning issues of misguided perceptions, that the local TL demonstrate that it is not in the school library, but in the learning that matters. Haycock and Matthews (2016) emphasized that the critical element is not the library edifice, but the TL professionals themselves touting the necessity of their role via academic demonstration. Todd (2015) proposed a shift from advocacy to student outputs. Hughes (2014) posited that positive student outcomes in the form of evidence are an indication of the learning and the TL's impact.

Student outcomes as part of the 21<sup>st</sup> Century learning application are also part of the new federal educational mandate in 2015 that replaced NCLB 2001. The policy plan will impress upon stakeholders that the researcher is a reflective practitioner evolving with the ever-changing educational landscape (Johns & Kachel, 2017). The new ESSA legislation authorizes many programs and policies for the school library (Johns & Kachel, 2017). Nevertheless, most programs are not mandated for the schools to abide by (Texas State Library and Archives Commission, 2018). An uninformed opinion is curtailed by sharing current locally researched data related to the TL's instructional role.

### **TL Instructional Overview Regarding Curriculum and Lesson Planning**

Whether rebuilding existing structures (McGrath, 2015) or offering innovative solutions and information, TLs felt obligated to provide evidence of their instructional foci using lesson plans coupled with curriculum objectives, as evidenced in the findings of the research study. These phenomena were evident during the data collection and analysis process as 5 TLs provided random lesson plans. While high school and middle school TLs were not required by AS to submit weekly lesson plans, they submitted their plans nonetheless for accountability purposes, and to show CTs and the AS their efforts toward student and school improvement. It also became evident that the TL lesson plans were aligned with the Texas Essential Knowledge and Skills Standards (TEKS) and education objectives. In the findings I noticed evidence of collaborative lessons and co-teaching occurring between the TLs and the CTs at the local district.

Finally, all lesson plan samples included examples of EBP in them. In a report to the Center for International Scholarship in School Libraries (CISSL) at Rutgers University (Todd, 2012), I found that dynamic school libraries have focused on programs that enhance the following:

1. Support and enhance the curriculum (Haycock & Matthews, 2013),
2. Support the mission and improvement of the school district (managed by a certified school librarian), and
3. Provide, integrate, and utilize a technology-rich learning environment that supports TL pedagogy (Todd, 2014).

Considering and implementing a policy recommendation will reset the role of all internal stakeholders (TLs, CTs, and AS) as a transformational approach constructed for reinventing the role of the TL. This recommendation will apprise adult learners of best practices, technological trends, and 21<sup>st</sup> Century school needs. In this reform era of new technologies and new literacies, my proposed policy recommendation will suggest how the TLs' role has expanded to meet the 21<sup>st</sup> century needs of digital students, CTs, AS, and the learning community.

### **Desired Flexibility of Schedule for the TL**

From the results of this study, I notably indicated that while flexible scheduling was inherent in the most elementary schools, TLs did use information-based inquiry and authentic learning task to overcome the problem of fix schedules. The most difficult issue facing most elementary TLs is enduring a fixed schedule that limits and inhibits the time used for meaningful teaching and learning in the library (Stubeck, 2015). TLs need reflective feedback from the AS and CTs regarding their professional proficiency to make an impact on student achievement (Gretes, 2013). A fixed schedule is a set calendar for when specific classes visit the school library every week. This practice functions against best practice as outlined in the AASL's Standards for the 21<sup>st</sup> Century Learner (2009).

In the policy plan I propose ways the TL should use local research and promotion to keep the attention on the learning and not on the issue of their instructional identity (Gordon, as cited in Stubeck, 2015; Todd, 2015). In this policy plan, I exhibit the expanding role of the TL by informing stakeholders of the changing educational

landscape that mandates an improving library program to integrate problem-solving and critical thinking. Based on the research results, TLs are masters of scheduling; however, the responsibility now is for the TLs to become proactive in managing their change and the perceptions about them. In the recommendation plan I highlight these transformational policies and procedures as suggestions for improvement.

### **EBP Approach to TL Professional Practice**

The findings from the research study indicated a change in TL professional practice that would demonstrate positive student learning outcomes. While the conversation regarding the definition of a good TL has shifted to someone who is adaptive to change, the evidence-based approaches provide a way to show adaptability to the current teaching and learning environment (Dickinson, 2015). Using an evidence-based approach is an instructional model needed for change and visibility in professional practice. Gordon (2015) postulated that action without reflection is an ill-informed venture. Based on the study findings as perceived by stakeholders, the TL professional practice had appeared as a trivial task.

Consequently, the matter of implementing a change in TL instructional practice became a prerequisite in order to alter stakeholder perception. Todd (2015) proposed that TLs initiate a perception change using a systematic instructional framework called EBP. EBP is a common term in the medical and health profession. Todd (2015) was the first library practitioner to advocate the use of the EBP framework for TL practice. Todd

(2015) proposed a threefold approach for changing the perception which included evidence for, of, and in practice.

This threefold approach addressed the future of the TL profession, suggesting (a) action research, (b) sharing of evidence, and (c) sharing of outcomes. Todd (2015) posited that EBP is more about student outcomes and less about the library collection. The research findings revealed that most TLs were not familiar with the EBP philosophy. This gap in TL professional practice negatively influences the TLs' collaborative relationship with other educational stakeholders because one of the elements of EBP is continual improvement. Local TLs require a change of reference (Mezirow, 2007) or a systematic approach to instructions, which can be achieved via instrumental learning (Slavich & Zimbardo, 2012) or resolving the issue of perception and pedagogy.

Mezirow (2007) postulated that a transfer from low self-efficacy related abilities to high self-efficacy related abilities could improve the entire school environment along with students benefiting the most from the experience (Slavich & Zimbardo, 2012). These transformations should also cause the TL to be seen as valuable to the school and to the community (Bandura, 1994). Some TLs struggle with low self-efficacy due to ambiguity about their professional role. Low self-efficacy is an area of concern for most local TLs. Pagowsky and Rigby (2014) recognized that the TL's old image needs to be transformed to point out why a new model is necessary. In the policy recommendation, I show how the process is accomplished via new positive images and actions with the TL

at the forefront. Information about collaboration used as a constructivist tool will follow in the next section.

### **Collaboration among Local Stakeholders**

The results of the findings suggest a common ground between the TL and CT concerning the educational success of students as a 21st century challenge that TLs must conceptualize and pursue. It becomes the responsibility of the TL to know classroom instruction and to communicate a linkage of how a partnership between the TL and the CT is a form of collaborative learning (Gordon, 2015). When the TLs learn to value their contribution, a willingness to offer their input becomes less inhibited. For some TLs another area of combined difficulty and hesitation pertains to the teaching and learning of science, technology, engineering, and math (STEM). These are disciplines that the TL may not be familiar with or comfortable teaching (Dow & Thompson, 2017).

While there are obstacles to collaboration (Shannon, 2016), the benefits far outweigh the difficulties. Collaboration with CTs, students, and ASs contributes in the construction of knowledge, serves as a reform strategy, enhances student learning experiences, and improves a 21st Century real-world policy where the students are engaged in dialogue (Blakeney, 2014; Dow & Thompson, 2017; McGrath, 2015). According to Gavigan and Lance (2015), collaboration is the single most effective method of changing perception. These constructivist learning strategies (i.e., collaboration, the flexibility of scheduling, lesson planning, and EBP) provide a deeper understanding, are also EBP attributes, and are student-centered (McGrath, 2015; Todd,



2012). Collaboration or co-teaching are reform strategies that allow for the expertise and utilization of two or more individuals in one library environment space, which enables more learning, intellectual influence, and more instructional action (Dow & Thompson, 2017).

Co-teaching and collaboration happen when a collegial relationship exists between school professionals. It is incumbent upon TLs to develop active partnerships with all school personnel, constituents, parents, local business, other library organizations, publishers, volunteers, and the global community (the LocalISD). In the policy recommendation, I highlight a collaboration imperative. In addressing RQ3, I focus on themes of access to updated materials, facilities, and an environment conducive to learning along with describing the associated emerging technologies and resultant student success. The TL's instructional identity may go unnoticed for various reasons, but literacy, science, technology, engineering, and math (STEM) are examples of the shifting educational landscape that the TL must align to current pedagogy (Dow & Thompson, 2017). Local stakeholders viewed the library environment as favorable and the collection adequate per the findings; however, library visits were sporadic and based on the needs of the CT.

### **Key 21st Century TL Materials and Facilities**

The AASL (2009) leaders encouraged TLs to be 21st century agents of change and to transform the library edifice into a physical and virtual learning space. The goal of TL's is to develop students into becoming information literate and possess the tools

demanding for a 21st Century technology integrated, information-rich society (IFLA, 2015). The school library environment is like no other space on a school campus.; however, it is not enough to say that students enjoy coming to the library (Lance, as cited by VanTuyle & Watkins, 2012). The findings indicated that TLs and some CTs on the local level agreed that students enjoyed coming to the library for reasons such as quiet time, reading for pleasure, just getting away. Boulden (2015) suggested that TLs apply the latest technological trends in teaching millennials.

No matter the reasons students' enjoy their visits to the library, the school library environment must be a place where (a) students are encouraged to work and read independently, (b) where collaboration is common between students, CTs, and TLs, (c) where there are resources for meeting learning needs, (d) where technology integration occurs, and (3) where constructivist principles of learning are integrated with EBP strategies in an area of innovation (Piaget, 1985) for evidence and impact (Scholastic Library, 2016). These actions in library environments are as evidence of the value of the library program (Little, 2015). The TL as the administrator of the school library should apply this evidence in the form of data that can report the support and impact of the TL on student learning and classroom collaboration. TLs can fashion these reports into learning analytics that they may present to the learning community as input for changing policy concerning the TLs impact on student academic learning (Boulden, 2015). I will describe this new vision for the TL profession and school library in the policy recommendation.

### **School Library Environment Conducive to Learning**

School libraries are most useful when quality programs exist that can fit into the curriculum and goals of the school (Scholastic Library, 2016) and when students take ownership using shared learning and collaboration (Gildersleeves, 2012). Based on the findings, a pleasant, inviting environment in the school library depends on the TL and that students desired to visit the library for that reason. The theme (conducive to learning) received favorable feedback from most participants. While students were not a part of the participant pool, TL and CT narratives confirmed that students enjoyed their visits to the school library. Current research demonstrates that a certified TL, collaboration and co-teaching, technology integration, and the size of the collection are factors that elevate student learning (School libraries, 2016).

The TL Toolkit (n.d.) provides strategies and resources for constructing a favorable school library based on research, evidence, and positive student learning outcomes (TL Toolkit, n.d.). Appendix A is a detailed description of the policy recommendation as well as an EBP Toolkit. Todd (2015) postulated that there was a need for local historical evidence that affirmed a systematic aggregation of student data reflecting curriculum goals, library standards, and professional wisdom. Todd (2014) also advocated for a system of help rather than advocacy for changing perceptions. This demonstration of continuous improvement on a day-to-day basis should exhibit a transformation dimension (Mezirow, 1978). In this role theory, TLs voluntarily engage in behaviors outside the field of their job assignment for the promotion of the school.

This cooperative behavior is not for extrinsic reward or out of contractual obligation but via motivation of a helpful disposition that some TLs, as per the professional standards, intrinsically exhibit (Elkins, 2015). Based on the findings, TLs role perceptions speak to their voluntary nature. When a task is performed outside a job function or role, it is known as cooperative behavior. Elkin (2015) postulated that Occupational Citizenship Behavior (OCB) is exhibited when a TL has been assigned a transformational AS leader. What TLs perceive about themselves significantly affects their professional behavior, which ultimately also impacts collaboration and student learning success rates (Ash-Argyle & Shohon, 2014).

### **Project Description**

This policy recommendation genre can be described as approaches for shifting classroom and AS' perceptions of the TLs' role in students successful teaching and learning outcomes. My research findings that informed this project indicated that the CTs and the AS are not sufficiently knowledgeable on the instructional tasks of the TLs. Consequently, this project will consist of a description of clarifying perceptions to stakeholders in the form of a policy recommendation. The composition of this policy recommendation begins with a briefing that comprises (a) an executive summary, (b) background information about the existing problem, (c) highlights of the outcome of the research findings, and (d) suggestions for an improved TL pedagogy. I also included a timeline for the policy recommendation implementation, summary of the analysis, and a conclusion.

Another factor to consider is the title of the policy. The title should allow busy readers to decide if the narrative is relevant or of value in a way that is transparent and expedient (Powell, 2012). The final portion of the policy will consist of the evaluation section. Following this structure, the title for this policy recommendation is the EBP School Library Transformation Policy. (See Appendix A) Data and themes determined the development of this project.

### **Needed Resources**

The required resources for a transformative change concerning TL perception and practice include a project presentation site with technology adaptability and willing local professional school stakeholder participants. The project presentation site will be a local school facility provided at no cost for the presentation. The site has a seating capacity for up to 50 persons. For the policy recommendation briefing to commence at this site, I will use some required technology resources such as a data projector and laptop to present the main points of the policy recommendation digitally. During the policy meeting I will present The EBP School Library Transformation Policy. While I present the policy, attendees may take notes of the policy recommendation. A discussion may follow after the presentation. More importantly, the support of stakeholders such as the library director, as well as many of the CTs, TLs, and AS, is needed as critical constituents to be in attendance for this policy implementation.

**Existing Supports**

I developed this data-driven EBP School Library Transformation Policy to provide best practices regarding strategies to correct misconceptions about the TLs' instructional role. The only resource that currently exists for this purpose is the local School Library Media Services (SLMS) department with its missions and standards. This SLMS department should have no problem securing a district facility for a briefing concerning the local TLs' professional and instructional identity. Other existing resources would be the parents or community partners who volunteer and value the TLs and the school library. The outcomes should include transforming prior thinking and preventing future potential barriers to the plan implementation. The existing supports include the local district Library Services Department, Standards and Guidelines for Texas Librarians (Texas State Library, 2018), LocalISD Mission Statement (LocalISD, 2013), and the Texas Essential Knowledge and Skills Standards, as included in the Texas Education Agency website (TEA, 2014).

**Potential Barriers to Policy Implementation**

Presenting a policy recommendation to professional stakeholders regarding the value of the TL is a serious undertaking that demands courage on my part as the project developer and presenter. Stakeholders are the school decision makers (i.e., principals, members of the board, CTs, community leaders, and TL leadership members). Potential barriers to the implementation of this policy plan, according to current literature and findings, indicate that the perception of TLs worldwide conveys a message of

marginalization. Furthermore, because the TL profession is a female-dominated field, historical stereotypes exist that might relegate the issue to be one that is unimportant (Pagowsky & Rigby, 2014). Subsequently, budget issues and school finance may also contribute to the belief that a policy recommendation is another way to advocate for the female-dominated profession regarding job security (Rosales, 2017) and not on matters that concern the academic goals of the school (Pagowsky & Rigby, 2014).

Equally important, the extra time required for a policy briefing might also produce an added problem because school decision makers are consumed with issues relating to standardized testing, school reform policies, and other state instituted mandates. Similarly, while this policy briefing is not a professional development training, the department may object to a coalition concerning TL issues. Finally, local district personnel (i.e., the AS and CTs) may reject or misunderstand their inclusion in a meeting associated with TLs. Nonetheless, these barriers are controlled with knowledge concerning the purpose of the policy briefing and the acknowledgment and approval of the school superintendent.

### **Potential Solutions to Barriers**

As the developer of this policy plan and as suggested by Todd (2015), I will assure attendees that I will not present this plan as an advocacy effort. Instead, I offer this policy plan as information strategies to reorganize the TL professional practice, local school culture, and learning community. Correspondingly, this policy recommendation is constructed through the lens of a decision maker having the critical findings highlighted

(Herman, 2013). I offer the plan by sharing data for decision makers concerning (a) best practice, (b) student success, and (c) evidence of practice to an audience of local educators. With an emphasis on the transformation of reference, collegial relationships, and collaboration, I offer information regarding how impact studies verify that TLs influence students' academic success locally (School Libraries, 2016).

The presentation to stakeholders should be rewarding because the goal is to assist them in making a change in reference (Mezirow, 2007) which may transform school culture, but not in any ways related to gender, race, or ethnicity. As comprehension follows perception, this new knowledge ascertained from the findings, should present the TLs, who belong in a female-dominated occupation, in a more favorable view. According to Hochman (2016), decision-makers use past ideologies and outdated modes of nostalgia about the profession that leads to marginalization and demoralization. Because the field of education which includes the TLs, is a female-dominated occupation, then a policy briefing meeting allows for the opportunity to start conversations that might dispel outdated stereotypes and beliefs concerning the TL profession (Hochman, 2016).

Although students are not included, the focus is intentionally on adult stakeholders who have the decision-making authority about policy.

Correspondingly, students are included indirectly and will remain the central focus concerning school improvement and library reform. With the students in mind, if the policy plan is implemented, elements in the plan will allow for an improved pedagogy for student success and adjustments made in the library environment where students



enjoy visiting and are excited about learning. Accordingly, this policy is a way of altering stereotypes or skewed perceptions of the TLs' professional role which may offset some barriers. At the same time, school finance and money issues for local library funding might cease being a critical issue, at least on the local level if the TL can demonstrate that student learning outcomes are constructive due to the TL's instructional input. As a result, once stakeholders comprehend the positive change that TLs make concerning student learning, they might be more apt to attend a policy briefing.

The summer will be the best time for the presentation of the EBP School Library Transformation Policy. By presenting the policy recommendation during the summer, the academic urgency is not a consideration because CTs are otherwise engaged in various other activities related to their professional development. These policy recommendation implementation processes and procedures should overrule barriers that may exist concerning policy implementation.

### **Project Implementations and Timetable**

The implementation of a policy recommendation suggests re-defined roles and responsibilities for the local stakeholders, in particular for the TLs (Schewin, 2000). It is appropriate to present local findings face to face to AS and CTs, due to their relevancy and data-motivated implication. Entitled EBP School Library Transformation Policy, the meeting will take place during a policy briefing to the CTs, AS, and TLs employed at the local urban school district, as well as other interested stakeholders. If and when approval is granted to hold the meeting, I will present the proposed policy. The actual debriefing,

discussion, and feedback related to the policy recommendations will involve two meetings of about 2 to 3 hours of direct contact with the major stakeholders.

However, regarding the amount of the overall time of this process may take, it could take about two weeks to obtain the needed approval, to make the necessary preparations, and to organize the central meeting details. Week 1 will consist of seeking authorization from key decision makers (i.e., the superintendent of the school and school board members). Beginning at the top of the district authority chain, I will seek permission from the school superintendent who has the right to authorize the project, along with approval as well from the school board, if necessary. Subsequently, I will present findings to the local school board, if necessary because the school board has the authority to make decisions for the local school district. Dissemination of the policy to internal stakeholders will also take place during the first meeting which should last 2 to 3 hours.

During discussion and feedback, I will explain the purpose of the research topic and the relatedness of EBP to TL perception and instructional role and practice. Along with understanding the purpose and contents of the policy recommendation, the library director's role will be that of liaison in executing the policy plan. Additionally, the library director will be a part of the presentation process and will be instrumental during policy operation, approvals, and development. After receiving all permissions from the proper stakeholder authorities, the district superintendent, school board, and the library director, then the execution process should be made available for all to know. Seeking approval of

the policy from stakeholders and providing additional recommendations or revisions will also occur during week 1.

Once the policy is approved, a location will be decided for the briefing. Then we can email notifications to adult learners who have a stake in this transformation policy. During week 2, a second meeting will convene where a in one-day presentation I will provide insight and discussion concerning the policy plan meeting. All attendees will be given an agenda upon arrival of the second meeting. The agenda will direct the course of the meeting. This synchronous face to face meeting by stakeholders will offer real-time suggestions for improving the TL instructional impact.

All stakeholders will use part of the meeting to mediate their perception through the lens of the proposed plan. The TLs participating in the sessions will share their views concerning the usefulness of the policy and as a means for revising procedures appropriately for the local context. Sharing information concerning past research studies should provide essential background knowledge about the problem. A basic policy recommendation outline will include the contents of the policy recommendation project as suggested by Sachiko, Stolley, and Hyde, (2015). The required resources also include hard copy paper surveys to be handed out at the end of the meeting. Herman (2013) suggested that the oral project presentation be brief, allowing stakeholders the ability to read the full assessment documents at their convenience. The location will likely be the Teacher Service Center. All stakeholders and attendees will be officially notified by

email concerning the outcome of the policy recommendation meeting after I review the summative evaluations.

### **Roles and Responsibilities of Participants**

As a researcher and policy recommendation developer, I will have the exclusive responsibility of creating a project that will tweak stakeholder's perceptions of the TL while simultaneously improving the local school culture. As the doctoral researcher, I developed this policy in response to a gap in practice between what CTs and AS perceive about the pedagogics of the TL. These beliefs have caused some TLs to question their self-efficacy and professional identity. For this reason and to challenge these unfavorable perceptions, I offer a full briefing concerning the value of the TL in order to provide an innovative teaching framework for the TL. As a result, my role as the developer of the EBP School Library Transformation Policy is that of a policy developer, policy purveyor, policy presenter, and policy implementer, as characterized in Appendices A and H.

The library directors' role will be that of supervisor and liaison who will also work as a co-partner in the approval, organization, implementation and evaluation stages of the policy plan. By way of becoming knowledgeable of the policy recommendation contents and providing feedback to questions that may arise, the TLs, AS, and CTs will have the central role of being an adult learner because some will be present at the policy meeting. This gathering consists of CTs, the AS, and TLs, and other members of the learning community who should have a vested interest in student success outcomes. This sizeable urban ISD is one of the fastest improving districts in the United States, which at

the core has professionals who hold the belief that educating all students for success is a premium (LocalISD, 2017). However, no students will be present or invited to attend the policy meeting, nor will they be a part of any phase of learning at the policy level.

As such, a role for the student is not relevant because none will be physically present at the meetings. Nevertheless, I created this 21st Century professional learning opportunity to improve student academic achievement indirectly. Student academic achievement is one of the primary goals of the school district.

### **Project Evaluation Plan**

A supporting educational framework is indispensable for the sustainability of the TL profession at the local level and is justifiable according to the findings and professional literature. To increase stakeholder awareness and to offer TLs and the school district a new direction in the form of an improved pedagogy, I will conduct a summative evaluation after the policy recommendation meeting for purposes of collecting feedback about the proposed policy recommendation. The feedback will be used to evaluate the current frame of reference believed by decision makers. A summative evaluation is usually administered at the end of a meeting with the results used to test the feasibility of the program (The Pell, 2018). The goals of the summative evaluation are to collect feedback from a group of decision-makers who have the authority to endorse this project in order to determine the sustainability of the policy and to determine the relevancy and effectiveness of the policy recommendation that was developed based on the research questions from the study (CDC, 2016).

The one-day recommendation policy briefing is planned to last approximately 2-3 hours. Stakeholders will also be encouraged to provide feedback throughout the entire policy recommendation meeting. After the meeting I will provide printed surveys that are anonymous. All key stakeholders and interested parties will receive a notification via email concerning the necessity of their input and feedback concerning the outcomes of the surveys both during the policy presentation and also after the policy briefing. Key stakeholders consist of the library director, the AS, CTs, and TLs of the local district.

Key stakeholders are the individuals with interest regarding the policies of the local district who will be invited to participate in a meeting where we will focus on presenting the proposed policy recommendation (Appendix A). This summative evaluation will allow the adult learner attendees the opportunity to present their final analysis concerning the policy plan and its implementation because a summative evaluation is ongoing. This feedback will be sought for the duration of the policy consideration period for continuous improvement and fidelity (The Pell, 2018).

Evaluations can either improve a program policy or demonstrate the negative or positive impact of the program (CDC, 2016). I designed The EBP School Library Transformation Policy for improving teacher-librarian pedagogy and thereby for possibly altering ambiguous perceptions in one local school district. By providing stakeholders with evidence in the form of a policy recommendation, they will then have the evidence or proof of the value of the TL. This policy plan may cause local decision makers to become more perceptible.

## **Project Implications**

Research has had a significant role in informing practice in schools and school libraries. For the local TL, the implications of this research are critical in providing evidence that demonstrates their accountability (Todd, 2015). Accountability, as mandated by the Texas Educational Agency, purposefully determines budgets and staffing for school districts. Primarily, local implications will be guidance concerning the TL's instructional role; however, I will describe a more extensive summation. Once stakeholders are educated concerning the value of the TL as it pertains to lifelong student learning, their perceptions may be altered.

These local results may reflect an improved collaborative relationship amongst the local learning community. These collaborative relationships may consequently produce positive student outcomes in that students will be academically prepared for life as public adult citizens in a democratic society. The IFLA (2015) postulated that students that attend schools with a full-time certified TL are more likely to go to college, benefit society as adults, more likely to get involved in positive engagements and have a more decisive self-image. Another social change implication of this project will be an informed community of stakeholders concerning the instructional role of the TL.

### **Implications in a Local Context**

TLs must create the change that they would like to see (Valenza, 2015). An EBP School Library Transformation Policy will enhance and fortify the current issues prevalent in the local school library. To promote a change in awareness of stakeholders

and to provide answers to the research questions, this policy recommendation is offered as the needed resource. Todd (2012) challenged TLs worldwide to conduct local research by using EBP principles to determine whether their instructional capacity is making an impact. The framework for student learning is referenced in the TL EBP Toolkit as exhibited in Appendix I.

The local evidence, and not the international research, may capture the attention of stakeholders (Cahill & Richey, 2015; Todd, 2014, 2015). Additionally, by providing an EBP School Library Transformation Policy, stakeholders at the local school district will be able to visibly surmise that the EBP Transformation policy is a required tool for the TL. Thus, the role of the TL may be more clearly defined by implementing this policy, which could offer the evidence needed for changing stakeholder perception. Ultimately, the implication involved in the implementation of appropriate practice for the schools to facilitate an increase in student-reading ability (Messenger, 2015), which is a primary goal of the TL. In an educational climate where public schools, charter schools, and private schools are competing for student interest and enrollment, information concerning student achievement, community involvement, and school accomplishments are data-driven acumens that are fundamentally valued by local stakeholders. While from the findings I also concluded that the perception of TLs is diverse and varied amongst local stakeholders or insignificant on some campuses, some TLs are not pursuing collaborative partnerships. The instructional role of the TL is sometimes unknown by decision makers.



### **Implications in a Larger Context**

In a broader context, the implications of this policy project should assist in changing the TL instructional pedagogy while adding value to current literature in this area of scholarship. Stakeholders are critical in changing the perception of TLs, and for this change to occur, a carefully crafted research-based policy recommendation will require approval and implementation. Due to the existence of an EBP School Library Transformation Policy, data now exist that describe stakeholder perception in one local setting. However, the demographic findings may be generalizable nationally and worldwide. Implications for this policy should enhance stakeholder understanding and allow for real-time questions, answers, and alternatives.

Another implication of this project on a national or global level would involve the TLs remaining accountable by using student-created products, strategic documentation, and other academic measures, which would serve to highlight the TLs' instructional influence (Todd, 2008b, 2015). The independent thinking and knowledge obtained by students are what is necessary for a democratic society for decision-making and lifelong learning (AASL, 2009; Mezirow, 2012). One further implication of the policy implementation could be that it would become an ongoing resource for assessment and improvement on the local level. In this reform climate, locally and around the world, substantial evidence as proof to stakeholders that TLs' influence student knowledge and attributes to achievement outcomes is what is vital.

## **Conclusion**

The results from this study presented in this section provide a summation of the findings of the study for purposes of distribution to an intended stakeholder group for implementation of policies to enhance the TL presence and contributions to schools, both locally and nationally. In the literature review, I provide substantial justification for the search process as it relates to the policy recommendation plan. The research conclusions and policy implementation have the potential of transforming stakeholder perception by way of clarifying misunderstandings and suggesting improvements to TL local practice, thereby improving the culture of the school and community, which is a strength of this project. The following sections will include a reflection of the project's strength and limitations and alternative approaches for adjusting erroneous perceptions about TLs.

## Section 4: Reflections and Conclusions

### **Project Strengths and Limitations**

This section of the study addressed the project strengths, limitations, and alternative approaches towards addressing the research problem. Also, discussed will be my role as a scholar, project developer, leader, and change agent. Next, a reflection about the importance of the work will appear. Finally, I offer the implications, applications, directions for future research, and a conclusion.

#### **Project Strengths**

Through this project I will provide an intensive view of the strength of an EBP School Library Transformation Policy. The strength of this policy is that it could establish EBP library measures that will inform stakeholders concerning the pedagogy of local TLs. For the local district's AS, the data from my research provide an understanding of the TLs' impact on student learning. Another strength of this project is providing much needed instructional and collaborative strategies for TLs and CTs. An additional project strength of the EBP School Library Transformation Policy is that the data is derived from local research suggest there is a need for further research in this area of scholarship.

This EBP School Library Transformation Policy can be applied in school environments worldwide for improvement in practice and clarity concerning the TL instructional role. Additionally, in the project I aligned evidence-based strategies with professional competencies. This empirical proof of how TLs are viewed locally by CTs,

AS, and TLs might build credibility and pertinent information relevant to the research questions. While advocacy is not the intent of the project, this policy recommendation may assist in strengthening professional relationships amongst school professionals by creating an innovative framework for teaching and learning in the school library that is collaborative, data-driven, and contributes value to the school library. With this project, I will inform stakeholders and the community of the contributions of school libraries and the TLs' role as instructors and leaders.

This strengthening process may forge professional relationships that may be enhanced through collaboration within the curriculum for added value to the students' academic success. Finally, through the project, I am recommending an innovation for creativity and possibly connecting value to TL practice, profession, and stakeholders' perception.

### **Project Limitations**

Stakeholders outside and inside the local district are essential in changing TL perceptions; therefore, getting the attention of multiple stakeholders may be a limit of the project. Researchers in the current educational literature claim that AS and other school officials are not readers of library publications where the information concerning the problems faced by TL would exist. As a result, this issue presents a limitation in the area of knowledge attainment about TLs. Another limitation of this project may be the lack of interest in library impact studies by stakeholders. Not all school stakeholders are concerned about TL impact studies.

While past impact studies have had some positive results demonstrating that TLs add value to students' academic success, much more needs to be done by way of a paradigm shift in the mindset of decision makers concerning the role of the TL. Another limitation to this project implementation may be the concept of EBP as a reform measure. Many local TLs are unfamiliar with EBP terminology and practice. While the term EBP had been around since 1992, its references to medicine and health had been the standard protocol, and this terminology and practice had not been the standard when referring to the discipline of library science. A final limitation of the project may be a problem of gaining access to internal and external stakeholders to convene a briefing concerning a plan of change for the local TLs.

While much educational reform has and is taking place in the local school, stakeholders are conscious of the perplexed attitudes of many of those who are most affected (i.e., classroom teachers). A grand TL transformation plan constructed for the overhaul of stakeholder perception may not go over well. However, with strong allies such as the local library director and assistant directors acting as TL change agents, access to the decision makers may be attainable. Discussed below are alternative approaches for changing stakeholder perception.

### **Recommendations for Alternative Approaches**

When I began this research, the topic and existing research problem were relatively new in scholarship, and the literature was not extensive in this area. With the rapid growth of digital formats, new technologies, changing learning environments, and

new approaches to TL instructional strategies, the problem of how TLs are perceived had become more widespread than when no standardized test had existed. Consequently, alternative approaches for addressing ambiguous perceptions are abundant. I will describe four possible alternative recommendations along with applicable solutions. One alternative approach for implementation of the EBP School Library Transformation Policy could be an online debriefing using asynchronous e-learning platforms.

This communication method may offer all interested parties' access to a virtual setting at their convenience and point of need. Participants may utilize video conferencing in real-time to enter the School Library Transformation Policy learning environment. A certification for participation and completion of the evaluation could be offered at the end of the policy meeting. Other asynchronous platforms could also be made available such as webinars or transmittals delivered by email. Whether synchronous or asynchronous technologies, these platforms will provide stakeholder professionals year-round teaching and learning for continued implementation of best practices, developments, and trends.

While the policy recommendation approach is to recommend a possible policy, another alternative method could be the utilization of the Professional Development department implementing the EBP School Library Transformation Policy. After the summative evaluation, the Professional Development trainers could present policy recommendations to the stakeholders as to the probability of implementing the instructional practices into the local curriculum. The Professional Development trainers

could use a similar format as the policy meeting in that they could present researched data to stakeholders while following a study group approach for possible implementation of the policy recommendation. In qualitative case study research, a study group is an appropriate way to gather narratives from participants who are impacted by the problem of the research questions. Due to the small size of a study group, decisions can be made quickly with fewer opinions to consider.

After the study groups' appraisal of the policy recommendation, it is determined whether further changes or are necessary. If no further changes are necessary, this alternative approach could be agreed upon and implemented. Finally, a quantitative approach to the problem might garner results of finding out how many TLs are impacted by a perception problem or how many times a year CTs visit the library. The quantitative research employs a different approach with alternative numeric results, and these alternative approaches offer solutions to a TL perception problem prevalent in the local district.

### **Scholarship, Project Development and Evaluation, and Leadership and Change**

A purposeful sample of local educator professionals in one local school district was chosen for participation in this study to gauge stakeholder perception of the local TL. This sample of professionals in the field provided authentic voices to a problem that I sought to answer per confirmed research questions. To address an existing problem in the area of local school districts and the perceptions that exist involving TLs, it would help to discover an area of social change aimed at understanding stakeholders' perceptions of

TLs. This study provided the necessary data to examine the problem and research questions. I now have an advanced knowledge concerning the degree of breadth and depth of the issues facing the TL along with a deeper understanding of research work on the doctoral level. I ensued an extensive regimen of searching and literature analysis at the highest levels.

### **Scholar**

As a scholar, I have learned that an abundant amount of research and reading is imperative for conducting a thorough qualitative case study. Expectedly, the topic that I selected for research, transformed into an issue of much controversy because the problem that I investigated was prevalent in other states and worldwide, and the problem is common among varied types of libraries and librarians. That factor caused me to expand my knowledge and skills while an in-depth case study directed my rationale. For purposes of this study, numerous scholarly peer-reviewed articles and other sources for writing on a scholarly level, and collaboration occurred with a team of educational professionals. Subsequently, when I reached Section 3 of the study, I learned the nuances of data research, data collection, and data analysis.

At the inception of the project, I was guided toward a framework whereby TLs could by visibility and personal impact demonstrate their academic influence on student learning. This feature was critical because I discovered in the professional literature some correlations of the belief that stakeholders were oblivious to the role of the TL. I determined that the problem I pursued arduously was insignificant to many local, state,



national, and international library decision-makers. This issue of blurred perceptions and misconceptions on the part of stakeholders became the core of my study. In delineating the research problem surrounding the perception of TLs in local school districts, I discovered a new paradigm that exists that can be useful to many others if they only knew more about it. (i.e., the Evidence-Based Practice (EBP) paradigm) as postulated by Todd (2012).

### **Practitioner**

This authentic model for addressing the research problem provided a feasible solution for others who perceive the work of TLs and their instructional role. By way of the literature review and the research problem, I learned of this plausible conceptual framework that became the guide for the direction of my project. I began to piece together a narrative based on the voices of the participants at the study site during the process of data collection and analysis. This construction of narratives continued until no new information became apparent. While the research problem was not relegated to a specific race, gender, age, or geographic region, a qualitative case study problem-solving approach was implemented as appropriate for gaining the viewpoints of a purposeful sample of professionals from certain local districts.

As to not perpetrate acts of plagiarism, I gave care to cite sources using the American Psychological Association (APA) format. The data I gathered consisted of open interviews, online questionnaires, and analysis of some TLs' lesson plans. After I had finalized gathering the data, I prepared the analysis of raw data by using NVivo, a

qualitative analysis software tool. Shortly thereafter, I discovered that the analysis process was highly meticulous because this iterative and recursive process began with the collection of data and ended when “the core of all variables had emerged” (Lincoln & Guba, 1985, pg. 173). The analysis phase consisted of careful coding, recording, transcribing, pattern searching, creating categories, and finally deciding the themes.

I evaluated each area of this analysis process for noble purposes. I learned that the qualitative research strategies of trustworthiness and validity are essential in conveying authenticity. Triangulation involved combining all the data from all the participants via lesson plans, questionnaires, and online interviews that led me to further understand the emerging themes. Before and after I collected the data, I also had to be cognizant of my own biases or interpretations in relating a message of trust and credibility to the sample participants. I noticed the findings of the study indicated less than favorable views of the TLs’ instructional impact. Even now, authors in the current literature persist in reporting decisions by schools and states of TL layoffs, which is perpetuating the belief that libraries of all types and TLs can be replaced, or they are of no value (Kompar, 2015).

### **Project Developer**

As the project developer of the EBP School Library Transformation Policy, my goal was to present a list of data-driven recommendations to an audience of stakeholders from one local school district. The body of data contained in this policy recommendation is constructed based on findings from my research project. While the leaders in the local district do not currently mandate a school library curriculum for instructional purposes,

other areas for the topic for my projects such as staff development or curriculum planning would have been inappropriate for this study. Thus, I recommend further research (e.g., this study's EBP School Library Transformation Policy) in this area of scholarship due to the existing gap in this literature. This customized policy would not only be beneficial for the local school district but also beneficial for districts with similar demographics.

Because a small group of TL professionals was needed for tweaking the policy recommendation, they are also responsible for assisting in making known what was once unknown to the intended audience. In other words, they will become knowledgeable of the contents of the policy first, and then they can assist in adjusting the policy to ensure its applicability to the local context. I will present the policy recommendation to the small group of TLs. After the presentation, I will know more about the policy's impact via the results of the formative and summative evaluations. If the policy recommendations are applied to similar demographics, at some point this policy recommendation will produce similar results. Consequently, if people in school districts around the country use the same strategies from the presentation and the policy, their leaders can determine the perceptions of area stakeholders and can apply this policy recommendation for ways of suggesting possible improvements.

### **Leadership**

One characteristic of strong leadership can occur when a TL professional uses the data-driven outcome to guide instruction. As a result of data collection and analysis, the major emergent theme was theory informing TL practice as the primary construct which

guided the administration of this study and which provided local stakeholders with a basis for the implementation of social change in the area TL instructional leadership. TLs, as well as other school leaders, must realize the level of their importance can emerge by proving that the work they perform has a significant impact on the field of pedagogy. Transformational leaders believe that the job they perform is an essential element in the school policy and student achievement. Transformational leaders also manage to persuade followers to adopt their vision and goals (Mezirow, 1997).

Fundamentally, as project developer of the EBP School Library Transformation Policy, taking a leadership role in the creation, presentation, implementation, and evaluation of a transformative list of recommendations, I can show that the TL can be an innovative leader. Accordingly, TLs must reach out to multiple stakeholders using collaboration, promotion, and comprehensive instructional strategies that target modification of previous library practice. Mezirow (1997) proclaimed that a frame of reference is shaped by prior knowledge, cultural influences, and beliefs. TL leaders must become the instrument in modifying the policies, procedures, and more importantly, the perceptions that limit and stagnate the progress and future of the profession.

### **Change**

Todd (2015) affirmed that the field of school TL practice has advanced and is diversified in nature due to the many roles performed. I have noticed that the current perception by stakeholders is misaligned as evident as provided in current library literature in the study findings and other library-centered areas such as public libraries

and college libraries. A paradigm shift is needed to offset misaligned and different perceptions held by stakeholders in order for the value of the TL profession to flourish. I now understand that research is critical when sharing an interpretation of local school library perceptions with multiple stakeholders. In learning how to explain how the findings are shared, I was guided toward a policy recommendation project that offered stakeholders choices regarding possible recommendations concerning the local TL.

Before the study could commence, prior approval was required. This process required an analysis of other genre considerations. As the research project developed, I completed sections 1 and 2 as part of my project study. After the completion of sections 3 and 4, I could make the study results in public to a professional audience via a policy recommendation project. I determined that the policy genre, based on possible required recommendations needed for changing our perception and practice, would be a good fit for the library and stakeholder audiences.

A paradigm shift or a transformed mindset are changes that are needed for local TLs, which include positioning themselves to be the change that they want to see (Valenza, 2015). As postulated by Todd (2012), TLs must research their local campus to determine the perception of internal and external stakeholders. Moreover, TLs should increase their membership in local and national library organizations, school-based memberships in critical committees, and library programs that show their value. Based on the research findings, these are the suggested changes needed for TL improvement in

practice. Furthermore, the changes in stakeholder perceptions can evolve from the recommendations in the findings.

### **Reflection on Importance of the Work**

As a reflective practitioner, many iterations of this work occurred over the past five years. I have been challenged to dig deeper and to reach to the furthest edges of my knowledge. However, with each iteration, I realized that more was required by way of substance for a more broadened and thorough study. Although I was vastly challenged, I am appreciative of the critical learning that transpired during this scholarly journey, both academically and socially. A reflection of this work verifies its importance because this culmination of data addressed the research problem and questions.

Due to ambiguous beliefs by stakeholders, the perception of the TL was viewed as imprecise. Therefore, a gray area existed concerning local school goals and TL instructional impact. This uncertainty is evident to some school professionals because this uncertainty was presented as the main problem in the study. To analyze the problem systematically, I conducted a research study where findings showed that some school stakeholders had a false perception of the TL, while others did not. Nonetheless, to illuminate vacillations and to provide relevant data per one local school district, I decided on a policy recommendation project.

I chose a policy recommendation project in order to suggest positive changes that could alter perceptions of the TL and change some school and library practices. EBP strategies were included in the policy recommendation project for the TL as proposed by

Ross (2009). This EBP policy recommendation project has a component for visibility and accountability that are essential factors in showing greater evidence of the instructional pedagogy of the TL to more school personnel. While these perceptions problems are internalized globally, a local solution would provide additional scientific evidence concerning a comprehensive solution to the problem. With this implementation, a significant change may commence with the TL on local school campuses and spread to include librarians of all types.

Altogether, this plan is essential for alleviating misconceptions and uncertainty in the TL profession. I noticed in my research phase of becoming a scholar that there is a growing number of those who wonder what all is necessary for an advanced pedagogy for librarians. These added skills and qualities for TLs are essential for the local school culture, our democratic society, and libraries globally. As a reflection on the importance of libraries to the development of a free world, it has been considered a place for maintaining resources and works of literature as well as for housing the world's history. This recommendation plan could empower and transform TLs as a profession while concurrently (a) reconstructing stakeholder opinion with informed views and (b) changing existing structures for the TL, the school library, and the learning community.

### **Implications, Applications, and Directions for Future Research**

The movement of technological innovation and educational reform have impacted the local school district logistically. These implications are evident in new policies, new partnerships, new assessments, trends, and in the best practices that have placed a high

emphasis on student learning outcomes. As such, the TL's role is currently viewed as not critical by some stakeholders. The findings of this study suggest that while TLs teach students and plan lessons, most local stakeholders are not aware of their influence. In contrast, some research results also indicate that the instructional impact on students as delivered by the TL is critically important because it affirms the value of the profession to a democratic society (Silka & Rumery, 2013).

As postulated by Todd (2012) this impact is realized when the TLs prove their worth via teaching and learning strategies that are not only visible to stakeholders, but they are also prevalent in student success outcomes. According to Scholastic Library (2016), "If school libraries disappear, library communities disappear" (p.10). After the learning community is aware of the TLs' influence and ambiguities are eliminated, then the TL could be viewed as an essential partner in the educational landscape. During this time of standardized testing and changes in the way schools are assessed, TLs worldwide must provide evidence of how an impact on instruction is delivered and must verify a positive outcome. By applying the EBP School Library Transformation Policy, students from all types of libraries in schools with staff and faculty who support students with diverse learning needs will benefit via TL-taught strategies aimed at success outcomes.

Gavigan and Lance (2015) concluded that TLs contribute significantly to individual student success. Equally important, current literature and this policy recommendation project should designate to individuals and society that the TL's instructional influence can be measured (Hughes, Bozorgian, & Allan, 2014). While all



TLs at the local school have dual degrees, technological advances continue to change the educational landscape at a pace that is difficult to establish through policy recommendation, briefings, mentorships, memberships in local, state, and national professional organizations, and collaborative partnerships. Now and in the future, TLs are better prepared to “reach and teach” millennial citizens of all ages. At the same time, by district leaders constructing a policy recommendation project that is purposefully constructed for local stakeholders’ knowledge, professional advancement, and TL best practice, I think that if these best practices are successfully implemented, they can be recognized and sustained for the current students and posterity.

In the project deliverable, I focused attention on improved ways of thinking and knowledge concerning the perception of the TL. Also, I added learning and improvements in practice for the local learning community via the lens of a transformative and constructivist framework. The implementation of those phenomenon influences individuals, families, and society. According to the research findings, TLs on the local level must engage in educational debate and decision making if the profession is to remain relevant. While the role of the TL has shifted, the TLs must continue as a catalyst for innovation, helping to meet 21<sup>st</sup> Century educational demands locally and wherever a challenge to the profession exists.

While this local research may not be generalizable to other populations as in a hypothesis, the data may apply only to school districts with similar demographics.

Alternatively, a quantitative approach may garner similar findings based on the same problem presented in this study. For example, the research could focus on the number of stakeholders with an ambiguous perception of the TL or could focus on how many TLs embrace a negative self-perception based on stereotypical beliefs of stakeholders.

Whatever the methodology, the problem in the local school stemmed from a lack of clarity on the part of stakeholders. Valenza (2015) posited that communication is a crucial component concerning research. The project deliverable must communicate a possible solution to the TLs instructional role and value. The policy must be guided by the careful analysis presented in an appropriate presentation genre to an audience of concerned decision makers.

### **Conclusion**

This research project was assumed to garner an understanding concerning perceptions of the TLs' instructional role as viewed by classroom teachers, teacher librarians, and administrative staff. While not all stakeholders in the local district perceive the TL as support staff, or their roles as undistinguishable, large numbers of decision-makers have no real evidence to prove otherwise. In contrast, national and international studies demonstrate the impact of the TL on student learning and the TL's unique role as leader, programmer, technologist, and library administrator. Studies also show that schools with certified TLs have improved reading scores on standardized tests. In a standards-driven educational environment, TLs must provide evidence in the form of success outcomes if they are to be viewed as invaluable to the success of the school.

From the findings of this study I verified that locally, some TLs are viewed as support staff rather than equals to other building professionals by most stakeholders. Todd (2015) suggested that research projects or action research be conducted locally to determine how TL's are viewed. After a determination is made, the TL can act proactively to make the necessary changes. Todd also advised an EBP implementation to provide the documentation and positive student learner outcome and artifact (Kachel, 2015) that will capture stakeholders' attention. The findings of my research also verified that most TLs were not familiar with the EBP philosophy.

Nevertheless, some TLs were implementing the EBP principles in their practice. Through this local research, I have provided empirical evidence concerning the local perceptions of the TL's instructional practice. As another library authority, Shannon (2012) posited that the TL is accountable for educating ASs and CTs about the job they perform. Still, other library professionals such as Morreillon and McKee (2013) postulated that now is the time for the TLs to make a measurable difference in student success by assessing their worth. A systematic promotion of advocacy and visibility that provide interventions and awareness of the TLs' value to the learning community is part of that self-assessment.

According to the AASL leaders, "Strong school libraries build strong students" (1998, p.5). This statement is valid because now more than ever because the role of the TL as an instructional leader is critical for the preservation of the profession. The classroom is not the only place where learning happens. Personnel in school libraries with

a qualified TL will continue to serve students, not only as a respite for pleasure but as a hub for meaningful learning. Conclusive data now exist to inform decision-makers about the local teacher-librarians' role perception, the local TL current instructional practice, and the possible recommendations that demonstrate an innovative instructional role for the TL. This relevant data can continue to serve TLs in other demographics who serve learners of all ages.

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## Appendix A: The Project

**Barbara Dowell**

### **Policy Recommendation Project**



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### **Executive Summary**

Educational reforms have altered the perception of the local district teacher librarians to that of ambiguity as believed by some administrative staff (AS) classroom teachers (CT) and teacher librarians (TL) in one local urban school district. A misinformed perception of the TL is problematic due to issues of accountability and rates of student success, which are not readily visible in the local school library or attributed to the instructional impact of the TL, as required by new educational mandates and standards. In contrast, a plethora of evidence in the form of library impact studies provides proof that TLs' services influence student academic success. With over 60 impact studies, educators would think that the data would have informed stakeholders concerning the issue. Surprisingly, the findings on the local level indicated that the students enjoyed their visitations to the school library due to reading for pleasure, change in a learning

environment, and time to explore the uniqueness of the school library environment and the undertakings presented by the TL.

Unfortunately, local stakeholders had no proof of these findings. In the current educational climate, classroom teachers and teacher librarians are being evaluated based on student achievement. The TLs' central focus is on ways to show their value and worth in other ways because they are not always showing as significant in standardized testing results. Todd (2015) proposed that an EBP framework is implemented locally to find TL proof of teaching and learning. Todd was the first professional to call for an integration of EBP in the field of school librarianship (Cahill & Richey, 2012). Consequently, this qualitative case study was conducted, and the local findings suggested similar results.



According to Todd (2015), an up-to-date explanation should occur between stakeholders communicating an understanding of the essential role of the TL. A policy recommendation project has been proposed for possible changes in TL instructional practice and to fill the gaps in the literature, which could result in more comprehensive scholarship in this area. Before long, by addressing the political, economic, and social implications of an EBP approach, this policy will offer transformative suggestions to local school district stakeholders for the TL's pedagogy found in the *EBP School Library Transformation Policy* document. Pragmatic as a guide for decision-makers, these new ways of knowing should transform existing structures and practices, provided that this

evidence-based approach to TL pedagogy is prioritized. New conversations and actions concerning the essential leadership qualities of the TL will also be discussed as a means of addressing the learning needs, trends, and best practices.

This systematic evidence-based recommendation policy will provide:

1. A policy recommendation with details for the LocalISD and a timeline for implementation,
2. The background to the existing problem, outcomes of research, and a summary of research analysis and findings,
3. Some significant evidence from the literature and research,
4. Suggestions for improvements provide recommendations for improvements, and
5. The *Local EBP School Transformation Policy* document.

Todd (2015) challenged TLs worldwide to act by conducting their research to determine the perception of the TL on their local campus. The results of my study are included in the next section on policy recommendation.

### **A Policy Recommendation**

#### **Evidence-Based Practice School Library Transformation Policy**

The goals of this policy recommendation are (a) to provide details to inform the local urban school district that a perception problem exists concerning the TLs' instructional pedagogy and (b) to inform stake holders with details how an adjustment in the teaching framework could benefit the learning community.

This list of interventions or evidence for improved practice, as postulated by Todd (2015), will be the following:

1. Offer the outputs of how the TL impacts student learning,
2. Highlight the problem areas for the TL because the data results show that some are not aware of an evidence-based pedagogy.

3. Inform the TL and the learning community of practical pedagogy, the need for evidence may demonstrate credibility to the profession and show an alignment of the school and library vision,
4. Update professionals about current trends and developments concerning the TL profession and the school districts worldwide (Powell, 2012).
5. Provide commentary of useful information and resolutions that are attributed to the TL and how best to navigate a school library, and
6. Make recommendations for improvement and best practices at the local district library level that will provide real results because no real standards exist, and misperceptions abound (Hughes, 2014).

Based on the data from the findings that derived from this research study, a policy recommendation plan was constructed to offer school stakeholders in an urban Texas school district, offering (a) evidence of how the local TLs are perceived by stakeholders and offering and (b) suggestions of how a transformed viewpoint is possible. A policy recommendation addresses a single problem in an authoritative manner (Herman, 2013). In this policy plan, I suggest specific interventions designed for informing an audience of decision-makers who can make modifications to an existing policy. The decision makers who are affected by this predicament include AS, CTs, TLs, and the learning community members of one school district. Informed by using a qualitative case study lens, the purpose of this policy recommendation is to present empirically based strategies that address the positive instructional impact of TLs.

### HOW IS THE PROBLEM VIEWED ON THE LOCAL LEVEL?

The local problem that prompted this study concerned the TLs at the local Independent School District (ISD) having no conclusive evidence to demonstrate their contribution to student achievement as provided on standardized testing outcomes. Thus, stakeholders believed that TLs are unimportant (Cahill & Richey, 2012; Everhart, 2014).



### **The Local EBP School Transformation Policy**

This local *EBP School Library Transformation Policy* was constructed due to a skewed perception, ambiguity, and disregarding of the TL by stakeholders in one large urban school district. A plan for improvement is necessary for refining the TLs' professional representation, capability, and instructional practice. Once stakeholders are aware of the issue of low professional identity for the TL, specific strategies for changing the previous frames of mind might be accomplished. Using the EBP Checklist for the TL model as shown in Appendix H, subsequently a policy plan was formed. The policy contains interventions specific to the local school in the form of provisions the local district must provide, actions the local TL must take, and outcomes of success as demonstrated by the TL, student, and school.

According to Todd (2015), professional belief using the TL EBP (in Appendix H) standards also informed this policy plan that utilized researched evidence from the local school district. With the approval of decision makers, this policy can make improvements concerning the perception of the TL and the school culture. Based on Todd's (2015) EBP philosophy, this plan for improvement should transform TL practice as well as construct the new meaning of the instructional role of the TL as perceived by stakeholders. As a result of the findings, evidence of learning in the school library should be informed with an EBP framework (Todd, 2008), which will provide the accountability of TL impact. This policy is an attempt to improving TL practice by way of an informed perception by stakeholders in one school district.

#### **The local district must provide 1:**

1. A certified TL who is defined as one with a master's degree in library science and who has taught students for at least three years in the local school.
2. A well-stocked library is defined as a school library with current, relevant, materials, including the latest technological tools for student learning such as support from stakeholders, including CTs, AS, parents, school personnel, and the learning community.

3. Partnership with the AS and acknowledgment of the TL as a school leader.
4. Lastly, a well-designed set of library standards by which a district endorses for teaching in the school library such as evidence-based practice (EBP) standards as endorsed by Todd (2015).

**Actions for the TL to initiate 2:** The TL is the catalyst for change that they would like to see. To facilitate this change, the TL should do the following:

1. Gather local library evidence of student learning via researched data,
2. Learn the school data and use it to assess student learning,
3. Become part of school improvement by volunteering for leadership roles,
4. Build an EBP portfolio or create and track digital portfolios to evaluate TL effectiveness,
5. Develop professional identity by attending relevant PDs and conferences, and by joining professional organizations,
6. Communicate TL value to learning community through collaboration, displays, brochures, electronic newsletters, and successful student learning outcomes,
7. Make the library visible through documentation, student impact, and CT engagement using curriculum connections, and
8. Collaboration with CTs, AS, students, and community members are actions that connect the library to the school.

### **Timeline for Implementation**

A presentation of the policy recommendation entitled *EBP School Library Transformation Policy* will take place during a policy briefing meeting to CTs, AS, and TLs employed at the local urban school district. Implementation will take place during the summer of 2018-2019, during a one-day meeting. Two weeks have been allocated for the complete policy implementation.

The process order is as follows:



1. Obtain approval for policy recommendation from the School General Superintendent, and board members,
2. Get consent from the Library Director to participate and present policy plan to stakeholders who will also act as a liaison,
3. Meet with stakeholders to discuss policy, revisions, and feedback, and
4. **Present** policy recommendations to a local group of TLs, CTs, and AS (local stakeholders) as prescribed by Todd (2015) during a 1-day summer policy meeting.

The policy recommendations format will consist of electronic and possibly hard copy versions entitled, *EBP School Library Transformation Policy*. Based on local research, the data will address the research problem as perceived by TLs, findings of the research, and recommendations for transformation. Each stakeholder will receive an agenda. A summative evaluation will be completed after the presentation for feedback and revisions. Another summative evaluation will occur

1. After the initial meeting to measure the degree of effectiveness of the policy recommendation by using a tiny URL, and
2. At the end of the second meeting when all stakeholders complete a survey after the policy meeting.

### **Background to the Existing Problem**

School libraries during the digital age face accountability demands from stakeholders, uncertainty regarding rapidly changing technologies, and indecision concerning their role as educational professionals. Budget shortfalls and high stakes testing also have presented the TL with perception issues that imply a detachment between the school and the library. Stigmas such as instructional value, as it relates to standardized testing, and technological innovation with its rapidly changing environments have led to a low priority of the local TL and the school library (Richey, 2014). Johnston (2015) posited that most library patrons stereotype TLs with outdated expectations which relegates them to a level of insignificance. According to Ritchie (2011), the TL has the

lowest status of all types of librarians, and the success of the TL depends on their personality.

Regrettably, local level stakeholders share these viewpoints as TLs are presented with numerous tasks outside their sphere of professional responsibility. With over 60 impact studies which show the impact of the TL, educators would think that the data would have informed stakeholders concerning the issue. Unfortunately, most stakeholders had no proof of these findings locally. Therefore, an evidence-based practice approach will inform this policy recommendation with data-supported decisions concerning the perceptions of the local districts' TLs. Todd proposed that an EBP framework is implemented locally to find TL proof of teaching and learning.

### **Summary of Analysis and Findings**

Local stakeholders have ambiguous viewpoints concerning the impact teacher librarians have on student academic achievement in the local school.

This perception is also prevalent on the local level based on research findings. Interviews, a questionnaire, and TLs' lesson plan documents were collected to garner information concerning perceptions of the TL and to provide evidence regarding the impact of the TL. Data were analyzed to make sense of the participant's views. A systematic chart will also be provided for stakeholder groups to ascertain a thorough understanding of an EBP school library transformation policy.

See sample chart:

### **Summary of Analysis and Findings**

A systematic analysis of data was generated using 15 respondents via semi-structured in-depth interviews, online questionnaires, and documents using Bryman's 4 stages of coding and a qualitative analysis software called NVivo.

Findings from Viewpoint (VP) Analysis:

VPA-TL viewed as supplementary by CTs

VPB-CTS do not visit the library with class often

VPC-Low collaboration amongst TLs, CTs, and AS

VPD- AS value TLs' efforts, but do not understand professional role

VPE- TLs are not knowledgeable about EBP teaching and learning

Results from studies have shown that most TLs are evolving with technological and reform changes using digital formats and reinforcing objectives and standards for student and school success (Dickinson, 2015). As the TL on the local level evolves concurrently, through a continuous cycle of restructuring, they should adapt to leadership behaviors and practices (Dickinson, 2015). Transforming current thinking and moving to a deeper level of understanding, an EBP model is being considered for presenting evidence of a transformative school library program. Despite the numerous impact studies that show evidence of the positive effects of TLs' instructional impact, stakeholders are not concerned, or uninformed. Therefore, pedagogical outcomes should be expressed in ways other than testing outcomes for the value of the TL to be recognized.

A change in perception concerning librarian impact is imperative for the sustainability of the school library and the TL. Per the research findings, TL's are seeking ways to validate their instructional role and demonstrating to stakeholders the essentiality of the school library and TLs. Creating a framework that constructs an innovative educational pedagogy is a probable solution for the local TL. Leaders who create this policy recommendation will discuss a plan where the evidence is demonstrated in tangible forms of substantiation such as suggested in the EBP Toolkit for the TL. The new role for the TL and expectations for the stakeholders will also be examined.

Also, whether the TL in the study knew an EBP framework philosophically or not, the use of an EBP framework will model the development of an innovative pedagogy for the local TL. By addressing school reforms with new approaches, TL teaching and learning approaches can become visible to stakeholders and decision makers.

### **Evidence from the Research and Literature**

To inform this policy recommendation, I used various databases such as ERIC, ProQuest and EBSCO Academic Search, as well as professional library journals. Topics

and issues that the literature and research addressed: Evidence of teacher librarian contribution to student learning, evidence of accountability, evidence of quality research and student-centered learning, improved TL self-efficacy and professional identity, transformational learning environment, reconstructed ways of knowing by stakeholders, and classroom and school library real-world connections, student-created products, and artifacts, improved reading scores, digital literacies, and collaborative initiatives.

More professional acknowledgments by stakeholders are needed because the TL is critical to the school culture. Local TLs must begin to view TLs' roles as transformational and important. If perception is based on how things appear, the TL must become proactive in shaping what is perceived by stakeholders concerning their instructional impact. This policy plan was framed based on research outcomes. As most TLs in one local urban school district were being perceived as dispensable, this policy recommendation could be critical in informing stakeholders because preserving the TL and assuring that they can continue to perform their many roles that pertain to student academic achievement is vital. Implementing this policy and better informing decision makers by gaining critical knowledge concerning the perceived and actual role of the TL in one local urban school district can make a difference on many levels.

This policy was guided by an evidence-based practice framework (Todd, 2008a) which focuses on evidence of practice, evidence in practice, and evidence for practice. Similarly, asking TLs to read and to conduct their local research and then begin evidence of a transformative school library program (Todd, R.J. & Kuhlthau, C. C., 2004). Applying TL best practices or professional wisdom can result in successful student outcomes that will matter. These EBP efforts should lead to transformational evidence in these forms:

1. Knowledge building for stakeholders,
2. The motivation for the TLs with low self-efficacy,
3. Excitement amongst the learning community, and
4. Leadership qualities of the TL are becoming more visible (Todd, 2015).

While current educational reforms have created a focus on student learning outcomes and even more recently, on social-emotional learning, the TL who is unique to the school environment must transition from old ways of knowing to a new way of doing. The local TL must remain relevant in this stage of accountability. Past and recent studies have indicated that teacher librarians make an impact on student learning, reading scores, research ability, and building meaningful solutions; however, most stakeholders are not aware of this information and have no evidence to prove its authenticity. Because of this imperceptibility by decision makers, I conducted a qualitative case study using Piaget's constructivist theory and Mezirow's transformative approach to explore the perception of the local TL in one urban school district.

I collected qualitative data using open-ended interview responses, an evaluation instrument, and an analysis of lesson plan documents to reveal the correct perceptions concerning the TLs instructional impact. Remaining informed about misconceptions that are harmful or misleading to the profession, and by reinventing pedagogies to change negative stereotypes, the TL demonstrates that they are a reflective practitioner. The research findings revealed that EBP strategies were unknowingly practiced on individual campuses. Todd (2015) was also strategic in initializing the first EBP framework in showing the value of the TL on the academic success of students with large and small-scale school library impact studies. Todd's (2009) impact studies in Delaware on student learning as part of the Governors' Taskforce demonstrated how TLs facilitate student learning and knowledge building. The Ohio Study conducted by Todd and Kuhlthau (2016) informed the practice of inquiry learning and collaboration.

### **Recommendations for TL and School Improvement**

All stakeholders, including local members of the learning community, require a deeper understanding of the perception problems that TLs face and a new understanding that this misconception partially accounts for the marginalization of the profession. For

this study, I have collected interviews, a questionnaire, and the TL's lesson plan documents to garner information concerning the perceptions of the TL and to provide evidence regarding the impact of the TL. I analyzed data to make sense of the participant's views. To ascertain a thorough understanding of an *EBP School Library Transformation Policy*, I provide a systematic chart for the stakeholder group.

**A list of alternative plans will follow:** Every Student Succeeds Act (ESSA) (Weeks, 2015) replaced NCLB reform legislation for schools and which redefined the definition of the school librarian. Consequently, the Texas State Library and Archives Commission (TSLAC) revised the definition of an effective school library program to align more closely to the definition specified in ESSA (Weeks, 2015). The new definition states:

1. A school librarian is state certified,
2. Has a support staff that is trained,
3. Prepares students for college, career, and community,
4. Serves as an instructional leader,
5. Has curricular input, oversees professional learning opportunities,
6. Teaches digital literacy and ethics, and
7. Elevates learning experiences using guided practice, support, and program managing.

Collaborative partnerships with AS, TLs and CTs are critical for changing perception. Collaboration has a positive effect on student success and is a contributor to collegial relations between stakeholders.

TLs must pursue these relationships as stated in Texas State Library & Archives Commission (2005) and the Texas Education Agency (2014) Mission Statement:

Strand 4 Dimension 1,

Strand 6 Dimension 8, and

Strand 7 Dimension 3.

Collaboration is a part of the TLs' professional practice that they must initiate and sustain.

Whereas an EBP framework may inform the instructional practice of the TL; some alternative plans are provided as a means of comparison to display political, economic, and social implications of other innovative variations. This list of recommendations illustrates alternative policies for TLs and stakeholders on the local level to consider in addressing the instructional impact of the TL. While all four plans have been recently introduced and implemented the perception of the school library, have been denied due to limitations. The reasons for denial will be discussed in the policy recommendation plan. The *EBP School Library Transformation Policy* was constructed due to a view of ambiguity and marginalization of the TL; this recommendation policy was created out of necessity for an innovative pedagogy for improving the TL's professional and instructional practice.

The Texas State Library Archives Commission (TSLAC) issued innovative standards in 2015 for Texas school librarians that align more with the ESSC legislation. Additionally, the new TSLAC standards, beginning in the 2018-2019 school year, will contain a TEKS alignment. Currently, the local school district uses TEKS standards and the CTs curriculum as the TL pedagogy. While the definitions and provisions provide a wide variety of skills and learning objectives, individually, the local school districts have not implemented the policy. Both the digital portfolio and the learning analytics were not considered for implementation due to a digital divide and to a feeling of low self-efficacy on the part of the TL.

Some decision makers have had little to rely on concerning the efficacy of the TL, yet studies have shown that schools with a certified TL do have students with enhanced reading scores and an improved image of the school. The findings of my study suggest that use of an innovative program policy would modify the current ways of thinking concerning the districts' TLs and libraries by implementing ideas that are grounded in best practices for the TLs. An electronic survey will be included as part of the summative

evaluation to determine the applicability of the policy implementation for the local school. Each adult learner will receive an electronic copy of the Transformation Policy.

**EBP School Library Transformation Evaluation**

We invite you to provide feedback on the workshop you attended to assist us in maintaining and improving the quality and relevance of the material presented. We value your honest opinions.

This questionnaire will take less than 5 minutes.

*Please state the extent to which you agree or disagree with the following statements, where 1 is Strongly Agree and 5 is Strongly Disagree (tick one per statement).*

**ABOUT THE PRESENTER**

Q1.	SA				SD
	1	2	3	4	5
A. The presenter communicated the information clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A. The presenter made the subject matter compelling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A. The presenter was able to answer questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ABOUT THE PRESENTATION**

Q2.	SA				SD
	1	2	3	4	5
A. The workshop was relevant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A. The workshop was interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A. The workshop met my purpose in attending.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A. The workshop motivated me to take action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A. I want to tell others about what was presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A. The handouts/supporting material were useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A. I have the confidence to use the knowledge gained from the workshop in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Formative and Summative Evaluations

A formative evaluation will be initiated during the presentation segment of the meeting. Using an online tool of communication to encourage immediate feedback will expedite the implementation of the policy. Subsequently, a summative evaluation will be used for feedback concerning the presentation on policy recommendation. The purpose of an evaluation is to monitor progress and to identify issues (Sweeney & Pritchard, 2010). During the presentation, we will organize and complete the formative evaluation instrument during our discussion. After the presentation, the stakeholders in the audience will reply to the written survey as an additional evaluation.

After evaluations are collected and analyzed, the feedback will be shared with the learning community. Because the local school board must approve of the EBP School



Library Transformative framework, the provisions for monitoring the new policy will be the responsibility of the local school board, library services, the AS, and the Ethics and Research departments within the local district. The summative evaluation of the policy will occur after the presentation by way of an evaluation instrument. All stakeholders who are selected to participate in the presentation will complete the online evaluations. If the policy receives positive feedback, it may be approved as offering possible solutions for implementation in the local TL, school library, and school district.

### **Closing Summary**

The main local research findings indicated the following:

1. Stakeholders are more thoughtful concerning student testing outcomes,
2. Some AS had no real knowledge of the professional role of the TL,
3. A low perception of the TL existed, and
4. TLs had little or no understanding of evidence-based practice principles.

As a result, I created a new policy recommendation and offered some approaches for changing the perception of TLs through the following:

1. improved TL pedagogical practice,
2. demonstration of student successful learning outcomes,
3. and improved school culture.

I then used an evidenced-based practice design to craft a plan for showing TL value to the school and community. The next generation of learners needs new ways of learning through digital platforms with high technology and the ability to incorporate their level of creativity. More direct evidence is required to prove to stakeholders that the local TL is guiding the learning in the school library. A recommendation policy meeting is planned with local stakeholders for the dissemination of the policy interventions. Most local stakeholders believed that the TL influence student learning, but they were unsure of how it occurred. Implementing that policy plan is how stakeholder perception is to be changed.

As Todd (2012) insisted, student learning should not be just informational but also transformational, which leads to knowledge building, dissemination, and production. While no students participated in this study, the ultimate goal for the TL is to guide learners to become productive, informed citizens who contribute to society and have a positive impact on the world. Additionally, the policy is designed to ensure that the TL has a library program with connected learning capacity (i.e., designed with the digital learner in mind). This new learning environment will be a learning space of the future with digital platforms and collections constructed to inform and guide digital citizens.

When this teaching and learning phenomenon takes place, CT and TL collaboration is welcomed. When the interest of students' learning is the priority of the school, and all stakeholders understand their role, then students could graduate with a sense of community. Lastly, decision makers may come to an understanding of the necessity of the TLs, thereby eliminating ambiguous perceptions about them.

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## Appendix B: EBP School Library Transformation Evaluation

Please read the entire *EBP School Library Transformative Policy Recommendation* and respond in the evaluation to any areas of strengths or weaknesses using the tiny URL. All responses will be kept confidential. We invite you to provide feedback on the workshop you attended to assist us in maintaining and improving the quality and relevance of the material presented. We value your honest opinions. This questionnaire will take less than 5 minutes.

*Please indicate the extent to whether you agree or disagree with the following statements, where 1 is Strongly Agree (SA) and 5 is Strongly Disagree (SD) (Use only one answer per statement).*

<b>Q1. ABOUT THE PRESENTER</b>	SD
A	
	5
A. The presenter communicated the information clearly.	<input type="radio"/>
B. The presenter made the subject matter compelling.	<input type="radio"/>
C. The presenter was able to answer questions.	<input type="radio"/>
<b>Q2. ABOUT THE PRESENTATION</b>	SD
A	
	5
A. The workshop was relevant to me.	<input type="radio"/>
B. The workshop was interesting.	<input type="radio"/>
C. The workshop met my purpose in attending.	<input type="radio"/>
D. The workshop motivated me to take action.	<input type="radio"/>
E. I want to tell others about what was presented.	<input type="radio"/>

F. The handouts/supporting material were useful.	<input type="radio"/>
G. I have the confidence to use the knowledge gained from the workshop in my life.	<input type="radio"/>
<b>Q3. ABOUT THE WORKSHOP IN</b>	<b>SD</b>
<b>GENERAL</b>	<b>A</b>
	<b>5</b>
A. The venue was conveniently located.	<input type="radio"/>
B. The duration of the workshop was right for me.	<input type="radio"/>
C. The workshop was well organized.	<input type="radio"/>

Q4. What was the best aspect of the workshop?

Q4. What aspect of the workshop needs improvement?

(Sweeney & Pritchard, 2010)

### Appendix C: Teaching and Learning Guidelines for the TL

The **TEKS standards** outlined in the Texas State Library and Archives Commission (Texas's version of Common Core) provides teacher-librarians with these teaching and learning guidelines:

- Purchase of resources to support the curriculum.
- Providing access to library resources for curriculum support.
- Collaboration with classroom teachers to design and deliver instruction for curriculum support.
  
- Alignment of learning objectives of the library's information literacy program.
- Identifying existing print and library electronic resources that support curriculum.
  
- The design of professional development for administrators, classroom faculty and overall school community.

(Texas State Library and Archives Commission, 2005).

#### Appendix D: LocalISD School Librarian Mission Statement

The mission of the campus library media program is to ensure that students and staff are effective users of ideas, multiliteracies, and information (Branch-Muellar & de Groot, 2016). This information is addressed in the mission and professional standards of the TL of the LocalISD which is presented below.

Library Media Services and its units will support the mission of the district by:

- Embracing and facilitating change by aligning Library Media Services goals and services with the mission and goals of the Teaching and Learning Division,
- Collaborating and cooperating with all district departments, with neighboring districts, and institutes of higher learning,
- Supporting state and national standards and by being an advocate for librarianship, and the rights of readers,
- Identifying qualified professional Library Media Specialists and providing administrative support for principals and librarians,
- Empowering and developing library leaders by encouraging their professional growth through reinforcing the use of technology; professional development training; and information sharing,
- Supporting the libraries' successful implementation of the Local Collaborative Model and Curriculum Central,
- Providing quality curriculum products,
- Supporting the students' right to free selection of materials and promote programs that encourage recreational reading,
- Providing online policies and procedures handbook for librarians,
- Providing input and consultation into the successful building and renovation of libraries through collaboration with internal departments, the community, and other governmental entities,



- Interpreting Board policy, and recommending policy changes,
- Keeping the Teaching and Learning Division abreast of new developments in the field of librarianship, technology, and education,
- Being fiscally responsible and exploring additional funding sources,
- Maintaining productive relationships with district vendors,
- Developing safe and secure learning environments, and
- Embracing the LocalISD code of ethics and other professional ethical codes.

(Local Independent School District Library Media Services Mission Statement, 2018)

### Appendix E: Mission of the Texas School Teacher Librarian

The mission of the school library program and TL is to ensure that students, teachers, administrators, and staff are effective users of ideas and information. This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats,
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas,
- Collaborating with other educators to plan, design, teach, and evaluate information literacy learning experiences to meet the needs of all students,
- Demonstrating effective leadership strategies in the administration of the program and in making connections to the broader learning community.

(Texas State Library and Archives Commission, 2005).

### Appendix F: Library evaluation Instrument

The major objectives of the School Library Program are to support the curriculum of the school and to provide the best services possible for students, faculty, and other library users. Please take a few minutes to complete this survey to help us improve the library program to meet your needs.

#### A. Demographic Questions:

1. How long have you been employed at this school? \_\_\_\_\_
2. How many years of experience do you have? \_\_\_\_\_
3. What is your position in the school? \_\_\_\_\_

#### B. *Library evaluation Instrument* questions

1. What, if any, **print materials** (books, magazines, and newspapers) are used that adequately support a grade level or subject area?

Comments:

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2. What **non-print instructional resources** (videos, online databases, software) are used that adequately support a grade level or subject area?

Comments:

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3. Describe the **amount of technology** in the library for your students to complete their assignments. (Computers, printers, copiers)? What might be missing?

Comments:

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4. Is the **procedure for scheduling classes** in the library convenient for the CTs, and my students? Tell us more about what happens.

Comments:

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5. In what ways does the librarian collaborate with CTs in **creating and teaching library lessons for the students?**

Comments:

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6. Describe the **atmosphere in the library** as being pleasant and helpful to learning, or is it otherwise?

Comments:

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7. How does the **librarian routinely solicit input** from CTs regarding the purchasing of new materials for the library?

Comments:

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8. How does the **librarian routinely inform CTs and AS** of the resources available in the library and of new additions to the library collection?

Comments:

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9. In what ways does the **library effectively support the total school program?**

Comments:

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10. What **materials, resources, or services** would you like to see added to the library?

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11. What do **local administrators and teachers perceive to be of most value** offered by SLMS and their role in impacting student achievement?

Comments:

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## Appendix G: LocalISD Research and Evaluation Application

March 24, 2017

Ms. Barbara Dowell

Walden University

[REDACTED]

[REDACTED]

RE: Classroom Teacher and Administrator Perception of the Teacher-Librarians  
Contribution to Student Academic Achievement

Dear Ms. Dowell:

The Research Review Board (RRB) of the [REDACTED] Independent School District [REDACTED] (ISD) has reviewed and approved your proposal to conduct the above-referenced study. Based on the information provided, the committee concludes that the study serves a worthwhile purpose and will benefit the district. It is our understanding that you have read and agreed to the terms described in the Procedures and Policies for Conducting Extra-District Research in the [REDACTED] Independent School District. Please note that all school and district information, wherever applicable, should remain confidential within the limits of the law. In addition, any data collected from [REDACTED] ISD may be used solely for the purposes of the approved study.

Approval by the RRB does not guarantee that any [REDACTED] ISD department, school, or employee will comply with data requests for the study. If the study involves the collection of primary data at a school or schools, the permission of the building

principal(s) must be obtained separately from this approval. Please provide the RRB with a copy of any data file constructed using [REDACTED] ISD student or personal information, and a copy of your final report, within 30 days following the completion of the study. In all future communications, please use the study's reference number (16-0503). On behalf of the committee, I wish you the best of luck with your study.

Sincerely,

Dr. [REDACTED], Ph.D.

Chair, Research Review Board

Office of Applied Research

Department of Evaluation and Assessment

[REDACTED] Independent School District



## Appendix H: EBP Checklist for the TL Model

**Evidence-Based Practice in Action**Key EBP 21<sup>st</sup> Century initiatives

<p><b>EBP Exemplars that may exist in the TL lesson plans:</b> Type(s) of evidence required to demonstrate the impact of this aspect of the school library program.  <b>The TL will apply</b>___</p>	<p><b>Contributor (s)</b></p>
<p>The culture of help prevalent via day-to-day action of the TL. Mastery of curriculum content</p>	<p>Inside Secure. (2018) Todd, 2008; Todd, 2015</p>
<p>Evidence for practice- Reading the research- Action Research  Evidence in practice- Applying TL expertise  Evidence of practice= Student learning outcomes</p>	<p>Inside Secure. (2018) Todd, 2008; Todd, 2015</p>
<p>Evidence-based advocacy. Mission statement aligns to school goals, learner outcomes framework. Uses evidence to advocate.</p>	<p>Inside Secure. (2018)) Todd, 2008; Todd, 2015</p>
<p>Information Search Process (ISP) Research skills</p>	<p>Kuhlthau &amp; Maniotes, 2010 Inside Secure. (2018)</p>
<p>Collaboration/ Co-teaching that is data-driven. Mentorships and partnerships identified.</p>	<p>Inside Secure. (2018) Todd, 2008; Todd, 2015</p>

<p>Transformational evidence  Knowledge building  Motivation  Excitement  Leadership qualities  Level of involvement</p>	<p>DiScala &amp; Subramanian, 2011  Inside Secure. (2018)</p>
<p>Evidence of STEM (Science, Technology, Engineering, Math)</p>	<p>Subramanian, 2015  Inside Secure. (2018)</p>
<p>Portfolio of local evidence linked to student learning.</p>	<p>Inside Secure. (2018)</p>
<p>Evidence of digital tools- interactive poster, YouTube, digital storytelling, Instagram, dropbox, Pinterest.</p>	<p>Inside Secure. (2018)</p>
<p>Reflections- Exit ticket, Exit interview</p>	<p>Inside Secure. (2018)</p>
<p>Share success outcomes and information with stakeholders locally/community/state</p>	<p>Inside Secure. (2018)</p>
<p>Self-assessment of students, In-depth surveys, questionnaire, feedback from stakeholders.</p>	<p>Inside Secure. (2018)  Todd, 2008; Todd, 2015</p>
<p>Design thinking- Team-based approach to problem-solving. Has access to school data.</p>	<p>Subramanian, 2015</p>

<p>Activate Prior Knowledge using reading strategies/ New Knowledge attainment</p> <ul style="list-style-type: none"> <li>● make predictions</li> <li>● draw conclusions</li> <li>● ask questions</li> <li>● make inferences</li> <li>● synthesize</li> <li>● build fluency</li> <li>● inquire</li> <li>● think critically</li> <li>● gain knowledge</li> <li>● share knowledge</li> </ul>	<p>AASL, 2007</p> <p>Inside Secure. (2018)</p>
<p>Technology integration- eBooks, website evaluation, blogs, wikis, databases.</p>	<p>Inside Secure. (2018)</p>
<p>Focus groups, observation, journals, surveys, triangulation of information</p>	<p>Inside Secure. (2018)</p> <p>Todd, 2015</p>
<p>Ethical use of information, internet safety, participate ethically and productively, pursue personal and aesthetic growth.</p>	<p>AASL, 2007</p> <p>Inside Secure. (2018)</p> <p>Todd, 2008</p>
<p>Reading logs, student work displayed student annotations. Lessons and learning evidence</p>	<p>Inside Secure. (2018)</p>
<p>Images captured for evidence Pictures displaying learning process Display of work Newsletters</p>	<p>Inside Secure. (2018)</p>
<p>Student-centered, project-based, authentic learning, outcomes-driven practice that illustrates involvement in EBP plan</p>	<p>Inside Secure. (2018)</p>

<p>Constructivist model (Inquiry learning), Outcomes framework, involved in school improvement committee's or organizations</p>	<p>Inside Secure. (2018) Todd, 2008</p>
<p>Literacy development, evidence of interventions Community outreach</p>	<p>Inside Secure. (2018)</p>
<p>Student Evidence Rubrics Pre-and Posttest measures Student-generated products... Ongoing performance-based assessments Critical feedback Circulation statistics Test scores Surveys Articles Learning Log Photo Voice Budget proposal Collection development</p>	<p>Inside Secure. (2018) Todd, 2008; Todd, 2015</p>
<p>Program Evidence Maker space Improved facility Work within school's data-driven organization Staff development plan EBP portfolio Collects data about the effectiveness of the program Reading programs Intervention programs Literacy driven programs Collect peer reviews Student-centered Project-based</p>	<p>Inside Secure. (2018) Todd, 2008; Todd, 2015</p>

<p>Emphasis on knowledge Announcements Displays Banners Celebrate successes</p>	
<p>TL Evidence Has taken on a leadership role, accountable via teaching and learning that demonstrates student achievement. Collaboration with AS, CT, Students, and community. Builder of relationships Coaching Plan for the future Conferencing Action research to guide practice Analysis of standardized test data Evidence of self-promotion Lesson plans Proactive Gather evidence from multiple perspectives. Survey staff Reflective dialogue</p>	<p>DiScala &amp; Subramanian, 2011 Inside Secure. (2018) Todd, 2008; Todd, 2015</p>

## Appendix I: TL Interview Protocol

1. How is an EBP framework included in the structure of your lesson plans?
2. How much are you familiar with the EBP approach?
3. How often are you required to submit lesson plans to the AS?
4. Which teaching and learning framework do you apply to your library lesson plan?
5. How do your lesson plans align with the goals of the school?
6. What do you think the perceptions of the TL might be by CTs, AS, and other TLs?
7. How would CTs and AS describe the role of the TL in relation to student success on your campus?
8. How do you as a TL provide evidence of the value of school libraries?

## Appendix J: Sample TL Interview Log Sheets

**1. What are the perceptions of CTs, AS, and TLs regarding the instructional role of the TL in the local urban district libraries?**

CT does not think of us as teachers. Occasionally someone has even asked if I was a teacher. So, they obviously don't know. Even when I was a teacher, and before I went to library school it never occurred to me to ask the librarian for help, I'd be frustrated and it never occurred to me to ask the librarian for help. I try to tell CT every year that yes, I was a CT please do ask me with your research process. And even after telling them that they often do not ask me for help. And I think that it is because they are busy. I find out about the kids' research from the kids. It is hard to get permission from the principal to talk with the teachers. I beg every fall to get time to talk with the teachers, for just 10 minutes. I beg the principal for permission for time during professional development to talk with the CT. I tell them to please ask me and I tell them individually. And the answer is usually we have to do this or we have to do that. Some years I get the 10 minutes and some years I do not. And some years I get a whole 45 minutes, but not all the time. I think it because they feel over whelmed. When I worked as a CT, TL did not feel like instruction was a part of their job. I wonder if they saw it that way. Some school librarians want to do more research and collaboration and those others maybe do not. And some have so many more duties. I worked at 4 schools as a classroom teacher and I wondered if instruction was part of the TL's job. Because like I said, it never occurred to me to ask them for help, and I am not doing as much instruction as I'd like, but I really didn't know that that was their role which makes me wonder if they saw it that way or not. So, I don't

know. I think some TL really does the work, but others don't because they have many other duties.

**2. How do CTs and AS describe the role of TLs in relation to students' academic success?**

Not sure, I think that think that the TL as someone who provide books. And, I think that is important and a huge part of it but most people think that is all they do. Some people feel like that by providing books helps them develop academically while other might not think that all. There are some teachers who do not bring their class to the library often due to other responsibilities and they don't have time, which they have other important stud to do, they have to teach, they are getting ready for a test, they have to prep for the STAAR, and they come to the library less often. Some teachers don't come at all, but other still come to the library a lot.

**3. How does the TL provide evidence of the value of school libraries?**

I have not done a good job of doing that. Some TLs have told me that they make charts showing circulation statistics comparing teachers test scores. I think that that would work for me if I world do it. I have never done it. In fact the teachers who continue to come to the library really do have better test results. But it shows a positive correlation. According to her, some teachers have high scores due to library impact and regular visitations. Anecdotally, off the top of my head, I can think of a few teachers who consistently have high scores are the ones that come to the library often. I don't know that I would have the same findings if I were to test that across the board. It a little



school, but it might be worth a try to show that. I have been meaning to do that but I am the LPAC chair. I guess I try to be helpful and troubleshoot computer problems rather than instruction. I try to display student literacy projects in the hall or fill the library so that others may see what we are doing in the library with a schedule for other classes to come by and visit to see the displays. Have the kids stand next to their project and explain the work the visiting classes. Computer or tech support is what the principal seems to think my job is. He has told he wants me to do both jobs since that is what they have expected.

**4. How is an EBP framework included in the structure of your lesson plans?**

No, not sure. I am not really required to turn in lesson plans. I do teach lessons based on literature and have discussions based on the standards and the things that I know the data. I ask questions. It's very informal, but whatever kids are struggling with is what I emphasize.

**5. How much are you familiar with the EBP approach?**

Not exactly sure what that means. Is it based on research that something is effective?  
No really familiar with that broad concept. Not really sure what you are referring.

**6. How often are you required to submit lesson plans to the AS?**

No, I'm not. I am always teaching a lesson and if they want to see a lesson taught, I tell them when to come in. My schedule is always posted on the door, so they know what is going on. I sometimes feel like I am not on the Principal's radar. I used to go to his office to tell him what was going on in the library. I used to have a clerk and I had a

high level of research and I would do more collaboration with teachers even when they did not want to. But when they cut my clerk and I now have many other duties. I think that I should take the initiative to do lesson plans and turn them in because it would let the administrators know what is going on.

**7. Which teaching and learning framework do you apply to your lesson planning?**

Not sure but, I think I would use a research model like Big 6, SOLE, or I-search. I would get it started by getting teachers to bring in whatever the CT would want. I was not in meeting to learn a lot about LOs and DOLs, so I did not learn about how to use those strategies. I guess what I would like to do is to bring in a framework that teachers would work with. I was always being pulled out for LPAC and to deal with tech issues.

**8. How do your lesson plans align with the goals of the school?**

Whenever we go over the school wide data, test the test scores and look at what students are having a problem with, I try to find ways to emphasize those skills. I try to pull in the themes that address issues that the students are having whether in science or reading or math. Whether research or a book that we might be reading, the action plan that includes writing across the curriculum.

**Monday: April 24 - A Skype interview and a survey: started at 9: 00 pm and ended at 9:55 p. m.**

**1. What do you think the perceptions are of CTs, AS, and TLs regarding the instructional role of the TL in the local urban district libraries?**

Misconception by TL and administrators that the librarian does not have all the resources. And that the teacher and the librarian should be partners. They do not understand, and they do not want to understand.

**2. How would CTs and AS describe the role of TLs in relation to students' academic success?**

AS believe that the role is to reinforce objectives that they are weak. And that they should use the instructional calendar and scope and sequence to reinforce. Most teachers are not aware that the TL is impacting until they see what is taught in the library. It takes the librarian to communicate how they impact the learner. TL must come out of their shell and become more effective in engaging the teacher and student.

**3. How does the TL provide evidence of the value of school libraries?**

They provide value by taking leadership roles attending departmental meetings, talking with CTs, find out why they are not visiting the library. Must have administrative support to make sure that the CTs are visiting the library. The TL must have engaging lessons and must be effective and reel the kids in so that the TL cannot be denied. The TL must be visible. Give the students expectations. Make the CT accountable and they that lessons are relevant to daily living.

**4. Is an EBP framework included in the structure of your lesson plans?**

The response strategies are the things that are used to reinforce lessons. Activities reflect what is being taught even though there is not enough time. Students check out their own book. It takes AS not to micromanage and TL should be able to set their own schedule because if evidence is needed, time is needed.

**5. Are you familiar with the EBP approach?**

Not really, not with the terminology, but with the practice, I say that I am doing the practice.

**6. Are you required to submit lesson plans to the AS?**

Lesson plans are not required now, but if there is a classroom visit, they must be in a lesson plan folder and not on a T-drive which was once the standard? The old way

took a long time because they had to be posted that day. Now they can be adjusted per what is needed. An example was given using a book called, *The Rooster Who Would Not Be Quiet* by Carmen Deedee. Book covered different levels and spoke to the heart of the person. This is the type of leverage that is needed for a TL. Making inferences and connections which addresses weaknesses across the board.

**7. Which teaching and learning framework do you apply to your lesson planning?**

1<sup>st</sup> part of the lesson plan is the objective, TEKS for different levels or grades, role of the TL and the student, resources, vocabulary words, responses, DOL, and LO. Theme are events of the week or month like library month. Scope and Sequence was done away with so TEKS objectives are what is being used. The Scope and Sequence explains what the student should know which it is why is used from time to time.

**8. How do your lesson plans align with the goals of the school?**

Yes, because I take the instructional calendar that shows what the kids are doing, the CIP, and any areas that the students are weak, and that is what is emphasized. That is how you show the teachers what is going on in the library