

Enabling Collaboration through Mentorship: Examining the Role of the School Librarian

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Abstract

Mentoring of new teachers by school librarians to build resilience in those teachers creates a pathway to foster collaboration. This study is a follow-up to an American Association of School Librarians CLASS II: Field Study in which fifteen school librarians implemented interventions under the Continuum of Care model for new teachers to increase teachers' resilience. After the close of the field study, the school librarians completed a survey to examine their perceptions of the model for assessment of need, program theory, program process, impact, and efficiency. The survey developed for this program study consisted of twenty Likert-type items on five subscales, a checklist, and three open-ended questions. Scaled responses were analyzed using SPSS Statistics for descriptive statistics, and qualitative responses were coded using NVivo software. Responses demonstrate overall success of the model, with some changes indicated for efficiency. Common additional duties assigned to school librarians are identified as well as barriers and enablers for implementing the Continuum of Care model. Results further define the relationship between new teachers and school librarians using mentoring to develop collaborative partnerships.

Introduction

The American Association of School Librarians (AASL) CLASS initiative was an effort to promote causal research in the field of school librarianship. The CLASS II project generated exploratory field studies to test theories in authentic school settings (Mardis, Kimmel, and Pasquini 2018). One of these field studies, “A Continuum of Care: School Librarian Interventions for New Teacher Resilience” (Soulen 2018), explored the use of mentoring and collaboration by school librarians to develop resilience of new teachers under the Continuum of Care model, which I developed. By examining the experiences and beliefs of the school librarians during the field study, the study reported here provides further analysis of practices that enable school librarians to develop mentoring skills leading to more opportunities for collaboration with other educators.

This current study is a follow-up to the field study for which fifteen school librarians recruited twenty-six new teachers in their schools. During that field study, the treatment group received

interventions under the Continuum of Care model, which provided mentoring and collaboration supports by the librarians to develop resilient behaviors in first-year faculty. The treatment group was matched to a comparison group of twenty-six new teachers who did not receive supports. The matching was based on initial scores on a resilience scale, by school level, and by Title I status of the school. Following treatment, the comparison group and treatment group were surveyed for level of resilience, burnout, and retention. As a result of the field study, those in the treatment group received significantly higher levels of mentoring and collaboration than did those in the comparison group. The effect of the interaction between the level of resilience of the treatment group and age was significant. Interviews of school librarian-new teacher pairs revealed that school librarians and new teachers valued their relationship and voiced the effect on resilience, burnout, and retention. Findings of that field study showed that reaching out to new teachers to bridge the gap between the library and classroom should be considered as best practice for school librarians (Soulen 2020).

The school librarian can draw new teachers to a supportive space with the goal of establishing an equal partnership of professional parity. New teachers may initially be considered a special population who need a standard of practice by school librarians that differs from their work with more-experienced educators. The school librarian who is well versed in listening to patron needs, assessing, and providing resources to support learning can use these same soft skills to provide support for faculty members new to their profession (Soulen 2020). School librarians can provide opportunities for these new teachers to develop life-long skills in technology use, information evaluation, communication, and problem-solving (Johnson 2018). Today's school librarian can expect to demonstrate leadership at the peer level by facilitating professional learning within a community of practice (AASL 2009, 2018; Wenger 1998). Studies of school libraries demonstrate a positive correlation between school librarian-teacher collaboration and improved student achievement (Farmer 2006; Hammond 2017; Lance, Rodney, and Hamilton-Pennell 2005; Lance, Rodney, and Schwarz 2010). The skills of the school librarian and the resources housed in the school library are a powerful combination that can be directed toward resilience-building structures to counteract new teachers' burnout and ensure retention (Soulen 2020). By welcoming and supporting newly hired teachers, the school librarian opens doors to collaboration for effective teaching (Morris 2015; Soulen 2018; Soulen and Wine 2018).

The purpose of the study reported here was to examine the beliefs of the school librarians who participated in the field study using the Continuum of Care model, and their perceptions of the results of providing interventions to build resilience for first-year teachers to survive and thrive, and to promote retention. The results of this new study may inform future practice of school librarians entering a mentoring and collaborative relationship with new teachers. This study is significant in that actions taken by the school librarian may promote new teachers' resilience, leading to better-defined best practice by school librarians helping new teachers. The findings also increase knowledge of the influence of school librarians on the professional lives of new teachers.

Research Question

The research question for this study was: In what ways did participation in the Continuum of Care CLASS II: Field Study influence school librarians' perceptions of providing interventions for resilience of new teachers?

Theoretical Framework

Both the field study reported in 2020 and this study were framed in the psychology discipline's theory of resilience (Seligman and Csikszentmihalyi 2000) applied to an educational institution setting. Fostering growth in attitudes toward subjective experiences, individual traits, and life events through psychological interventions is one way to build resilience. The American Psychological Association defines resilience as "the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress" and "bouncing back" from these difficult experiences, which can also involve profound personal growth. Resilient behaviors, thoughts, and actions can be learned and developed (APA 2020), and people commonly demonstrate resilience in response to emotional distress. When applied to the field of education, resilience is "the dynamic and complex interplay between individual, relational, and contextual conditions that either enable or constrain teachers' power and agency" (Johnson et al. 2016, 7). Resilience is essential to teacher commitment. Therefore, efforts to build, sustain, and renew teachers' resilience should be promoted during their first professional year to increase the quality of teaching, increase retention, and raise standards for learning and achievement (Day and Gu 2014).

Literature Review

TEACHER RESILIENCE

The role of resilience in retention of teachers has been a recurring topic in recent professional literature (Beltman, Mansfield, and Price 2011; Day and Gu 2014; Johnson et al. 2016). Interventions that integrate resilience programs at the school level establish a safe, supportive, and collaborative culture in which teachers can thrive (Cunningham 2020; Kangas-Dick and O'Shaughnessy 2020). Early-career teachers who react positively to work-related stressors can survive and thrive in their first years as educators (Beltman, Mansfield, and Price 2011; Johnson and Down 2013). Valuable skills can be learned by these new teachers to assist in developing resilience to meet the challenges inherent to the working life of the classroom teacher (Doney 2013; Greenfield 2015).

COLLEGIAL SUPPORT

Campus leaders model professionalism by establishing a supportive, collaborative culture around a common vision. First-year teachers who struggle to manage expectations of administrators, parents, and students benefit from collegial support to build resilience and ensure retention. There are many experienced educators in the school, including the librarian, who can expertly guide the new teacher through the process of building resilience (Beltman, Mansfield, and Harris 2016; Soulen and Wine 2018; Soulen 2020). As school librarians, our professional practice assumes social responsibility for the development of new teachers (Morris 2015). By implementing defined interventions, the school librarian can support a new teacher through a partnership that begins with mentoring and builds toward collaboration (Montiel-Overall 2008; Soulen 2018). This relationship can provide the tools necessary to build a teacher's resilience for a more-positive first-year experience. In turn, this positive experience increases the likelihood that the new teacher will remain in the teaching profession (Bobek 2002; Tait 2008).

NEW TEACHERS’ RESILIENCE, BURNOUT, AND RETENTION

The need for induction of new teachers is growing (Ingersoll, Merrill, and Stuckey 2014). According to the National Center for Education Statistics, the total number of new teachers hired in the United States is projected to increase by 17 percent between 2015 and 2027 (Hussar and Bailey 2019). Rates of transition and attrition are higher for new teachers in public schools when compared to all public school teachers (Goldring, Taie, and Riddles 2014), but research shows that mentoring in the first years of teaching makes a difference (Gray and Taie 2015). Teachers who experience success in their work build personal beliefs about their capabilities and exercise influence over their own life events (Bandura 1994). These actions interact with the growth of resilient qualities (Beltman, Mansfield, and Price 2011).

Field Study Model: The Continuum of Care

School librarians occupy a unique position to offer support to new teachers to bridge the gap between the library and classroom. The conceptual framework for the Continuum of Care model that was implemented during the field study (Soulen 2018) was constructed around the role of the school librarian in the space of professional development to mentor and induct the new teacher into the profession. By developing a collaborative relationship, school librarians supported new teachers to build teachers’ resilience, reduce burnout, and increase retention. Under the Continuum of Care model, the school librarian-new teacher relationship began with the librarian in a mentoring role, in which the librarian guided the new teacher to build skills and confidence. The relationship moved gradually toward a collaborative partnership of professional parity (see figure 1).

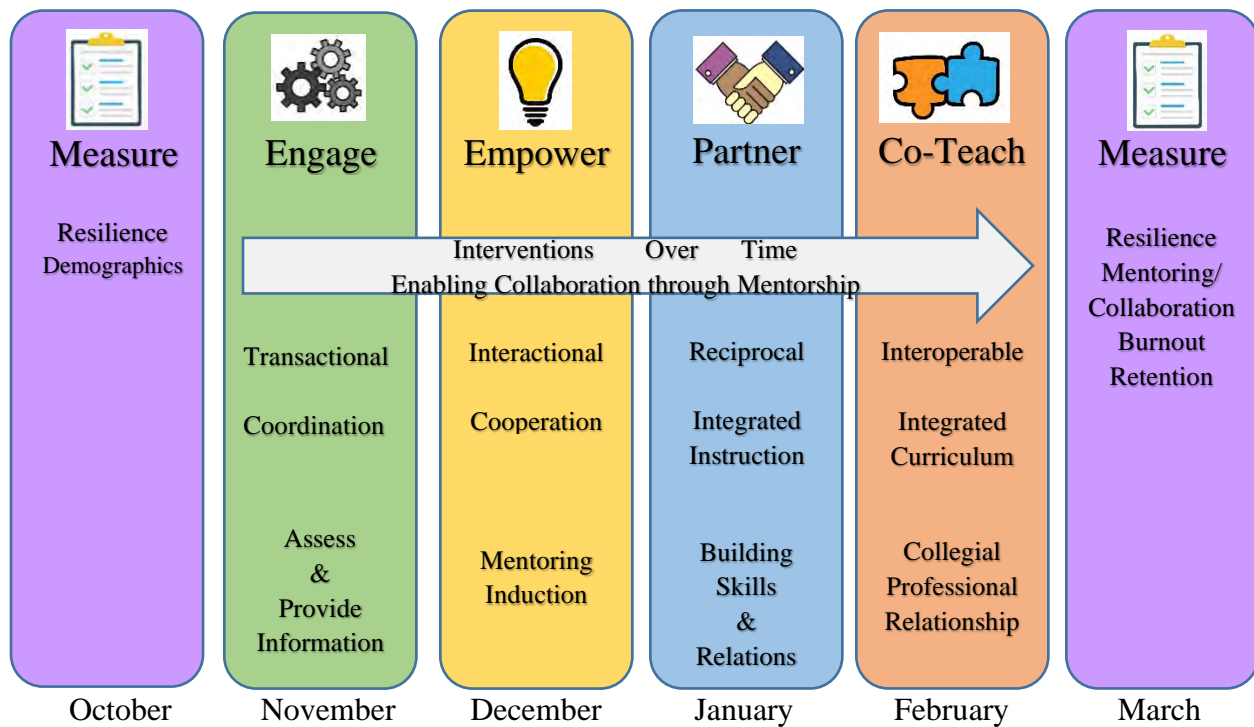


Figure 1. Continuum of Care (Soulen 2018).

Under the Continuum of Care model, during the field study school librarians engaged first-year teachers through a needs assessment and provision of informational resources, and then used mentoring and induction practices to empower the teachers in their new role. These initial stages were followed by partnering with the new teacher to plan instruction and to build skills and relations. The model culminated in a collegial professional relationship during which the school librarian and new teacher co-taught a lesson or unit. This relationship began at the start of the school year and continued into the spring semester.

During the field study the Continuum of Care model provided a mentoring framework to build collaborative partnerships between new teachers and school librarians. A sociocultural, critical perspective of early career teacher resilience (Johnson et al. 2016) emphasized activism to develop collaborative and trusting relationships that empower teachers. To this end, the school librarians built a relationship of enabling collaboration through mentorship, using interventions by the school librarian to the benefit of new teachers. School librarians had a unique opportunity to intervene in the work life of new teachers to build resilience and increase retention of new teachers. How this played out in practice is revealed by the current survey research reported here.

Methods

OVERVIEW

This study examined the role of the school librarian using a survey that I developed and administered. The school librarians who served as interventionists for the field study were surveyed to examine their perceptions of the Continuum of Care model and its implementation. All of the school librarians who served as interventionists during the CLASS II: Field Study (Soulen 2020) completed the survey. Software packages were used to collect, manage, and explore data.

SURVEY PARTICIPANTS

The study population consisted of fifteen school librarians ($N=15$) who served as interventionists for the field study (Soulen 2018) in one urban public school district in the southeastern United States. During the field study these participants had worked closely with twenty-six new teachers in a mentoring and collaborative role to provide interventions intended to increase resilience of the new teachers.

Demographic data (see Appendix A) to describe the participants were collected during the field study. These librarians worked in fourteen schools: six librarians worked at schools having grades PreK–5 (learners ages 4–11 years), two at schools with grades PreK–8 (ages 4–14 years), one at a school with grades 3–8 (ages 8–14 years), two at schools with grades 6–8 (ages 11–14 years), and four at schools with grades 9–12 (ages 15–18 years). All the school librarians were female, except one who chose to not disclose gender, and were at least thirty years of age. All self-identified as either African American/Black (33 percent) or Caucasian (66 percent). All were full-time and certified as school librarians. All had at least three years of experience as either a school librarian or a teacher, with 87 percent having spent ten or more years in the classroom. Many of the participating librarians held additional certifications such as English, PreK–6, and Middle Grades 4–8. Twelve of the fifteen participants (80 percent) held a Master's degree while

two (13 percent) had attained terminal degrees. These school librarians were highly qualified when compared to the most-recent national data for urban public schools (Bitterman, Gray, and Goldring 2013).

SURVEY PROCEDURES

To examine the experiences of the fifteen school librarians who had participated in the field study, I developed a survey of beliefs about resilience and the field study interventions, and a self-assessment of respondents' ability to implement the interventions. Participants were offered the opportunity to sign an informed consent document and then complete the anonymous Qualtrics survey at a professional development session during the pre-service week of the school year following the field study. Survey responses were collected anonymously to protect identities and secured in a password-protected digital file. Each participant received a \$10 cash award, whether they chose to complete the survey or opted out. This money was provided as part of the CLASS II: Field Study grant.

SURVEY INSTRUMENT

The survey was designed to gather information about the experiences and beliefs of the fifteen school librarians who implemented the interventions during the earlier field study. Response items were tailored to provide structure, lead to thoughtful planning, and serve as the basis for improvements to the Continuum of Care model. To enhance validity, Likert-type survey items were developed from a blueprint (see Appendix B) based on the research question (Rossi, Lipsey, and Freeman 2004) and guided by formative assessments collected during the field study. The blueprint outlines five categories of Likert-response questions addressed by the survey, namely assessment of needs, program theory, program process, impact, and efficiency of time and effort. (Additional questions of other types were also included, as described later.) Each category of Likert-response questions was examined as a subscale of four items, for a total of twenty items. Each subscale used a six-point Likert-type response with 1 corresponding to *Strongly Disagree* and 6 with *Strongly Agree* (see Appendix C). Exploratory factor analysis was used to check reliability of the scale (Cronbach's $\alpha = 0.88$).

The first of the five subscales in the survey measured the librarians' beliefs about the need for providing interventions to new teachers to foster resilience, in other words, participants' "buy-in." The second subscale measured the extent to which the librarians felt that the theoretical framework of resilience and the conceptual framework of mentoring and collaboration were appropriate for the field study. The third subscale measured how well the field study process progressed in the context of the librarians' ability to implement the interventions, the design of the model, and appropriate selection of the interventions. The fourth subscale measured the librarians' beliefs about their impact on new-teacher resilience, burnout, and retention as well as the impact of participation in the field study on respondents' own mentoring and collaboration skills. The final subscale measured the efficiency of the Continuum of Care model for time, effort, and money, and the pressure of outside forces that may have influenced the librarians' intervention work.

As a result of informal feedback I received during the field study, respondents were also presented with a checklist of additional duties, including an open-response option. Three more open-ended response items allowed respondents to freely comment on barriers and enablers in

the context of implementing the Continuum of Care, and included space for additional comments. The survey items were vetted by the district library supervisor, a representative of the district's Department of Assessment, Research and Accountability, and a doctoral student who was a high school librarian and team lead for school librarians in her district.

ANALYSIS

Likert-type survey responses were exported from the Qualtrics survey tool to SPSS Statistics to compute basic descriptive statistics as percent of agreement (Likert score of 4 or more) and means for each item. These are described below using a separate table for each subscale to compare within and between categories (see tables 1 through 5). Responses to the checklist about additional duties are summarized (see table 6). Open-ended responses to identify enablers and barriers and additional comments about the CLASS II: Field Study were coded using NVivo software (see tables 7 through 9). A word cloud explores word frequency, including stemmed words, as a visual overview of the responses to the open-ended items (see figure 2).

Findings

Results of the survey are displayed below by subscale and by response format. The first twenty questions (items) in the survey are Likert-type response items, item 21 is a checklist, and items 22 through 24 are open-ended response. Percent of agreement represents a score of 4 or more, indicated by pooling responses of *Somewhat Agree* (4), *Agree* (5), or *Strongly Agree* (6). Frequency counts of responses are found in Appendix C.

NEEDS

The first subscale (see table 1) assesses the need for a program to provide interventions by school librarians for mentoring and collaborating with new teachers to develop their resilience. Responses for one participant are not included in table 1 due to a response entry error. Ninety-three percent of participants agreed or strongly agreed that new teachers need to be resilient ($M = 5.57$, $SD = 1.29$), school librarians need to provide interventions ($M = 5.57$, $SD = 1.29$), school librarians are uniquely positioned to mentor new teachers ($M = 5.50$, $SD = 1.30$), and mentoring is necessary as a precursor to collaboration for new teachers ($M = 5.43$, $SD = 1.29$). At the other end of the spectrum, one respondent indicated that she strongly disagreed with all of these statements.

Table 1. Subscale 1: Needs assessment.

Item Number	Item Text	% of Agreement*	<i>M</i>	<i>SD</i>
1_1	New teachers need to be resilient to survive and thrive in their first year.	93%	5.57	1.29
1_2	There is a need for me as a school librarian to provide interventions to promote new teacher resilience.	93%	5.57	1.29
1_3	The role of the school librarian situates me in a unique position to mentor new teachers.	93%	5.50	1.30
1_4	Mentoring is a necessary precursor to collaboration with new teachers.	93%	5.43	1.29

Table 1. Subscale 1: Needs assessment.

Item Number	Item Text	% of Agreement*	<i>M</i>	<i>SD</i>
* % of Agreement represents pooled responses for <i>Somewhat Agree</i> , <i>Agree</i> , and <i>Strongly Agree</i> (<i>n</i> = 14)				

PROGRAM THEORY

The second subscale (see table 2) assesses program theory. The acceptance of and willingness of the school librarians to actively support and participate in a proposed new plan or policy for the model was an important assumption. Ninety-three percent of participants agreed or strongly agreed that resilience leads to reduced burnout ($M = 5.33$, $SD = 1.25$) and increased retention ($M = 5.40$, $SD = 1.25$) for new teachers, while one participant strongly disagreed with these statements. When asked if mentoring is an expected role for school librarians, ninety-three percent at least somewhat agreed ($M = 5.00$, $SD = 1.51$). Responses were similar but the mean was greater when the expected role was changed to collaboration ($M = 5.40$, $SD = 1.31$).

Table 2. Subscale 2: Assessment of program theory.

Item Number	Item Text	% of Agreement*	<i>M</i>	<i>SD</i>
2_5	Greater resilience of new teachers leads to reduced burnout.	93%	5.33	1.25
2_6	Greater resilience of new teachers leads to increased retention.	93%	5.40	1.25
2_7	Mentoring new teachers falls within my expected role as school librarian.	93%	5.00	1.51
2_8	Collaborating with teachers falls within my expected role as school librarian.	93%	5.40	1.31
* % of Agreement represents pooled responses for <i>Somewhat Agree</i> , <i>Agree</i> , and <i>Strongly Agree</i> (<i>n</i> = 15)				

PROGRAM PROCESS

The next subscale (see table 3) assesses the process of implementing the Continuum of Care model during the field study. As shown in Appendix C, frequency counts of responses are more scattered than for the first two subscales, but the percentages of agreement are similar. Ninety-three percent of participants at least somewhat agreed that they effectively applied the model interventions ($M = 5.00$, $SD = 1.21$). When asked if the model contained too many interventions, 13 percent of participants at least somewhat agreed ($M = 2.53$, $SD = 1.15$). Ninety-three percent of school librarians agreed or strongly agreed that the interventions were appropriate for influencing new teacher resilience ($M = 5.20$, $SD = 1.22$). Of all the Likert response items, most scattered were responses for the length of the intervention period. Forty percent of participants indicated that four months was not enough time ($M = 3.13$, $SD = 1.41$).

Table 3. Subscale 3: Assessment of program process.

<u>Item Number</u>	<u>Item Text</u>	<u>% of Agreement*</u>	<u>M</u>	<u>SD</u>
3_9	I was able to effectively implement the interventions for new teachers as outlined by the Continuum of Care model.	93%	5.00	1.21
3_10	There were too many interventions in the Continuum of Care model. (reversed item)	13%	2.53	1.15
3_11	The interventions for the Continuum of Care model were appropriate for influencing new teacher resilience.	93%	5.20	1.22
3_12	Four months of interventions was not enough time to affect new teacher resilience. (reversed item).	40%	3.13	1.41

* % of Agreement represents pooled responses for *Somewhat Agree*, *Agree*, and *Strongly Agree* ($n = 15$)

IMPACT

Responses for the next subscale (see table 4) leaned strongly toward agreement that the interventions impacted both the new teachers' and the school librarians' professional dispositions. There was one hundred percent agreement that the interventions at least somewhat contributed to new teachers' increased resilience ($M = 5.40$, $SD = 0.61$), decreased burnout ($M = 5.27$, $SD = 0.68$), and increased retention ($M = 5.20$, $SD = 0.65$). All the respondents at least somewhat agreed that serving as an interventionist for the field study improved their own skills for mentoring and collaboration ($M = 5.40$, $SD = 0.61$).

Table 4. Subscale 4: Impact assessment.

<u>Item Number</u>	<u>Item Text</u>	<u>% of Agreement*</u>	<u>M</u>	<u>SD</u>
4_13	The interventions that I implemented for new teachers contributed to increasing their resilience.	100%	5.40	0.61
4_14	The interventions that I implemented for new teachers contributed to decreasing their burnout.	100%	5.27	0.68
4_15	The interventions that I implemented for new teachers contributed to increasing their retention.	100%	5.20	0.65
4_16	My mentoring and collaboration skills improved as a result of the CLASS II: Field Study.	100%	5.40	0.61

* % of Agreement represents pooled responses for *Somewhat Agree*, *Agree*, and *Strongly Agree* ($n = 15$)

PROGRAM EFFICIENCY

The final subscale (see table 5) assesses program efficiency as one way to gather feedback about the librarians' experiences and beliefs. All participants at least somewhat agreed that they worked hard to earn their stipend ($M = 5.27$, $SD = 0.57$) but differentiated when asked about the stipend as a motivating factor. Twenty-seven percent of participants indicated that a larger

stipend would have increased motivation for mentoring and collaboration ($M = 2.87, SD = 1.30$). Two-thirds of the respondents at least somewhat agreed that additional duties were a barrier for implementing the interventions ($M = 3.93, SD = 1.44$). All participants at least somewhat agreed that flexible scheduling was an enabler ($M = 5.13, SD = 0.81$).

Table 5. Subscale 5: Efficiency assessment.

Item Number	Item Text	% of Agreement*	M	SD
5_17	I worked hard to earn the stipend that I received from the CLASS II: Field Study.	100%	5.27	0.57
5_18	A larger stipend would have increased my motivation to implement the interventions for new teachers.	27%	2.87	1.26
5_19	Additional duties outside the school librarian job description created a barrier to my implementation of interventions for new teachers.	66%	3.93	1.44
5_20	Flexible scheduling of the library program enabled implementation of interventions for new teachers.	100%	5.13	0.81

* % of Agreement represents pooled responses for *Somewhat Agree, Agree, and Strongly Agree* ($n = 15$)

ADDITIONAL DUTIES

The last four items consist of a checklist and open-ended items to identify additional duties outside of the school librarians’ regular responsibilities, as well as barriers and enablers for implementing the Continuum of Care model during the field study. For item 21, several respondents identified multiple additional duties that would reduce time available to mentor and collaborate with their new teachers. The most common additional duties (see table 6) were acting as the school’s website manager (73 percent), serving on the school’s Instructional Leadership Team (60 percent), serving as the school’s chair for high-stakes statewide testing (47 percent), providing student remediation (47 percent), and club sponsorship (47 percent).

Table 6. Checked and open-ended responses for additional duties.

Item Number	Item Text
21	Please identify any additional duties you had outside the regular school librarian job expectations during the 2017–2018 school year.
Responses	Response Item
73%	school website manager
60%	Instructional Leadership Team
47%	SOL* testing chair
47%	student remediation
47%	club sponsor
33%	fundraising
20%	department chair
13%	tutor
13%	volunteer coordinator
07%	grade level chair

- 07% PTA Liaison
- 00% sports coach
- 00% Lead Teacher Mentor
- 33% other (please identify)
 - code facilitator
 - homebound instructor
 - Supervising students in the library for 90 minutes two afternoons a week after school
 - worked with the new SOL Chair to transition her into my old job.
 - Technology go to

*Standards of Learning (SOL) test chairs are responsible for school-wide implementation of high-stakes statewide testing.

BARRIERS

The three open-ended response items were coded using NVivo software to identify patterns of response. Item 22 was an open-ended response to identify barriers to implementation of the model. Fifty-three percent of respondents identified scheduling and lack of time (see table 7) as barriers to mentoring and collaboration. These barriers were defined as the teacher’s busy schedule, the librarian’s fixed schedule for instruction, coordinating schedules, mandatory planning time, additional duties, or use of the library for testing and the librarians as administrators and proctors. Two librarians also voiced concerns about the effect of having only a part-time assistant on their ability to mentor and collaborate with new teachers.

Table 7. Open-ended responses for barriers.

Item	
<u>Number</u>	<u>Item Text</u>
22	Please describe any additional barriers you faced while implementing the interventions for the Continuum of Care model.
<u>Case #</u>	<u>Item Response</u>
1	NT was so overburdened and overwhelmed, he was unable to realistically work as model expected.
2	None
3	Teacher’s schedule
4	Fixed instructional schedule left little time to implement support
5	It was difficult for the teacher I was mentoring and me to coordinate our schedules because of our respective responsibilities and expectations.
6	The part-time role of the media assistant impacts the ability of the librarian to visit classrooms and collaborate as the librarian has to monitor the students in the library. Additionally, my school does not have a hospitality committee, so the social interactions were a little more forced.
7	Lack of time within school hours.
8	The library was closed for testing and the librarians were always the administrators or proctors.
9	I had resource classes when teachers had resource time.
10	N/A
11	Inclement weather days
12	Classroom teacher duty schedules, mandatory planning, and my constantly being pulled made it difficult to spend time with the teachers.
13	We do not have a flexible schedule at my school. I had scheduled classes anywhere from 4-6 classes per day along with meetings.
14	None.

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- 15 Managing the media center when there's only a part time assistant. A full time assistant would have given me more time and indepth [*sic*] support for the teachers.
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ENABLERS

Item 23 was an open-ended response to identify enablers for implementation of the model. Dispositions, program structure, collegial support, and space emerged as enablers. Four respondents identified having a disposition toward engaging in a mentoring/collaboration relationship as an enabling factor (see table 8). Also important were the structure of the program, flexible scheduling, the support of administrators, and a low number of new teachers to work with. One respondent suggested involving the department chairs and teacher mentors assigned by the school district to encourage new-teacher involvement. Having physical and digital space in which to work was also important. Having room for the new teacher to frequently visit the library with her students allowed one librarian the opportunity for sharing resources. Face-to-face meetings combined with electronic communication produced results for one librarian. The location of the new teacher's classroom was also a factor.

Table 8. Open-ended responses for enablers.

<u>Item</u>	<u>Item text</u>
23	Please describe any additional enablers that helped you to implement the interventions for the Continuum of Care model.

<u>Case #</u>	<u>Item Response</u>
1	None
2	I was fortunate to work with a very open minded first year teacher.
3	Flexible schedule
4	Structure of the program was [w]ell outlined and easy to follow
5	We both were anxious to participate in the program and make it work. In other words, our desire was an enabler.
6	The willingness of the new teachers to participate. Perhaps department chairs and teacher mentors could be included in the information of the study so they can encourage the teachers to take advantage of their school librarian.
7	Full support of the administration.
8	Having the the [<i>sic</i>] space for teachrs [<i>sic</i>] to bring students in allowed us to invite the new teachers to spend as much time as possible in the library showing the resources the new teachers could borrow or use in the library.
9	Only had two new teachers.
10	N/A
11	The willingness of the new teachers to participate.
12	Location of the new teacher' classrooms
13	Using electronic communication along with face to face meetings helped me to implement the interventions.
14	The outline in the study gave done [<i>sic</i>] wonderful examples and was very easy to implement and follow.
15	Flexible schedule. I am not able to go back to review my survey responses. In my haste I [<i>sic</i>] misread the first few questions.

ADDITIONAL COMMENTS

The final question gave participants the opportunity to comment freely. Themes that arose include gratification, identification of best practice, and influence on retention. Overall, respondents expressed that they enjoyed participating and getting to know their new teachers. Two of the respondents appreciated that the field study was organized, well planned, and professionally executed. Two felt that participation in the field study improved their skills as a librarian and mentor. One commended the pairing of school librarians with new teachers, while another directly stated that she believed the mentorship influenced new teacher retention. One remarked that other teachers in the building took note of the benefit of collaborating with the school librarian.

Table 9. Open-ended responses for additional comments.

Item Number	Item Text
24.	Please add any additional comments you would like to express about the South Spoon Public Schools CLASS II: Field Study.
Case #	Item response
1	This was a well planned and executed study.
2	I thoroughly enjoyed this opportunity. Teachers saw what we were doing and know more about the benefit of collaborating with the school librarian.
3	I believe this mentorship does great things for the retention of new teachers.
4	Enjoyed the process
5	The field study was well organized and [the researcher] managed her participants both professionally and efficiently.
6	I was happy to participate and look forward to the results.
7	NA
8	I liked [<i>sic</i>] the activities suggested, but we had to alter the schedule around SOL testing.
9	The teachers and I really enjoyed the ‘vent’ session during one of the weeks. More time to informally chat would have been beneficial.
10	N/A
11	It was great to participate the study. It was beneficial to myself as a librarian as well as to the new teachers.
12	I really enjoyed getting to know the new teachers in my building.
13	Great program. I think pairing school librarians with new teachers is a great idea.
14	This was an amazing experience. I feel like it helped me become a better librarian and mentor in my school.
15	Thanks [<i>sic</i>] you.

Discussion

The Continuum of Care model used in the field study was evaluated for this current study in five categories to examine the beliefs of the school librarians and their perceptions of the implementation of the model as well as a self-assessment of implementation.

NEEDS

The first subscale examined whether the school librarians perceived a need to provide new-teacher supports for developing resilience. Almost all agreed or strongly agreed that the model is necessary, that new teachers need to be resilient, and that school librarians need to provide interventions for new teachers. At least one respondent disagreed with these three assertions, perhaps indicating a lack of buy-in to the model. Similarly, the results of the field study (Soulen 2018) showed that one new teacher in the treatment group did not receive mentoring interventions, leading to my considering whether there may be a connecting thread between a possible lack of buy-in from a librarian and a lack of mentoring received by a new teacher. The first subscale in the current survey also addressed mentoring as a precursor to collaboration. While a strong majority of respondents agreed with this concept, agreement was not unanimous. Similarly, the AASL Standards (2018) identify collaboration and leadership as embedded in the role of the school librarian, but do not specifically identify mentoring as a method to demonstrate leadership or develop collaborative opportunities. The standards do recommend building a personal relationship of trust prior to working together on instructional projects as best practice (AASL 2018). Contributing to collective plans, sharing instructional materials, and facilitating opportunities to learn from specialists have also been identified as ways to improve new teachers' practice. Developing a collaborative, team-based mentoring program may help retain new teachers and improve student achievement (Blank and Kershaw 2009).

PROGRAM THEORY

The second subscale examined the school librarians' perceptions of the program theory. Almost all respondents indicated support for the theory of resilience, the inverse relationship of burnout to resilience, and the correlation between resilience and retention, demonstrating that the psychological theory of resilience was an appropriate framework for the model. While agreement was still strong, less solid was response to mentoring as an expected role of the school librarian. As noted above, mentoring appears less often as a prescribed role for school librarians, and when mentioned is rarely discussed in depth. For example, Jean Donham and Chelsea Sims, in their leadership guide for school librarians, provide only a one-sentence description of informal mentoring as a form of leadership: "The school librarian can take the lead in advising new teachers...guiding the novice on how to take advantage of the library and its resources" (2020, 76). Further description of how this may happen is lacking. More perplexing, however, is that there was any dissent among respondents to the item "Collaborating with teachers falls within my expected role as school librarian." Given that Collaborate is identified as a Shared Foundation in the AASL Standards (2018), and historically as integral to "every component of the library media specialist's role" (AASL and AECT 1998, 49), resounding agreement would be the expected response. Examination of the media specialist's job description for the district in which the field study took place (Soulen 2018) shows no mention of either mentoring or collaboration, a circumstance that introduces the possibility that this lack of agreement is a local phenomenon. While eleven of fifteen librarians strongly agreed that collaboration is an accepted role, two agreed, one somewhat agreed, and one strongly disagreed. Additionally, the one respondent who strongly disagreed to the four program theory items also strongly disagreed to the previous four needs assessment items, furthering the evidence of a possible lack of that participant's commitment to the model.

PROGRAM PROCESS

The next subscale examined the school librarians' perceptions of the program process, that is, the procedure for implementing the Continuum of Care model during the field study. Almost all participants at least somewhat agreed that they effectively implemented the interventions, but not with confidence. Only five strongly agreed, eight agreed, one somewhat agreed, and one strongly disagreed. This finding reflects feedback received from the librarians during the study when resistance to reception of the interventions was noted for at least two of the twenty-six new teachers. Additionally, barriers to implementation noted in items 19 and 22 may have come into play. Responses indicate that the number and timespan of interventions appears to be appropriate, at two interventions per week over four months. While the librarians evidently felt that the interventions seemed to be appropriate for influencing new teachers' resilience, informal feedback during the field study indicated that editing the process instructions for clarity may be necessary to further explain and give examples of individual interventions.

IMPACT

The fourth subscale examined the school librarians' perceptions of the impact of the interventions on professional practice. All participants responded positively that the interventions impacted resilience, burnout, and retention for new teachers, including the one participant who may not have been completely committed to the model. This echoes conclusions of the Linda Lantieri et al. study, which identified the quality of relationships between new teachers and their colleagues as the most important factor to consider regarding retention. Schools high in relational trust are more likely to increase student engagement and achievement, with greatest benefit to the most vulnerable students (Lantieri et al. 2011). All participants in the research reported here indicated that their mentoring and collaboration skills improved as a result of implementing the interventions, although the magnitude and scope of this improvement was not described. The act of engaging in mentoring and collaborating may naturally enhance skills in cases in which these activities are not routinely practiced. Additionally, the model provided a guide with prescriptive interventions extracted from mentoring and school librarianship literature, rather than relying on the librarian to determine ways to address the needs of new teachers.

PROGRAM EFFICIENCY, BARRIERS, AND ENABLERS

The final subscale examined the school librarians' perceptions of the program's efficiency of time, effort, and money. All respondents at least somewhat agreed that they worked hard to implement the interventions. Twenty-seven percent of the librarians indicated that a larger stipend would have increased their motivation, leaving 73 percent who appear to be satisfied with the stipend. Informal communications during the field study pointed to an altruistic desire to invest in new teachers. Additionally, the field study data indicated that some teachers in the comparison group received some form of mentoring and/or collaboration outside of the field study by librarians not participating in the study, apparently without any monetary reward (Soulen 2018). However, whether the respondents were also motivated in other ways cannot be determined from these results.

A third of the respondents indicated that additional duties were a barrier to mentoring and collaboration, and several commented on these duties in the open-ended responses, discussed

Participants identified that they were already saddled with multiple additional duties, some within and some outside the scope of school librarianship. Mentoring new teachers may not immediately be seen as a direct professional responsibility of school librarians. Also, some may consider it to be another additional assigned duty, which may be true in the short term. In the long term, however, mentoring may be considered a gateway to foster collaborative relationships. Working autonomously is no longer considered effective practice for school librarians. Instead, Collaborate is one of the Shared Foundations of the AASL Standards, and “work[ing] effectively with others to broaden perspectives and work toward common goals” is the Key Commitment for this Shared Foundation (AASL 2018, 36). By developing a trusting relationship with another educator, the librarian can demonstrate the value of the resources housed in the library collection, the skills of the librarian to identify the most useful resources at point of need, and the integration of these resources and skills into content-area instruction. When this relationship is established early in a teacher’s career, the door is opened to collaborative efforts for years to come. Thus, librarians may need to address with their administration how they prioritize their additional duties in favor of supporting their new teachers, a win for all parties involved—including learners.

The difficulties of coordinating schedules, through both the teacher’s and the school librarian’s lenses, are also reflected in the named barriers to implementation of the Continuum of Care model. Two of the respondents identified fixed scheduling as a barrier, resulting in the librarian teaching resource classes while the teacher has planning time (McGregor 2006; Bishop 2007), and duty schedules, requiring librarians and teachers to supervise students for lunch or during transition times. Responses to the open-ended item to identify barriers indicated that at least two of the librarians worked under a fixed schedule that left them little time to offer support. Perhaps these two were considering their preferred program schedule when they at least somewhat agreed that a flexible schedule would act as an enabler to implement the Continuum of Care model. As another solution, Mary Ann Blank and Cheryl A. Kershaw (2009) support reduction of duties that are not instructional as nonmonetary compensation to support mentoring as collaboration. Reinstating full-time assistants and avoiding library closures for testing may also provide more time for librarians to support new teachers. On the teacher’s side, reducing the burden of responsibility during the first year and providing structures for collegial interactions may provide for a more socially engaging professional environment.

As opposed to fixed scheduling, flexible scheduling with open access that the librarian manages (McGregor 2006) was noted as an enabler to mentoring and collaboration by two respondents, providing more evidence for prioritizing support for library program needs over institutional convenience. Switching to flexible scheduling can be done only with the full backing of school leadership, personified in the responses as administrators, department chairs, and other mentors.

Much of the success of the Continuum of Care model hinged on the new teachers’ and librarians’ commitment to the partnership despite the difficulties, and finding a way around obstacles. For some participants, time and space interacted neatly to provide a welcoming environment to demonstrate resources for students and teachers. Having the new teacher’s classroom near the library is recognized as an advantage (Blank and Kershaw 2009), but lack of proximity can be addressed through electronic communication and planned face-to-face meetings (Soulen 2018). The number of new teachers that a librarian can reasonably support should also be considered. Finally, the importance of providing a structured program that offers concrete examples and is readily implemented was identified as an enabler by one participant.

Positive parting thoughts by the participants emphasized the influence of the affective domain on the success of the field study. Responses brought forth not only the benefits of the model for the retention of new teachers, but also for the professional development of the school librarians. Notice by other faculty also highlighted the value of librarian-teacher collaboration. Participants appreciated pairing school librarians and new teachers in a field study that was well planned, efficiently organized, and professionally executed. In the words of one librarian, “This was an amazing experience. I feel like it helped me become a better librarian and mentor in my school.”

LIBRARIANS’ PERCEPTIONS AND THOSE OF NEW TEACHERS

The findings of this survey of school librarians may be compared to the findings of the survey of new teachers from the field study. The new teachers in the treatment group (*n* = 26) for the field study responded on a scale of 1 to 6 to two Likert response items to determine levels of mentoring and collaboration received from their school librarians (see table 10). Almost all of the new teachers in the field study treatment group indicated that they received mentoring supports. One new teacher apparently did not. These findings parallel the results of this current study in which two librarians disagreed or strongly disagreed, and the rest at least somewhat agreed to the item “Mentoring new teachers falls within my expected role as school librarian.” Likewise, during the field study almost all the new teachers indicated that they collaborated with their librarian, although two apparently did not. This finding parallels the school librarians’ responses for this current survey in which almost all of them responded that collaborating falls within their expected role, although one librarian strongly disagreed with this statement.

Table 10. Response counts for new-teacher mentoring and collaboration items from the field study (Soulen 2018).

<u>Response Item Text with Rating</u>	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Somewhat Disagree</u>	<u>Somewhat Agree</u>	<u>Agree</u>	<u>Strongly Agree</u>
“My school librarian has provided for my needs through mentoring.”	0	1	0	3	3	19
“My school librarian has worked closely with me through instructional collaboration.”	0	0	2	1	11	12

(*n* = 26)

For the field study results, the mentoring and collaboration ratings for each of the new teachers in the treatment group were combined to determine an individual summed mentoring/collaboration total on a scale of 1 to 12 (see table 11). These ratings for new teachers can be compared to the school librarians’ current responses to the item “I was able to effectively implement the interventions for new teachers as outlined by the Continuum of Care model.” For this item, one librarian strongly disagreed and the rest at least somewhat agreed, again pulling the thread of buy-in to the program.

Table 11. Count of new teachers' combined mentoring/collaboration rating from the field study (Soulen 2018).

Combined Rating	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Frequency Count	0	0	0	0	0	0	0	3	1	4	4	14

(n = 26)

The results of the survey of school librarians describe their perceptions, beliefs, and assessment of their own practice, but not the actual effect on mentoring and collaboration for new teacher resilience. However, the results of the field study demonstrated that the new teachers in the treatment group did receive significantly more mentoring and collaboration from their school librarian ($M = 10.85$, $SD = 1.666$) than did the comparison group ($M = 6.35$, $SD = 4.185$). Mentoring programs and a supportive team environment may help retain quality new teachers in the profession (Arnup and Bowles 2016; Papatraianou et al. 2018). Fostering resilience is key to encouraging teacher retention (Doney 2013; Papatraianou et al. 2018).

Implications

The results of this current study offer several important implications for both research and practice. First, the findings contribute to research in the field of school libraries and school librarianship. Teacher resilience is a developing field, which is ripe for further investigation. Researchers may be able to better link the role of the school librarian in fostering new teacher resilience by establishing the connection between teacher resilience and the incidence of burnout and retention as well as the resulting influence on student achievement. To do so, sponsorship of further studies may provide evidence of the influence of highly qualified school librarians on the school ecology in the authentic school setting.

The school librarians' responses indicate that most believe resilience to be necessary to survive and thrive in the first year of teaching, and that greater resilience may lead to reduced burnout, which may be a precipitating factor for leaving the profession. The results of this study echo findings by Clayton R. Cook et al. that support the development and delivery of resilience trainings that target promoting teacher well-being, creating optimal learning environments for students, and implementing innovative practice linked to improved student outcomes (2017).

This current study's findings also have implications for preparation of school librarians and ongoing professional development. Current preparation standards and standards for school librarians in practice point to collaboration, networking, and co-teaching as best practice, but stop short of addressing specific procedures or interventions to develop these professional responsibilities (AASL 2018; ALA, AASL, and CAEP 2019). University training programs may wish to consider equipping educators with knowledge and skills to promote teacher resilience and well-being (Cook et al. 2017). School librarians new to the field will experience many of the same challenges that new teachers experience. School library graduate programs that teach resilient strategies and mindsets may produce future librarians who are more successful and self-confident, and who may be ready to provide support for new teachers after some time in practice. Guiding school library candidates to mentor new teachers as future best practice may be a

precursor to fulfillment of a collaborative educational community. Therefore, university programs may wish to consider collaborative dispositions when evaluating candidates for entry to the field. This relationship between school librarians and new teachers may impact student achievement by contributing to a more-collaborative school environment. Professional organizations that set standards for school library practice may identify mentoring as a first step toward collaboration and provide professional development for such leadership.

Findings reported here suggest that school districts need to create an infrastructure of supports that target collaborative practices. Administrators, policymakers, and higher education leaders may consider planning for intentional practices that promote resilience for new teachers by taking advantage of the school librarian's institutional knowledge and skill sets. Administrative support of flexible scheduling and reducing librarians' non-instructional duties may provide the opportunity to extend the school library program beyond the traditional space. The findings from this study also indicate that school librarians consider reaching out to first-year teachers to encourage resilience as part of the librarians' role. Teachers and learners could benefit if school librarians systematically apply strategies for mentoring and collaboration, using the Continuum of Care as a guide. The timeline could be adapted to suit the local situation. Such mentoring and collaboration may benefit the school librarian as well as the new teacher. By advocating for flexible scheduling and prioritizing activities that support a collaborative school ecology, school librarians may demonstrate the value of a library program that serves the needs of all patrons, including new teachers, to achieve positive outcomes for students. The Continuum of Care represents a unique model that integrates resilience theory with librarian-teacher collaboration by exposing new teachers to a wide range of practices for professional development.

Quality mentoring requires time, the most-valued resource in schools, but mentoring is also a pathway to collaboration, which may help retain new teachers and improve student achievement (Blank and Kershaw 2009). Some may consider school librarians taking on mentorships as another duty to be controversial. However, over the years the field has moved from school librarians merely working with teachers in the selection and use of materials (AASL 1960) to more-intentional partnering with teachers to plan and implement the library program (AASL and AECT 1988), reflecting a general shift toward programs and policies to improve student outcomes by creating more-positive school environments (Sheras and Bradshaw 2016). Today's standards (AASL 2018) identify Collaborate as a Shared Foundation, highlighting the increasing importance of prioritizing practices that enable development of long-term collaborative relationships.

RECOMMENDATIONS FOR IMPROVEMENTS TO THE MODEL

Library evaluation is a necessary component for program improvement (Keller 2018). Responses to this current survey of school librarians indicate overall success of the model, with changes indicated for efficiency in three areas: size of the stipend, additional duties, and buy-in to the program theory. The data show that a larger stipend likely may not have increased motivation of the school librarians to mentor and collaborate with their new teachers. According to Blank and Kershaw, compensation for mentors would best be considered in context by mentor core teams who develop guidelines for use of money as well as alternatives, such as providing release time, professional development, or materials for the professional library (2009). A secondary consideration to improve design of the field study model would be a pre-study survey of additional duties already in place for the school librarians who volunteer to serve as

interventionists. While it is not surprising that these already dedicated professionals willingly offered their expertise, the selection process would best consider additional duties to ensure that prospective mentors have ample time for mentoring to build a collaborative relationship with one or more new teachers. Additionally, screening to evaluate buy-in to the program theory would identify those librarians who would best implement the interventions.

The interventions for the field study were implemented over four months, from November to February of one school year. The findings of this current study show that this timeline did not work for every school librarian. Relationships may develop more quickly—or more slowly. While this timing was necessary for the purpose of controlled implementation of the field study, allowing more flexibility would benefit the school librarians who served as interventionists and the new teachers who received the interventions. For future studies, the model may be improved by expansion or removal of this artificial timeline.

Another recommendation for improvement to the model is consideration of mentoring and collaboration in a virtual or hybrid environment. The Continuum of Care model did provide for digital resources and electronic communication to mitigate the influence of classroom distance from the library. With schools increasingly moving toward online learning, a model of virtual mentoring and collaboration would add substance to and parallel the face-to-face model. Virtual forums for teacher mentoring already in place could provide models for increasing librarians' mentoring of new teachers to build a collaborative relationship (Gareis and Nussbaum-Beach 2007; Turpeinen 2018; Smith Risser 2013).

Assumptions and Limitations

This study assumes that the role of the school librarian includes a unique collaborative relationship with new teachers. It also assumes that resilience is a dynamic capacity that may be influenced by socio-cultural factors, that resilience is a single phenomenon, which can be measured and which impacts teacher retention, and that the theory of resilience can be applied to educational settings. The study was limited in size and diversity of the population and in locale. Therefore, generalization to other institutional settings is reduced. The survey also collected self-reported data, a circumstance that may introduce bias.

Future Directions

Given the lack of existing scholarly studies, abundant research opportunities are available in the area of mentoring as a pathway to collaboration. More research is needed to examine the role of school librarians in the development of new teachers and, more specifically, how practicing in such a role benefits the school librarian professionally and impacts student learning. A more-comprehensive study of mentoring and collaborating with new teachers in the authentic school setting would provide a snapshot of current practice. Expanded field studies similar to my Continuum of Care research would provide valuable data to set professional standards and better define specific practices that lead to collaborative partnerships.

Conclusion

This research has benefited the field of school librarianship by reflecting on the field study experience to define a standard of care for new teachers as best practice. This current study impacts the field of school librarianship by further describing the relationship between new teachers and school librarians in developing collaborative partnerships. Results of the research reported here also impact research in the burgeoning field of teacher resilience. Evaluating the process of implementing interventions by school librarians that foster developing resilience in new teachers adds to the knowledge of evidence-based practice in both disciplines. Overall, the responding school librarians indicated their perception that this field study had successfully used mentoring to forward the collaborative partnership with new teachers and helped the participants become better librarians, mentors, and collaborators in their schools. Given the challenges that new teachers face today, educational practices geared toward increasing mentoring and collaboration hold promise for producing a school ecology likely to result in better learning by students. Further study of the role of the school librarian in enabling collaboration through mentorship may bring to light practices that benefit the professional lives of involved partners and the ways in which such relationships influence the school climate.

This research was funded by the American Association of School Librarians and a grant from the Institute of Museum and Library Science, #RE-00-15-0114-15.

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Appendix A: Demographic Composition of School Librarian Sample

(Data collected during Field Study)

<u>Demographic Variable</u>	<u>School Librarians</u>	
	<u>N = 15</u>	<u>Total (%)</u>
School Level		
PreK–5 (ages 4–11 years)	6	40.0
PreK–8 (ages 4–14 years)	2	13.3
3–8 (ages 8–14 years)	1	6.6
6–8 (ages 11–14 years)	2	13.3
9–12 (ages 15–18 years)	4	26.7
Employed Full-time	15	100.0
Certified School Librarian	15	100.0
Additional Certifications		
English	4	26.7
Public Speaking	1	6.7
PreK–4	1	6.7
PreK–6	3	20.0
PreK–8	1	6.7
Middle Grades 4–8	2	13.3
Special Education	1	6.7
Gifted Education	1	6.7
Highest Education Attainment		
B.A. or B.S.	1	6.7
Masters' degree(s)	12	80.0
MLIS	1	6.7
PhD, Md, EdD, or JD	1	6.7
Years of Teaching Experience		
0–5	1	6.7
6–10	1	6.7
11–15	3	20.0
16–20	4	26.7
21–25	3	20.0
26+	3	20.0
Years of Experience School Library		
0–5	4	26.7
6–10	3	20.0
11–15	6	40.0
16–20	2	13.3
21–25	0	0.0
26+	0	0.0
Gender		
Female	14	93.3
Male	0	0.0
Do not wish to disclose	1	6.7
Age in Years		
20–29	0	0.0

<u>Demographic Variable</u>	<u>School Librarians</u>	
	<u>N = 15</u>	<u>Total (%)</u>
30–39	1	6.7
40–49	9	60.0
50–59	3	20.0
60+	2	13.3
Race		
African American/Black	5	33.3
Asian	0	0.0
Caucasian/White	10	66.7
Native American	0	0.0

Appendix B: Blueprint for Survey of School Librarians

Category	Question Numbers
Needs Assessment	1–4 (Likert Response)
Assessment of Program Theory	5–8 (Likert Response)
Assessment of Program Process	9–12 (Likert Response)
Impact Assessment	13–16 (Likert Response)
Efficiency Assessment	17–20 (Likert Response)
Additional Duties	21 (Checklist)
Barriers and Enablers	22–23 (Open-ended)
Additional Comments	24 (Open-ended)

Blueprint based on Rossi, Lipsey, and Freeman 2004.

Appendix C: Survey Results

Responses Subscale 1: Needs Assessment Frequency Counts

<u>Response Item</u>	1 <u>Strongly Disagree</u>	2 <u>Disagree</u>	3 <u>Somewhat Disagree</u>	4 <u>Somewhat Agree</u>	5 <u>Agree</u>	6 <u>Strongly Agree</u>
1. New teachers need to be resilient to survive and thrive in their first year.	1	0	0	0	1	12
2. There is a need for me as a school librarian to provide interventions to promote new teacher resilience.	1	0	0	0	1	12
3. The role of the school librarian situates me in a unique position to mentor new teachers.	1	0	0	0	2	11
4. Mentoring is a necessary precursor to collaboration with new teachers.	1	0	0	0	3	10

*Response for Participant #15 not included in this table due to response entry error.
(*n* = 14)

Responses Subscale 2 Assessment of Program Theory Frequency Counts

<u>Response Item</u>	1 <u>Strongly Disagree</u>	2 <u>Disagree</u>	3 <u>Somewhat Disagree</u>	4 <u>Somewhat Agree</u>	5 <u>Agree</u>	6 <u>Strongly Agree</u>
5. Greater resilience of new teachers leads to reduced burnout.	1	0	0	0	5	9
6. Greater resilience of new teachers leads to increased retention.	1	0	0	0	4	10
7. Mentoring new teachers falls within my expected role as school librarian.	1	1	0	1	4	8
8. Collaborating with teachers falls within my expected role as school librarian.	1	0	0	1	2	11

(*n* = 15)

Responses Subscale 3: Assessment of Program Process Frequency Counts

<u>Response Item</u>	1 <u>Strongly Disagree</u>	2 <u>Disagree</u>	3 <u>Somewhat Disagree</u>	4 <u>Somewhat Agree</u>	5 <u>Agree</u>	6 <u>Strongly Agree</u>
9. I was able to effectively implement the interventions for new teachers as outlined by the Continuum of Care model.	1	0	0	1	8	5
10. There were too many interventions in the Continuum of Care model.	1	9	3	1	0	1

11. The interventions for the Continuum of Care model were appropriate for influencing new teacher resilience. 1 0 0 0 7 7

12. Four months of interventions (November 2017–March 2018) was not enough time to affect new teacher resilience. 1 6 2 3 2 1

(n = 15)

Responses Subscale 4: Impact Assessment Frequency Counts

Response Item	1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Somewhat Agree	5 Agree	6 Strongly Agree
13. The interventions that I implemented for new teachers contributed to increasing their resilience.	0	0	0	1	7	7
14. The interventions that I implemented for new teachers contributed to decreasing their burnout.	0	0	0	2	7	6
15. The interventions that I implemented for new teachers contributed to increasing their retention.	0	0	0	2	8	5
16. My mentoring and collaboration skills improved as a result of the CLASS II: Field Study.	0	0	0	1	7	7

(n = 15)

Responses Subscale 5: Efficiency Assessment Frequency Counts

Response Item	1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Somewhat Agree	5 Agree	6 Strongly Agree
17. I worked hard to earn the stipend that I received from the CLASS II: Field Study.	0	0	0	1	9	5
18. A larger stipend would have increased my motivation to implement the interventions for new teachers.	0	9	2	2	1	1
19. Additional duties outside the school librarian job description created a barrier to my implementation of interventions for new teachers.	0	4	1	5	2	3
20. Flexible scheduling of the library program enabled implementation of interventions for new teachers.	0	0	0	4	5	6

(n = 15)

Checked and Open-ended Responses for Additional Duties

Item

<u>Number</u>	<u>Item Text</u>
21.	Please identify any additional duties you had outside the regular school librarian job expectations during the 2017–2018 school year.

Response

<u>Frequency</u>	<u>Response item</u>
11	school website manager
9	Instructional Leadership Team
8	SOL* testing chair
7	student remediation
7	club sponsor
5	fundraising
3	department chair
2	tutor
2	volunteer coordinator
1	grade level chair
1	PTA Liaison
0	sports coach
0	Lead Teacher Mentor
5	other (please identify)
	code facilitator
	homebound instructor
	Supervising students in the library for 90 minutes two afternoons a week after school
	worked with the new SOL Chair to transition her into my old job.
	Technology go to

*Standards of Learning (SOL) test chairs are responsible for school-wide implementation of high-stakes state testing.

Open-ended Responses for Barriers

Item

<u>Number</u>	<u>Item Text</u>
22.	Please describe any additional barriers you faced while implementing the interventions for the Continuum of Care model.

Case #

<u>Item Response</u>
1 NT was so overburdened and overwhelmed, he was unable to realistically work as model expected.
2 None
3 Teacher’s schedule
4 Fixed instructional schedule left little time to implement support
5 It was difficult for the teacher I was mentoring and me to coordinate our schedules because of our respective responsibilities and ’expectations.
6 The part-time role of the media assistant impacts the ability of the librarian to visit classrooms and collaborate as the librarian has to monitor the students in the library. Additionally, my school does not have a hospitality committee, so the social interactions were a little more forced.
7 Lack of time within school hours.
8 The library was closed for testing and the librarians were always the administrators or proctors.
9 I had resource classes when teachers had resource time.
10 N/A

-
- 11 Inclement weather days
- 12 Classroom teacher duty schedules, mandatory planning, and my constantly being pulled made it difficult to spend time with the teachers.
- 13 We do not have a flexible schedule at my school. I had scheduled classes anywhere from 4-6 classes per day along with meetings.
- 14 None.
- 15 Managing the media center when there's only a part time assistant. A full time assistant would have given me more time and indepth [*sic*] support for the teachers.
-

Open-ended Responses for Enablers

Item

NumberItem Text

23. Please describe any additional enablers that helped you to implement the interventions for the Continuum of Care model.

Case #Item Response

- 1 None
- 2 I was fortunate to work with a very open minded first year teacher.
- 3 Flexible schedule
- 4 Structure of the program was [w]ell outlined and easy to follow
- 5 We both were anxious to participate in the program and make it work. In other words, our desire was an enabler.
- 6 The willingness of the new teachers to participate. Perhaps department chairs and teacher mentors could be included in the information of the study so they can encourage the teachers to take advantage of their school librarian.
- 7 Full support of the administration.
- 8 Having the the [*sic*] space for teachrs [*sic*] to bring students in allowed us to invite the new teachers to spend as much time as possible in the library showing the resources the new teachers could borrow or use in the library.
- 9 Only had two new teachers.
- 10 N/A
- 11 The willingness of the new teachers to participate.
- 12 Location of the new teacher' classrooms
- 13 Using electronic communication along with face to face meetings helped me to implement the interventions.
- 14 The outline in the study gave done [*sic*] wonderful examples and was very easy to implement and follow.
- 15 Flexible schedule. I am not able to go back to review my survey responses. In my haste I [*sic*] misread the first few questions.
-

Open-ended responses for Additional Comments

Item

NumberItem Text

24. Please add any additional comments you would like to express about the SSPS CLASS II: Field Study.

Case #Item response

- 1 This was a well planned and executed study.
- 2 I thoroughly enjoyed this opportunity. Teachers saw what we were doing and know more about the benefit of collaborating with the school librarian.
- 3 I believe this mentorship does great things for the retention of new teachers.
- 4 Enjoyed the process
-

- 5 The field study was well organized and [the researcher] managed her participants both professionally and efficiently.
- 6 I was happy to participate and look forward to the results.
- 7 NA
- 8 I liked [*sic*] the activities suggested, but we had to alter the schedule around SOL testing.
- 9 The teachers and I really enjoyed the ‘vent’ session during one of the weeks. More time to informally chat would have been beneficial.
- 10 N/A
- 11 It was great to participate the study. It was beneficial to myself as a librarian as well as to the new teachers.
- 12 I really enjoyed getting to know the new teachers in my building.
- 13 Great program. I think pairing school librarians with new teachers is a great idea.
- 14 This was an amazing experience. I feel like it helped me become a better librarian and mentor in my school.
- 15 Thanks [*sic*] you.
-

Cite This Article

Soulen, Rita Reinsel. 2021. "Enabling Collaboration through Mentorship: Examining the Role of the School Librarian." *School Library Research* 24.
<www.ala.org/aasl/slr/volume24/soulen>.



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



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