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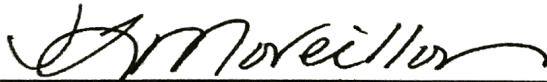
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AN ABSTRACT OF THE DISSERTATION OF

Pamela C. Harland for the degree of Doctor of Education in Learning, Leadership, and
Community presented on November 20, 2019

Title: An Investigation into the Leadership Behaviors of School Librarians: A Qualitative Study

Abstract approved:



Judith L. Moreillon, Dissertation Committee Chair

In order to evolve from traditional librarianship roles to dynamic and proactive leaders today's school librarians need to understand what it means to be a school librarian leader, build those skills, and advocate for new opportunities within their school communities. This qualitative investigation into the leadership behaviors of school librarian leaders contributes to the work of Everhart and Johnston (2016) by developing their definition in order to operationalize school library leadership through the documentation of what it looks like in practice. This research is among the first efforts to move a proposed model of school librarian leadership from a theoretical model to a working theory.

A multi-case design compared and examined leadership behaviors as they occurred in practice. Interviews, observations, and documents, collected at three high school libraries in Maine, served as the primary methods for data collection. The findings support Everhart and Johnston's (2016) proposed theory that school librarian leaders intentionally develop strong relationships within the school community, serve as communication conduits in order to improve the school environment, and increase their confidence through mentorship from administrators and support from the school community. The findings extend the proposed theory by adding risk-taking, vulnerability, and job crafting as supports to the innovative work of school librarian

leaders. This knowledge will help school librarians develop skills and an understanding of their updated role and prepare them to reach their full potential as school librarian leaders.

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November 20, 2019

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An Investigation into the Leadership Behaviors of School Librarians: A Qualitative
Study

By

Pamela C. Harland

A DISSERTATION

Submitted To

Plymouth State University

In partial fulfillment of
the requirements for the degree of

Doctor of Education

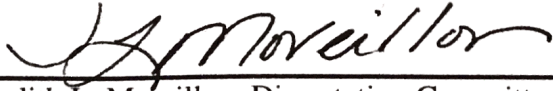
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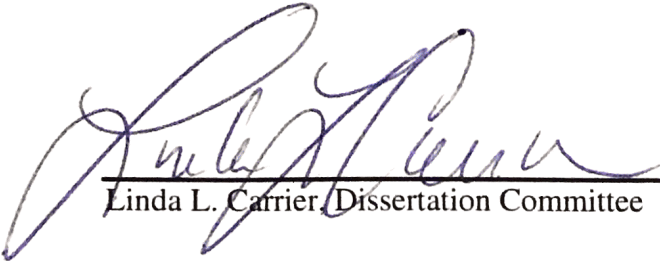
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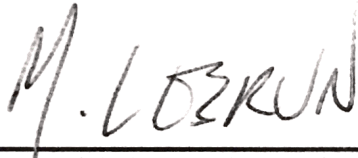
Judith L. Moreillon, Dissertation Committee Chair



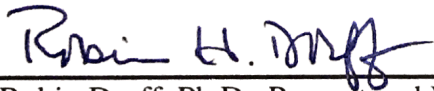
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Pamela C. Harland, Author

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Chapter 1

Introduction

Information technology is changing the way we live, work, and learn. As our highly technological K-12 educational environment evolves in a quickly changing knowledge-based society, “schools must respond to these societal transformations or students will be left behind” (Moreillon, 2018, p. 1). Subsequently, traditional school libraries that serve as a place to store books and resources are no longer relevant. Furthermore, school librarians are adjusting to a shift from the static traditional school library program model to a collaborative, flexible, and responsive learning space in order to better meet the needs of today’s school communities.

In order for school librarians to work towards this contemporary model they will need to learn new skills and adjust their behaviors (Everhart, Mardis, & Johnston, 2011) by becoming proactive leaders that share the new realities and expectations of their role in school communities. Today’s school librarians are in a position to take on a leadership role in their schools by serving as technology integrators and collaborative teaching partners (Everhart, Mardis, & Johnston, 2010; Hughes-Hassell & Hanson-Baldauf, 2008; McCracken, 2001). School librarians often serve on committees, attend team meetings, implement technological changes, collaborate with the entire faculty, and offer professional development due to their holistic understanding of the entire school’s curriculum, educational initiatives, and skill in the use of digital tools to create and access information. When school librarians exhibit leadership it leads to improved learning environments and better learning

opportunities for students (Everhart & Johnston, 2016; National Board for Professional Teaching, 2012).

However, school librarians rank “foster leadership” at the bottom of a list of core values pertaining to school librarians and their programs (AASL, 2016). They often have difficulty understanding the leadership role and seeing themselves in a leadership capacity as well as successfully and confidently acting as leaders (McCracken, 2001). This lack of understanding of the leadership role by librarians can lead to a failure in developing their full potential. In order to support school librarians in navigating this paradigm shift it is important that the profession develops a better understanding of the leadership practices of those who have transitioned to this new paradigm in order to develop a clear description of what school librarian leaders do.

A historical review of *school library impact studies* reveals the measured and consistent impact of certified school librarians on student learning as measured by standardized tests (Baughman, 2000; Dow, McMahon-Lakin, & Court, 2012; Gretes, 2013; Lance & Hofschire, 2012; Lance & Kachel, 2018; Lance, Rodney, & Hamilton-Pennell, 2005; Lance, Rodney, & Russell, 2007; Lance & Schwarz, 2012). These correlational studies suggest the value a school librarian can have on learning outcomes in an entire school. The collective *school library impact studies* consistently establish a positive correlation between increased state-certified school library staff and higher student assessment data. The message of the studies is clear: Schools with certified school librarians have a positive impact on student learning. However, is having a certified school librarian enough? A recent study (Gordon & Ciccetti, 2018) indicated a new direction for this body of research by measuring equitable access to

the school library, including its staffing, resources, technology, instruction, and help and funding (K. C. Lance, personal communication, October 2, 2019). These findings present new opportunities for school librarians to exhibit leadership. Questions that are still unanswered include: What are librarians doing that makes a difference in student achievement? How are they demonstrating leadership? What are future directions for school librarianship that present opportunities for leadership? Additional research in school librarian leadership is needed for school librarians to fully understand how to lead and for decision makers to understand how school librarians affect student outcomes.

As a result of dramatic changes in information technology the American Association of School Librarians (AASL) revised their standards and guidelines over the decades. These revisions address technological innovations as well as aspects of school librarian leadership (American Library Association, 1969; 1988; AASL, 2009; 2018; National Education Association of the United States Department of Secondary Teachers Committee on Library Organization and Equipment, 1920). AASL officially acknowledged the role of leader to their 2009 guidelines for standards. Except for including "... qualified school librarians lead effective school libraries" (AASL, 2018, p. 11) as a core belief, for example, and implicit indications of how school librarians lead through the implementation of the standards, there is no clear definition of school library leadership or how school librarians practice leadership in their schools. Collectively, several national educational organizations, including AASL (2014), have called for school librarians to serve in a leadership capacity (Future Ready Schools, 2018; International Society for Technology in Education, 2010; National Board for

Professional Teaching, 2012). However, none adequately define or describe school librarian leadership behavior.

Despite the scholarly research demonstrating a librarian's role in leadership (Everhart, Mardis, & Johnston, 2010; Hughes-Hassell & Hanson-Baldauf, 2008; McCracken, 2001), school library impact studies (Baughman, 2000; Dow, McMahon-Lakin, & Court, 2012; Gretes, 2013; Lance & Hofschire, 2012; Lance & Kachel, 2018; Lance, Rodney, & Hamilton-Pennell, 2005; Lance, Rodney, & Russell, 2007; Lance & Schwarz, 2012), the national standards and guidelines (AASL, 2018), as well as the call to leadership action by several national organizations (Future Ready Schools, 2018; International Society for Technology in Education, 2010; National Board for Professional Teaching, 2012), have not adequately defined school library leadership. Such a lack of focus has resulted in a lack of consensus for how school librarians demonstrate leadership.

Purpose of the Study

School librarians are in a position to serve as leaders but they often find it difficult to do so. In order to better understand how to support these librarians in developing needed leadership skills that impact the relevance of school libraries and their effectiveness in meeting students' learning needs, members of the school librarian profession, their administrators, and school library preparation programs need to understand the conditions necessary to support those processes. Unless there is an understanding of what school librarian leadership looks like there will be challenges that undermine the success of a transition to this leadership role. The purpose of this study is to identify the leadership characteristics school librarians demonstrate as they

transition from a limited role in a traditional library to a leadership role that impacts teaching and learning throughout the school.

An Overview of a Conceptual Model of School Librarian Leadership

In 2016 Everhart and Johnston (2016) proposed a theory of school library leadership that included a conceptual model (Figure 1). As a result of their meta-ethnographic analysis of what school librarian leadership looks like in practice they concluded that, “At the core of school librarian leadership are the concepts of confidence, communication, and relationships” (2016, p. 21). This is the first published conceptual model of school librarian leadership and was selected as the conceptual framework to use as a tool for organizing this research study because of its clear definitions and innovative place in the field.

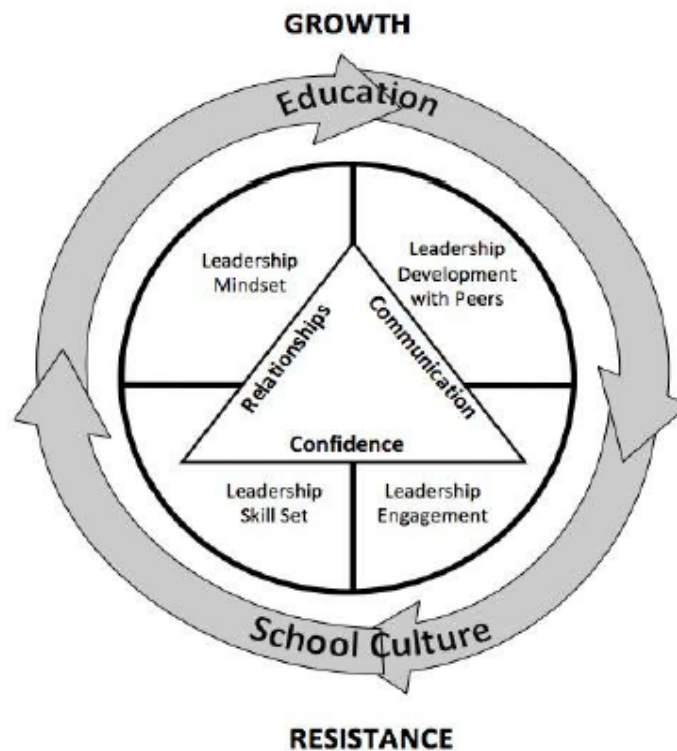


Figure 1. Conceptual Model of School Librarian Leadership (Everhart & Johnston, 2016)

Research Questions

The formulation of research questions that guide this inquiry was driven by Everhart and Johnston's (2016) conceptual framework. These research questions guide data collection and analysis to determine leadership behaviors of school librarian leaders.

1. How do school librarians who are recognized leaders define leadership?
2. How do these school librarian leaders demonstrate leadership behaviors?

Significance

This investigation into the leadership behaviors of school librarians contributes to the work of Everhart and Johnston (2016) by furthering their definition by attempting to operationalize school library leadership and by documenting what it looks like in practice. Since Everhart and Johnston's proposed research-based model is the first and only model of school librarian leadership this research study is among the first efforts to move the model from a proposed theoretical model to a working theory. A qualitative approach developed a richer understanding of what it means to be a school librarian leader. This knowledge will help school librarians develop skills and understanding of their updated role and guide them as they prepare appropriately for a successful transition.

Overview of Methodology

This qualitative study used a multi-case design that provides robustness to the research (Yin, 2014) and informs the development of a useful result. The study was an inquiry into leadership behaviors in order to discover how these behaviors align with or extend Everhart and Johnston's (2016) conceptual model.

School librarians within the state of Maine were selected because the state was an early adopter of technology integration, the first in the United States to implement a statewide one-to-one laptop initiative for all secondary school students (Penuel, 2006). Because this study focuses on school librarians who are at the forefront of information technology changes, access to school librarians whose state supports technological initiatives is critical. Three librarian leaders from Maine high schools that support one-to-one devices were studied in order to ensure examples from multiple settings (Marshall & Rossman, 2014). In order to identify possible participants snowballing was used as a sampling strategy.

Data collection sought to provide rich data that identified and described the behaviors of school librarian leaders and supported and extended the conceptual model of school librarian leadership (Everhart & Johnston, 2016). Data were collected through interviews with participating librarians, observations of participants, and analysis of relevant documents. Three constructs derived from the conceptual framework (Figure 1), confidence, communication, and relationships, were guided data collection. Using multiple data points in the study allowed for the triangulation of the data and the development of a rich understanding of school librarian leadership.

After the interviews were transcribed and the field observations and documents were digitized the results were analyzed and coded using previously established themes generated from the conceptual framework of the literature review (Marshall & Rossman, 2015). The initial themes were generated using Everhart and Johnston's (2016) proposed theory of school librarian leadership. The researcher allowed for organically occurring themes throughout the data in order to expand the proposed

theory of school librarian leadership. Member checks were implemented in order to establish credibility and reduce researcher bias. The data were analyzed in order to gather a more complete understanding of the behaviors of school librarian leaders.

Theoretical Framework and Worldview

This study utilizes appreciative inquiry as a theoretical framework and a pragmatic worldview as a context for the study. Appreciative inquiry was selected because of its positive approach and the generative capacity for interaction and collaboration with others (Cooperrider, 1990). Appreciative inquiry is an approach that emphasizes working from strengths rather than focusing on weaknesses. The use of appreciative inquiry benefited this qualitative study because it helped the researcher to focus on the behaviors enabling school librarians to demonstrate leadership rather than on the barriers facing school librarians. Appreciate inquiry also allows the researcher to use the results when envisioning, planning, and implementing a change process for school librarians to use as they transition towards a leadership role. The use of a pragmatic worldview results in practical rather than theoretical ideas. The pragmatic worldview arises from actions and seeks to find what works as a solution to the research problem (Creswell, 2014). Pragmatics use all approaches available in order to solve a problem. This allowed the researcher to use semi-structured data collection tools to help school librarian practitioners to implement the positive results of this study in order to develop their own leadership behaviors, leading to potentially transferable results (Patton, 2015). Findings could be applicable to other contexts, situations, times, and populations.

Key Terms

For the purpose of this research *school librarian leadership* is the ability of school librarians to influence a school community to foster positive change in order to move toward an identified vision (AASL, 2018). In their recently proposed theory of school librarian leadership Everhart and Johnston (2016) defined school librarian leadership as, “The ability to influence and inspire others to meet identified goals or to share an identified vision” (p. 2). Mendenhall (2013) stated that school librarians serve as change agents in their schools as they are, “... in a position to have a broad impact with their ideas and to foster the agility, innovation, and rapid learning capacity crucial to... survival and success” (p. 183). In the Communication discipline leadership is defined as, “A communication process that helps groups organize themselves to achieve desirable goals” (Morreale, Spitzberg, & Barge, 2007, p. 248). Leadership is a communication process that connects constructs for understanding leadership.

Distributed leadership in this study is a theory of leadership in which leadership is shared over a number of individuals (Johnston, 2015b). It promotes a situation where people work together, sharing their abilities and expertise (Spillane & Mertz, 2015). *Instructional leadership* in this study is a theory of leadership in which leadership is focused on the improvement of the instruction of students (Neumerski, 2013) and is distributed across formal and informal leaders (Spillane & Mertz, 2015) such as principals, teachers, and librarians. These two theories of leadership are models that may provide a greater understanding of school librarian leadership.

A traditional school library in this research is a quiet, rigid, text-based learning space where strict policies and procedures are enforced by a stern authority

figure. A *stereotypical school librarian* typically oversees these spaces by enforcing the policies and rules while also carrying out administrative tasks (Pagowsky & Rigby, 2014). Traditional school librarians teach in isolation from classroom curriculum and may remain at the cooperation level in terms of interactions with classroom teachers (Montiel-Overall, 2005). According to Pagowsky and Rigby (2014) stereotypical school librarians are often portrayed as strict shushers who prefer the solitude of books over the clamor of people.

Behaviors are “the ways in which one acts” (Oxford, 2018). In this research, behaviors are the observable ways in which school librarian leaders act while at work. Interactions with others are essential aspects of behaviors. Understanding this definition will allow the researcher to fully answer the research questions.

Collaboration for school librarians is “working with a member of the teaching team to plan, implement, and evaluate a specialized instructional plan” (AASL, 2016b). Within the *National School Library Standards for Learners, School Librarians, and School Libraries* (AASL, 2018) collaboration is included as a shared foundation or a core value reflected by school librarians and is defined as “work effectively with others to broaden perspectives and work toward common goals.” The first definition is focused on instruction, while the second definition is more general and focused on achieving a common goal. In this research, the first definition is called *collaborative instruction* and the second definition is used elsewhere simply as *collaboration*.

Information literacy is defined as, “Knowing when and why information is needed, where to find it, and how to evaluate, use, and communicate it in an ethical

manner” (AASL, 2018). In this study, school librarians are associated with the instruction of information literacy skills in schools.

Summary

Chapter One provides an introduction to the investigation of the behaviors of school librarian leaders. Due to immense shifts in technology and education, the traditional model of school librarianship has had to undergo a dramatic upheaval. To address this challenge, this study seeks to further expand the understanding of the school librarian leadership theory as proposed by Everhart and Johnston (2016). This will allow school librarians to begin to recognize the behaviors school library leaders demonstrate as they continue to adapt to this ever-evolving technological and educational landscape.

Chapter One provides an introduction to the conceptual framework used throughout this study and presents the problem addressed and the research questions that will guide the study. The purpose and significance of this research are explained and a summary of the methodology, including the limitations and assumptions potentially impacting the study, is included. Finally, definitions of key terms used throughout this research are also included.

Chapter Two presents a review of the literature which establishes the urgency for the role of the school librarian to evolve. It also explains the history of the school librarian role and how the idea of school librarian leadership was developed and identifies the behaviors of school librarian leaders.

Chapter Three includes the methodology and research design developed in order to discover and document the behaviors of school librarian leaders. The data

gathered in this study provides rich material that identifies and describes the behaviors of school librarian leaders and supports and extends Everhart and Johnston's (2016) conceptual model of school librarian leadership.

Within Chapter Four the findings and analysis are presented in three individual cases and the multi-case view.

Finally, Chapter Five discusses research findings through a cross-case analysis and offers implications for administrators, educators of school librarians, and school librarian practitioners.

Chapter 2

Literature Review

Due to the accelerated pace of change across the highly technological K-12 educational environment, school librarians need to be able to evolve within this quickly changing knowledge-based society. “Schools must respond to these societal transformations or students will be left behind” (Moreillon, 2018, p. 1). School librarians must shift away from the static traditional school library program model into a collaborative, flexible, and responsive learning space in order to better meet the needs of today’s school communities. When school librarians are in a position to exhibit leadership it leads to improved learning environments and better learning opportunities for students (Everhart & Johnston, 2016; National Board for Professional Teaching, 2012). As school librarians work towards this contemporary model they will need to learn new skills and adjust their behaviors, becoming proactive leaders who understand the new realities and demonstrate the role in the school community.

This literature review establishes the urgency for the role of the school librarian to evolve, explains the history of the role of school librarians and how the idea of school librarian leadership was developed, and identifies the behaviors of school librarian leaders. In order to focus the discourse, the chapter is divided into four sections as there are several genres of literature that shape this study. First, a review of the collective *school library impact studies* indicates that school librarians have a positive impact on student outcomes. Second, a historical review of the documentation that informs the study was explored in order to understand the influences that

contributed toward the evolution of this paradigm of school librarians as leaders. Next, the leadership models needed in order to influence schools to change were considered. Finally, the current scholarly studies on school librarian leadership were examined in order to identify the behaviors of school librarian leadership through adherence to the literature review protocols.

Literature Review Protocols

The systematic review of literature is used to shape this study. Systematic literature reviews categorize, summarize, and synthesize existing literature on an issue or specific research topic (Booth, Sutton, & Papaioannou, 2016). Through this mode of review the peer-reviewed and scholarly literature from 2012-2018 on school librarian leadership were examined. Searches for school librarian and leader were repeated within the database *Library, Information Science & Technology Abstracts (LISTA)* as detailed in Table 1. Peer-reviewed scholarly articles beginning in 2012 were collected and analyzed for relevance.

Table 1

Systematic Review of Literature

<u>Database</u>	<u>Search terms</u>	<u>Date Range</u>	<u>Total</u>	<u>Journal Sift</u>	<u>Abstract Sift</u>
Library, Info Science, and Technology Abstracts	School librar* and leader*	2012-2018	N=245	Research journals N=189	U.S., not pre-service N=22

The year 2012 was selected based on the increased access to information via personal mobile devices. The zeitgeist of the years following 2012, when smartphone adoption reached a majority of the United States population (Dediu, 2014), was one in

which the exponential increase in user-generated content and the ubiquitous spread of wireless technologies created a new understanding of how school communities interact with information and use a school library. According to Dediu (2014), a mobile device industry analyst, smartphone penetration across the United States will reach nearly complete saturation in 2020. Because a majority of individuals had access to a mobile device at the end of 2012, the use of school librarian leadership studies will begin with studies from 2012 to current.

Utilizing the search terms school *librar** and *leader** and sifting the results to include only research journals, the number of results reduced from 245 to 189. The journals were then narrowed to fourteen peer-reviewed journals known for empirical content strongly related to the study of school librarianship based on a list developed by Johnston and Green (2018). These were:

Educational Technology Research and Development

Information Processing and Management

Information Research

Journal of Education for Library and Information Science

Journal of Research on Technology in Education

Journal of the Association for Information Science and Technology

Journal of the Learning Sciences

Journal of Technology and Teacher Education

Library and Information Science Research

Library Trends

Reference Librarian

School Libraries Worldwide

School Library Research

TechTrends

The researcher found 14 published studies about practicing school librarian leaders in the United States within this subset of journals (Appendix B). Of those 14, only the conceptual model of Everhart and Johnston (2016) addressed the specific behaviors of school librarians as leaders

There is not a large number of current scholarly research regarding the behaviors of school librarian leaders. The research on other educational leaders will be drawn upon and applied to the role in order to develop a better understanding of the leadership construct. Everhart and Johnston (2016) proposed a theory of school librarian leadership including a conceptual model as illustrated in Figure 1. Confidence, communication, and relationships serve as the center of the conceptual model of school librarian leadership. These three concepts work synergistically as the proposed behaviors needed by school librarian leaders and help to steer the research questions within the study. This conceptual model of school librarian leadership was selected as the conceptual framework for this research study because of its clear definitions and innovative place in the field. The conceptual framework was used throughout this research study as a tool for organizing the current literature on school librarian leadership, the methodology, and the findings.

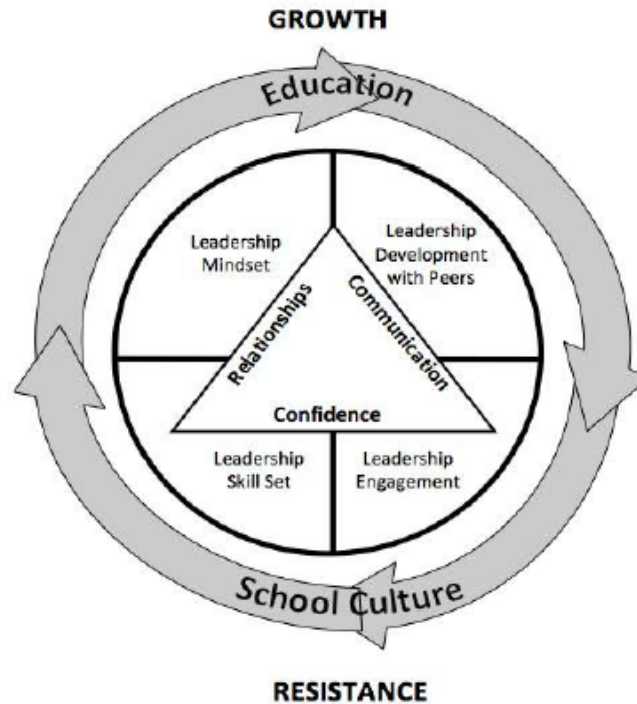


Figure 1. Conceptual model of school librarian leadership (Everhart & Johnston, 2016)

A Historical Review of the Documentation that Informs the Study

School Library Impact Studies.

A large body of research on the impact of school libraries on student achievement as measured by standardized tests provides contextual categories for the external factors of a school library program that support, or provide opportunities for, leadership behaviors. Since No Child Left Behind (2001), schools, education policymakers, and the general public have come to rely on standardized testing as the primary way to evaluate educators' teaching. The collective school library impact studies connect school librarians to standardized test scores. It is heartening to review the school library impact studies and see the consistent impact a certified school librarian can have on student learning as measured by standardized tests. These

correlational studies suggest the impact a school librarian can have on an entire school. “Universal findings from more than 60 impact studies conducted in 22 states conclude that schools with a well-equipped library, staffed by a full-time, certified librarian and appropriate support staff contribute significantly to gains in student learning” (Gretes, 2013, p. 5). Schools with certified school librarians have a positive impact on student learning. However, it is here that questions arise: Is having a certified school librarian enough? What is the librarian doing within this space that contributes to student learning?

The studies, completed between 2005 and 2012 by Keith Curry Lance, are some of the most lauded, well known, and frequently cited impact studies, cited 2,611 times according to a search of Google Scholar. One recent study that has gained traction is the 2012 Colorado Study by Lance and Hofschire which documented the correlation between the presence of a state-certified school librarian with higher test scores and noted the relationship could not otherwise be explained. “Schools that either maintained or gained an endorsed librarian between 2005 and 2011 tended to have more students scoring advanced in reading in 2011 and to have increased their performance more since 2005 (45% and 49%, respectively) than schools that either lost their librarians or never had one (33% and 29%)” (Lance & Hofschire, 2012, p. 3). In addition to all of the staffing and test scores researched, Lance and Hofschire conducted a partial correlation study on the number of students who received Free and Reduced-Cost Meals in order to verify the staffing of the library and not the wealth of a community as the main factor in the improved test scores.

Lance and Schwarz (2012) published another notable study from Pennsylvania in which they additionally found a correlation between library staffing and the closing of the achievement gap. The study used library staffing data, scores from the Pennsylvania System of School Assessment (PSSA), and socioeconomic status, specifically race and the presence of an Individualized Education Program (IEP).

Consistently, for all 12 library measures, students with access to these resources—a better-staffed, funded, equipped, and stocked, and more accessible school library—are more likely to score Advanced and less likely to score Below Basic on the PSSA Reading and Writing tests. (Lance & Schwarz, 2012, p. ii)

These patterns were found for all students including Black, Hispanic, and those students that were coded as having an IEP. This study strongly suggests that school library programs have a positive impact on student standardized test results.

Skeptics attempt to question these results, suggesting that the wealthiest schools have the highest test scores; however these studies control for school and community socioeconomic factors. “In fact, they have often found that the benefits associated with good library programs are strongest for the most vulnerable and at-risk learners, including students of color, low-income students, and students with disabilities” (Lance & Kachel, 2018). The results of the *school library impact studies* are consistent and positive in terms of a professional school librarians’ potential impact on student achievement. However, it is important to acknowledge that the studies are not causal and do not meet the “gold standard” of scientific research because it is not possible to perform experiments using control groups with children in

school settings. The impact studies offer overwhelming data that consistently show a strong correlation between the presence of a certified school librarian and improved student learning outcomes as measured on standardized tests. When schools have a certified librarian at the helm, student achievement gets a boost but the question remains: What behaviors are the librarians demonstrating while serving in the schools studied? The breadth of correlation is striking, but what is the librarian doing within the library space that contributes to student learning?

The most recent of the impact studies were conducted in 2018 by Gordon and Cicchetti (2018) who studied equity of access in school libraries across the state. This study changed the discourse of the *school library impact studies* moving them away from how school libraries impact student achievement on tests and towards a bigger idea. This study examined how school librarians contribute towards improved access to information and technology resources. The findings showed that in rural and urban schools students have statistically less access to a school librarian, the school library, print and electronic resources, electronic hardware, and instruction and help. This is a social justice issue since it impacts the learning of students in an information-rich and technology infused society. The research supported five recommendations including:

- Guarantee equitable access to School Libraries and School Librarians
- Ensure equitable access to Information Resources in School Libraries
- Ensure equitable access to Information Technology
- Ensure equitable access to Library Instruction and Support

- Guarantee equitable access to Funding: Recommended Guidelines for Budget Allocation and Expenditure to Support Recommendations.

(Gordon & Cicchetti, 2018, p. 9)

These recommendations, if enacted by the Department of Elementary and Secondary Education, would ensure all students in the Commonwealth of Massachusetts have access to a school library program with the information, resources, and services they need to succeed in the world today. These studies inform us that the presence of a certified school librarian is associated with improved student access to information and technology and provide us with a context in which school librarians may find opportunities to lead, but they still do not specifically address the role the school librarian plays in this process.

Collectively the *school library impact studies* show correlation between school librarians and an increase in students' standardized test scores and now also an increases need for equitable access to school libraries and librarians. It is important to note these are called the *school library impact studies* and not the *school librarian impact studies*. The studies measure the connection between school librarians and student learning, but the profession is still unable to understand what specifically causes student achievement to increase and if the librarian behaved in a certain way to have this impact.

The Evolution of School Librarians.

In order to begin to understand why and how the presence of a school librarian affects student learning and achievement it is helpful to examine the history of the school librarian's role in schools. This section provides contextual categories for the

evolution of school librarians as they develop leadership behaviors. Traditionally, school libraries served as a central location for warehousing resources for the entire school community. While school libraries often offer the broadest collection of resources and most up-to-date technology in the school, the spread of access to information and technology throughout the school has changed dramatically along with the role needed to be filled by the school librarian.

The role of the school librarian has long been one of policy enforcement and management of services and resources. In 1920 the American Library Association (ALA) published the first school library standards in their report *Standard Library Organization and Equipment for Secondary Schools* (National Education Association of the United States Department of Secondary Teachers Committee on Library Organization and Equipment, 1920). The report made recommendations for school inspectors to use while evaluating school libraries including details on library collections, equipment, space, instruction, and the librarian's qualifications. School libraries and those trained specifically as school librarians were new to the educational community and frequently overlooked. Because there were so few school libraries, it was difficult for administrators and school boards to see a well-planned school library run by a properly trained school librarian.

The 1920 ALA standards were a first step in guiding school boards and administrators on how to successfully hire a qualified school librarian and budget for the space, collection, equipment, and program. In these first standards, they emphasize the personality of the librarian. "Most of all should the personality of the librarian be highlighted. Enthusiasm and power to teach and inspire are essential" (National

Education Association of the United States Department of Secondary Teachers Committee on Library Organization and Equipment, 1920, p. 16). During these years immediately following World War I the national standards emphasized the library as a space for providing access to books and the personality of the librarian as an important factor to consider when hiring a new librarian.

In 1963 the National Education Association Project on Instruction released a book entitled *Schools for the Sixties* that stated, “In each school system there should be one or more well-planned instructional materials and resource centers . . . staffed by persons who are adequately prepared in curriculum and instruction, and in library service, and in audio-visual education” (p. 134). Two years later, Congress put school libraries on the education map when it passed the Elementary and Secondary Education Act of 1965 (ESEA), providing \$100 million specifically for developing school libraries and their collections which was a substantial investment, equivalent to \$801,303,650 by today’s standards. This investment was made in order to strengthen and improve educational quality and opportunities in schools as the curriculum addressed the changing times, including a new focus on math, science, and engineering; all deemed necessary in order for the United States to compete on a world stage following the 1957 launch of the Soviet Union’s Sputnik. These changes in educational culture had a direct impact on the role of the school librarian. Schools needed access to additional books on new topics and equipment and new audiovisual resources like records, filmstrips, and microfilm. Teachers would need help navigating this additional curriculum and new instructional resources and the standards

positioned librarians to aid in these initiatives as collaborative partners in instruction and curation.

In 1969 the ALA released the *Standards for School Media Programs* (1969) in collaboration with the Department of Audiovisual Instruction acknowledging the collections have shifted in scope to now work under one set of standards that include both books and audiovisual resources. This document formally adjusted the language of the profession from school libraries to media centers and from school librarians to media specialists (ALA, 1969) in order to bring together the roles of audiovisual instructor and school librarian. This was an exciting change as it showed ALA working collaboratively with other national instructional organizations. This was a response to a technological shift as more audiovisual resources and equipment were made available to schools due to the rate of technological advancements and a continued investment in funding public schools.

The Emergence of Leadership in School Librarianship.

In 1969 ALA standards described media specialists as those who, "... make instructional decisions within their purview and supply appropriate leadership in the educational process" (ALA, 1969, p. 7). The change in language used to describe the role moved from having an enthusiastic and inspirational personality in the 1920s to supplying appropriate leadership in 1969. However, this leadership description is not a zealous charge to act as a leader in their role, but a passive suggestion to act as a leader when appropriately within their realm. Do these standards restrict leadership to the traditional realm of the school librarian? At this time, there was no adequate explanation for how media specialists should behave in order to supply leadership.

Since 1969 ALA has been guiding school librarians towards a leadership role, but a definition of school librarian leadership, as well as a way to measure it, was lacking. How have technological developments changed the role of the school librarian as leader?

Information Power was released in 1988 (ALA) launching another reframing of the role of the school librarian. These standards addressed the integration of information technology and increased computerization of society and our schools. These guidelines were significant in that they called for school librarians to provide leadership in establishing partnerships among school community members in order to meet the instructional needs of the school. “The roles and services defined in this document are dynamic; they are changing and evolving in response to the societal, economic, and technological demands on education” (ALA, 1988, p. 12). Although changes in society, education, and technology had inspired many of the challenges facing library programs since 1969, leadership alone was a continuing defining competency in the guidelines and standards developed for school librarians. These 1988 guidelines again acknowledged the leadership potential of school librarians, including as one of their goals, “To provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning” (ALA, 1988, p. 24). They also began to explain how school librarians demonstrate leadership. “To lead in this area, the library media specialist must possess the expertise necessary to evaluate, select, manage, and use existing and emerging technologies” (ALA, 1988, p. 24).

The next iteration of *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998) were released and directed school librarians to function as a collaborative instructional partner by planning, teaching, and evaluating with fellow educators. Through the *Information Power* standards the leadership role appeared to move forward from passive to active in that these guidelines began to include specific skills for demonstrating leadership. However, the question remains, what specific behaviors does the school librarian leader need in order to serve within this quickly changing role?

There have been dramatic changes during the past decades in the role of the school librarian. In 2008, with the release of *Standards for the 21st Century Learner* (AASL) the pre-1969 labels used to describe school libraries and school librarians as media centers and media specialists were changed back to the original terminology: “school library” and “school librarian” This change was made as a result of increased confusion about job titles, job descriptions, and a belief that the labels should never have changed in 1969 (Bray & Hollandsworth, 2011; Perham, 2010). The change was also made in response to the continued technological changes over time, as this name change serves as an example of technology, albeit analog, defining how the school librarian is perceived. It is important to note that while technology can offer opportunities for leadership, it does not define leadership. By changing the name of the space and the job title back and forth the ALA unintentionally contributed to the confusion of the role of school librarians and their purpose in schools. In order to continue moving forward in the current literature review the title of “school librarian” will be used.

The American Association of School Librarians (AASL), with their release of the 2008 guidelines, emphasize the leadership role school librarians would need to exhibit in 21st century schools. *Information Power* states that instructional leadership is demonstrated when, "... information literacy is integrated across subject across all subjects and grades" (AASL & AECT 1998, p. 52). However, the 2008 guidelines state that the school library program will be "... built by professionals who model leadership and best practices for the community to ensure that learners are equipped with the skills and knowledge they need to succeed in the technological society of the 21st century" (AASL, 2009, p. 45). The guidelines provide instruction for how school librarians can design new programs and how they can have a greater impact on student learning, offering more paths to leadership than ever before. Specifically, they state:

Leadership is integral to developing a successful 21st-century school library program. As information literacy and technology skills become central to learning, the school librarian must lead the way in building 21st-century skills throughout the school environment. Doing so involves a willingness to serve as a teacher and a learner who listens to and acts upon good ideas from peers, teachers, and students. Leadership also requires increased professional commitment and thorough knowledge of the challenges and opportunities facing the profession. By becoming an active member of the local and global learning community, the school librarian can build relationships with organizations and stakeholders to develop an effective school library program and advocate for student learning. (AASL, 2009, p. 17)

This statement is important because not only do these standards reorient the role of school librarian leadership to one of action; they also begin to define school librarian leaders as a role that communicates, builds relationships, and develops confidence through a willingness to serve, learn, and become an active member of a community. These three behaviors, as defined by AASL, forecast the constructs for this study.

Most recently the Every Student Succeeds Act (ESSA), adopted by the federal government in 2015, includes language for funding school library programs. The AASL responded to this funding initiative by defining effective school librarians, but not describing the behaviors of school librarian leaders (2016). Finally, the AASL released the *National School Library Standards for Learners, School Librarians, and School Libraries* (2018). As the most contemporary set of professional standards for school librarians, they provide guidance and structure on how to develop programs based on school goals and needs, how to develop a personal plan for growth, and a framework for measuring student learning in the area of information literacy. The standards use the language of competency, describing the desired knowledge and skills that enable one to successfully serve as a school librarian but without the specific mention of leadership. *The National School Library Standards for Learners, School Librarians, and School Libraries* (AASL, 2018) are meant to serve as personalized guides for school librarians to use to make decisions about actions within their programs and the specific inclusion of leadership as a standard, instead of an inference, would serve as a useful tool for practicing and pre-service school librarians. The current standards provide vignettes of what the potential of leadership looks like when the standards are incorporated in school library instruction.

Unlike the school librarians of the 1920s, today's librarians are now included and funded in federal legislation (ESSA, 2015), defined as instructional leaders (AASL, 2009), and have new standards that were developed in response to modern information learning needs to drive their professional practice (AASL, 2018). The most contemporary occurrences in the evolution of the position have poised school librarians to serve as school leaders and to make positive changes in their schools and communities. However helpful those standards are for developing the practice of school librarians, they are lacking in specific guidance on how to develop the role into one of leadership within the school community. This omission makes it critical for researchers to engage in inquiry on this particular element of the contemporary role of school librarianship. In response to that research need it is necessary that we ask and answer, what does it mean to be a school librarian leader?

School Librarian Leadership Charge.

The study of school librarian leadership is grounded in a mixture of distributed and transformative leadership as well as a leadership charge from the AASL (AASL, 2014). Three national educational organizations have collaboratively charged school librarians with the role of serving as an instructional leader. AASL, the national professional organization for school librarians, directs librarians to serve as leaders through their mission statement: "The American Association of School Librarians empowers leaders to transform teaching and learning" (2014). The mission statement specifically states "empower leaders" not librarians, supporting the belief that librarianship is synonymous with leadership. Furthermore, the National Board for Professional Teaching (2012) school librarian certification now includes a standard for

leadership and the International Society for Technology in Education (2010) released an advocacy statement titled, “The Role of School Librarians in Promoting the Use of Educational Technologies” in an attempt to provide clarification for both school librarians and the school’s stakeholders. This document states that because of their unique training and experience, school librarians are in a position to play a critical role as instructional leaders in their schools, particularly in the area of technology integration.

Similar to teacher leaders, school librarians have relationships throughout the school community, personal knowledge of the entire school’s curriculum, and expertise in pedagogy which places them in a leadership position (Johnston, 2015b; Moreillon, 2018). In conjunction with the passions of the school principal, passions and attitudes of the school librarian enable them to take part in a distributed leadership model (Johnston, 2015b). Johnston’s (2015b) research concludes with an interesting statement:

As we continue as a profession to grow our research foundation and investigate the various practices of teacher librarians, distributed leadership has promise to contribute an analytical framework that researchers and practitioners can use to frame investigations of teacher librarian leadership in order to understanding (sic) school leadership practice. (Johnston, 2015b, p. 52)

If we are to create the necessary environment for today’s schools to successfully learn together the development of a collaborative culture and the use of a model like distributed leadership are inevitable.

Understanding Leadership

Noted educational leadership researcher Elmore (2000) indicates that relationships among colleagues, expertise in a specialized area, and specific roles are all components of a leadership structure that supports an information-intensive organization like a school or library. “In any organized system, people typically specialize, or develop particular competencies that are related to their predispositions, interests, aptitudes, prior knowledge, skills, and specialized roles” (Elmore, 2000). Elmore’s words add support for the need to study and deeply understand the potential leadership role of librarians in schools. In order to further the conversation that underlies the proposed study an analysis of distributed leadership and instructional leadership is included in order to better inform the school librarian’s leadership practice.

Distributed leadership, or leadership shared over a number of individuals, may be used as a theory for exploring and analyzing school librarian leadership (Johnston, 2015b). “Distributed leadership theory promotes this conjoint agency where individuals collaborate and bring ideas and expertise together so that their collective action achieves more than their individual actions” (p. 39). Johnston’s (2015b) research specifically examines three concepts of distributed leadership: leadership practice, expertise, and the situation. Distributed leadership in schools has been applied to teacher leaders (Hulpia, Devos, Rosseel, & Vlerick, 2012; Spillane & Mertz, 2015) but rarely to school librarians (Johnston, 2011; Johnston, 2015b). However, because the role and work are similar to those of teacher leaders and both

teachers and librarians are on a teaching contract, the study of distributed leadership can also be applied to school librarians.

Elmore's (2000) model of distributed leadership includes a focus on improving instructional practice, increasing continuous learning, and modeling values and behaviors sought among colleagues. This model of distributed leadership can be applied to school or library settings because the principles, as indicated in the AASL 2018 standards, are founded upon improving learning by all. "There is a principle of comparative advantage ... which essentially says that people should engage in activities that are consistent with the comparative expertise of their roles" (Elmore, 2000, p. 23) hence a school librarian has a potential comparative advantage over a school board member on information literacy standards. This understanding illustrates why distributed leadership can be effective in a learning environment because we can defer to administrators, teacher leaders, and specialists on their areas of expertise and trust those decisions to be made while moving towards the improvement of learning for all. The principal at the building level creates the necessary conditions for school librarians and teacher leaders to co-lead. The building principal creates a trust-based professional environment and empowers others to take action, thus creating the necessary conditions for a shared leadership model.

According to Elmore (2000) demands on leaders in schools have created a need for new ways of looking at leadership. School librarians already work in a collaborative capacity with students and educators from across the disciplines and grade levels (Moreillon, 2018). The distributed leadership model presents an

opportunity for school librarians to step into a leadership role through their collaborative practices.

In their research on distributed leadership in schools Hulpia, Devos, Rosseel, and Vlerick (2012) state, “The school principal can no longer develop his or her leadership alone through daily interactions with all school members” (p. 1746). Other staff members like teachers, coaches, and specialists will need to help with different and specialized aspects of leadership. School librarians have relationships throughout the school community, personal knowledge of the entire school’s curriculum, and expertise in pedagogy which potentially places them in a position to take on a leadership role (Johnston, 2015b; Moreillon, 2018). If we are to create the necessary environment for today’s schools to successfully learn together, the development of a collaborative culture and the use of distributed leadership are emerging imperatives.

The groundbreaking research of Edmonds (1979) supplied researchers with the foundational idea that more effective schools are led by an administrative team focused on instruction. More recent studies on distributed leadership note that the ability to improve instruction does not rely entirely on administrators but across a team of teachers and specialists (Beachum & Dentith, 2004; Hulpia, Devos, Rosseel, & Vlerick, 2012; Spillane & Mertz, 2015). Administrators, teachers, and specialists work collaboratively on instructing the same students at the same school so it makes sense that the instructional leaders in these roles are studied together. “Schools do not operate in compartmentalized ways; leaders do not work in isolation. Leaders—even when they do not work well together—coexist in schools and often share responsibilities for instructional improvement” (Neumerski, 2013, p. 312).

Because leaders at a school work together in integrated ways, the study of instructional leadership should apply to all of the different educational leadership roles and not be separated by position.

Leadership has traditionally been understood as a study of an individual in a formal position to lead (Neumerski, 2013). Both distributed and instructional leadership models push our thinking to include more informal leaders who work collaboratively to improve school culture and instruction. The collective *school library impact studies* strongly suggest that school librarians impact student learning outcomes. The collaborative practices of effective school librarians further suggest that teachers and librarians who work together on instruction can achieve even greater student outcomes. Therefore, with administrators, teachers, and librarians working together with a focus on improved instruction the models of distributed and instructional leadership may provide a leadership model for school librarians. The question remains, do they? In order to begin to answer that we must first begin to understand the types of behaviors one might expect from school librarians.

Conceptual Framework

The framework for this section of the literature review is based on Everhart and Johnston's (2016) proposed theory of school library leadership. As a result of their meta-ethnographic analysis of six studies, all related to Florida State University students, educators, and researchers examining what school librarian leadership looks like in practice they concluded that, "At the core of school librarian leadership are the concepts of confidence, communication, and relationships" (2016, p. 21). Table 2 presents the six studies analyzed by Everhart and Johnston.

Table 2

Six Studies on School Librarian Leadership (Everhart & Johnston, 2016)

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- 1 Everhart, N. & Dresang, E. T. (2007). Integrating research results and National Board certification standards into a leadership curriculum for school library media specialists. *Journal for Education in Library and Information Science* 48 (4): 272–83.

 - 2 Smith, D. (2009). Self perceptions of leadership potential: A Study of teacher-leaders educated to be school library media specialists who lead. PhD. diss. Florida State University, Tallahassee.

 - 3 Everhart, N, Mardis, M. A. & Johnston, M. P. (2011). National Board certified school librarians' leadership in technology integration: Results of a national survey. *School Library Media Research* 14.

 - 4 Johnston, M. P. (2012). School librarians as technology integration leaders: Enablers and barriers to leadership enactment. *School Library Research* 15.

 - 5 Mardis, M. A., & Everhart, N. (2014). Stakeholders as researchers: A multiple case study of using cooperative inquiry to develop and document the formative leadership experiences of new school library professionals. *Library and Information Science Research* 36 (1): 3–15.

 - 6 Kang, J. H. (2015). The leadership role of school librarians in the adoption of digital textbooks: Evaluating school librarians' stages of concern in Florida and South Korea. PhD diss. Florida State University, College of Communication and Information, Tallahassee.

Everhart and Johnston (2016) analyzed each of the six studies and identified themes that included metaphors, phrases, ideas, and concepts all of which resulted in the development of their proposed theory. After a thorough analysis the authors synthesized the data into an informed conceptual model, "... that provides an initial understanding and explanation of the nature and dynamics of school library

leadership” (2018, p. 18). The authors developed their conceptual model as a means for understanding school librarian leadership as opposed to creating a tool for predicting how school librarian leaders should behave. This is the first conceptual model of school librarian leadership published and was selected as the conceptual framework for this research study because of its clear definitions and innovative place in the field. The synergistic constructs of this study are those at the center of Everhart and Johnston’s (2016) conceptual framework of school library leadership (Figure 1). They include the interrelated and often simultaneous concepts of confidence, communication, and relationships. These three concepts are used to frame the current leadership literature and ultimately the methodology for this study.

It is important to note that growth and resistance are on the outside of the circle and serve as the axis of the conceptual model. These concepts reflect areas in which school librarians grow as leaders and in which they find resistance to leadership and are aligned with the concepts of education and school culture. “School dynamics and personnel can change and—by means of either fostering growth or building resistance—influence the degree to which leadership can be enacted” (Everhart & Johnston, 2016, p. 22). The researchers found in each of the studies they analyzed, both the concepts of growth and resistance were included and school librarians moved along the axis based on both education and school culture.

Identifying Key Constructs as School Librarian Behaviors

The peer-reviewed and scholarly literature from 2012-2018 on school librarian leadership was reviewed systematically. Searches for school librarian and leader were repeated within the database *Library, Information Science & Technology Abstracts*

(*LISTA*). Peer-reviewed scholarly articles beginning with those from 2012 were collected and analyzed for relevance. The behaviors included are those at the center of Everhart and Johnston's (2016) conceptual framework of school library leadership (Figure 1). As noted in the Everhart and Johnston study, these core concepts work in conjunction with one another as the proposed behaviors needed by school librarian leaders and are repeated throughout the literature on school librarian leadership, further legitimizing the selection of their model as the conceptual framework for the current study. Once the fourteen relevant studies were identified (Appendix B) they were reviewed through the lens of the Everhart and Johnston (2016) framework to identify themes (Table 3). Most significant in this chart is the fact that relationships is specifically referenced in ten out of the fourteen studies, usually simultaneously with one or both of the other constructs.

Table 3

Articles Reviewed and Categorized by the Constructs

<u>Research Constructs</u>	<u>Quantity of Articles</u>
Confidence	4
Communication	5
Relationships	10
Confidence and Communication	4
Confidence and Relationships	4
Communication and Relationships	4

How can we more deeply develop an understanding of intangible and individualized set of behaviors for school librarians? “It is insufficient to simply observe leadership in action and generate thick descriptions of the observed practice” (Spillane, Halverson, & Diamond, 2001, p. 23). Instead we must find a way to discover self-management behaviors and the inward processes of the mind. Paying particular attention to contextual detail, a qualitative researcher will be able to develop meaning by documenting and analyzing school librarians’ behaviors in order to develop thick descriptions of leadership in action. A school librarian’s ability to demonstrate confidence, communication, and relationships are tied directly into the skills used daily.

Confidence

Everhart and Johnston (2016) define confidence using the Oxford Dictionary definition, “A feeling of self-assurance arising from one’s appreciation of one’s own abilities or qualities” (Oxford University Press, 2018). In the research on transforming school librarians to leaders Baker states, “Having the right tools, as well as the knowledge and skills to integrate those tools effectively, gives people the confidence to get their job done” (2016, p. 147). Expertise in the use of technologies as well as experience and education led to confidence. School librarians who demonstrate confidence have the right tools, knowledge, and skills to succeed in their positions. For school librarians, demonstrating confidence shows an understanding of a school librarian leader’s professional identity as well as the skills they are able to use (Dotson & Dotson-Blake, 2015; Everhart & Johnston, 2016; Johnston, 2015). School librarians with confidence believe they can run an effective school library because they have

curated the tools and resources they need to do their job, and they have both the education and the experience to use the tools and resources in collaborative instruction.

Technology integration is “The incorporation of technology resources and technology-based practices into the daily routines, work, and management of schools” (U.S. Department of Education, National Center for Education Statistics, 2008). One way school librarians demonstrate confidence is through the collaborative integration of technology into the school’s curriculum (Johnston, 2012; 2015; Mardis & Everhart, 2014; Moreillon, 2018). Through this process they are able to share their expertise in curriculum, their understanding of technological tools and services, as well as pedagogical knowledge. “These opportunities for leadership are vital in providing school librarians with the experience, confidence, and skills necessary for leadership involvement” (Johnston, 2012, p. 18). When teachers and administrators see someone sharing expertise in a subject they know little about, they are able to see those individuals as leaders.

Without confidence, a school librarian will not be able to create positive relationships, effectively communicate, or develop collaborative activities across the school community. All three of these behaviors are tied closely together. Working collaboratively school librarian leaders integrate instruction into content areas across the curriculum to create a meaningful environment dedicated to helping students become information literate.

Communication

Studies of school librarian leadership since 2012 include the ability to communicate with teachers, students, and the school community as important aspects of the professional practice of school librarian leaders (Baker, 2016; Dotson & Dotson-Blake, 2015; Haycock, 2012; Johnston, 2012). Through communication school librarians help school community members to “recognize the impact of the library and the critical need for the library and its resources” (Dotson & Dotson-Blake, 2015, p. 60). In order to do that they need to demonstrate communication skills by speaking, writing, and creating an open environment in which members of the school community feel welcomed. Advocacy can also be used as a strategy for changing the perceptions of the school community on the role of the school librarian (Haycock, 2012). By improving communication between the school librarian and the school community it is possible to increase leadership opportunities for the school librarian. The ability to communicate effectively is a part of developing leadership in any role. Zinn (1997) reports that one of the biggest barriers to teacher leadership is the belief that one lacks adequate communication skills.

The 2009 school library guidelines defined school librarian leadership as having “... a willingness to serve as a teacher and a learner who listens to and acts upon good ideas from peers, teachers, and students” (AASL, p. 17). The ability to listen and act upon information from others demonstrates effective communication. More recently, the *National School Library Standards for Learners, School Librarians, and School Libraries* (AASL, 2018) provides a detailed framework for communicating with other educators in schools today. One of the repeated shared

foundations with the standards is that of collaboration which they define as: “ ... working effectively with others to broaden perspectives and work toward common goals” (AASL, 2018, p. 36). Providing a shared foundation of collaboration within the standards gives school librarians multiple entrance points for communicating with instructional colleagues at school including the integration of technology. In order for school librarians to collaborate effectively they not only need to possess adequate communication skills, but they need to maintain relationships. As demonstrated through the definition of communication, school librarians need to communicate in order to interact with others. Each of the constructs is intertwined with the others.

Relationships

Everhart and Johnston define relationships among school librarian leaders as, “The associations and dealings with others both inside and outside the school” (2016, p. 20). These relationships have been documented throughout the current school librarian leadership research (Baker, 2016; Dotson & Dotson-Blake, 2015; Johnston, 2012; Johnston, 2015; Mardis & Everhart, 2014; Moreillon, 2013a; 2018) and establish the importance of relationships in school librarian leadership. Relationships between school librarians and school stakeholders allow for interdisciplinary connections that benefit cross-curricular and cross grade-level collaborations. One way these connections can be established is through the integration of technology across the curriculum.

The ability to create relationships through activities such as technology integration is made evident throughout several studies (Baker, 2016; Dotson & Dotson-Blake, 2015; Johnston, 2012; Johnston, 2015; Johnston, 2015a; Kang, 2015;

Lewis, 2016; Mardis & Everhart, 2014). School librarian leaders often have the opportunity to “... take the lead in introducing new technologies, instructional strategies, and innovations that are central to student learning” (National Board for Professional Teaching, 2012, p. 13). School librarians are able to serve as technology leaders in their schools which allows them to demonstrate and build relationships with teachers and students across the curriculum through instruction, collaboration, co-teaching, modeling, and coaching. In terms of leadership, the standards argue that accomplished school librarians encourage collaboration, build relationships with communities, and strengthen library programs.

School librarian leaders cultivate relationships with students, teachers, community members, and administrators in order to develop effective programs, advocate for student-centered learning, and understand the needs of various stakeholders (Everhart & Johnston, 2016; National Board for Professional Teaching, 2012; Moreillon, 2018). “Their abilities to build strong relationships are fundamental to implementing positive and lasting changes” (National Board for Professional Teaching, 2012, p. 33). The National Board for Professional Teaching includes several ways in which school librarians cultivate relationships with stakeholders.

School librarians build positive relationships throughout the school community through the planning and dissemination of quality professional development in the area of technology integration. They are often in the position to share innovative techniques, strategies, and technologies with colleagues (Baker, 2016; Johnston, 2015; Johnston, 2015a; Johnston & Green, 2018; Mardis & Everhart, 2014; Moreillon, 2013a) across the district. Offering professional learning opportunities to faculty and

staff creates a twofold benefit for school librarians: They share a new skill, technique, strategy, or tool, while they simultaneously build a more positive professional relationship with their colleagues.

“Solid relationships are based on understanding each other's roles and functions and trusting in each other's competence and expertise” (Hartzell, 2002, p. 94) thus librarians must not only understand their role and function, but they must be able to communicate that to the rest of the school community. Demonstrating positive relationships through technology integration, collaboration on instruction, and communication with the school community helps to establish school librarians as leaders.

Conclusion

As today's school librarians are called upon to shift from the stereotypical school librarian role to that of leader, it is important that the collective understanding of school librarian leadership be developed through a strong research base. The purpose of the study is to describe and understand the behaviors demonstrated by school librarians that are functioning as leaders in their schools. The understandings gained from this inquiry will help pre-service and practicing school librarians understand and implement a leadership paradigm.

Through the systematic review of the literature the conceptual framework was used that both informed the design of this study and the analysis of data. Over the course of this review the constructs of confidence, communication, and relationships were closely examined. The existing school librarian leadership studies have not yet provided a guide for understanding and improving school librarians' leadership

abilities. This gap indicates a need to understand how to increase and demonstrate school librarian leadership. The study is an attempt to demonstrate what school librarian leaders do in practice by interviewing school librarians who have been recognized as exemplary practitioners who lead outstanding school library programs. This study will complement and extend Everhart and Johnston's (2016) proposed theory of school library leadership and provide the profession with a rich definition of school librarian leadership.

Chapter 3

Methodology and Design

The purpose of this multi-case qualitative study is to describe and analyze leadership behaviors demonstrated by school librarians as they evolve within their current roles in order to keep pace with today's digital world. To effectively study the phenomenon of school librarian leadership, we must experience it as it happens through qualitative research methodologies. Chapters One and Two provide the background for this study. From the framework they provide, this study poses the follow questions:

1. How do school librarians define leadership?
2. What are the behaviors of school librarian leaders?

This chapter provides a rationale for the selection of the research design, participant selection, data collection, data analysis, as well as limitations and trustworthiness of the study.

Research Design

A multiple case study was selected for this research. The genre of case study was selected because of the flexibility to include many different perspectives, a variety of data collection methods, and multiple strategies for analysis (Stake, 1995; Yin, 2014). Case studies have the potential to describe the leadership behaviors of selected school librarians to address the research questions and generate data. The use of multiple cases provides robustness to the research (Yin, 2014) and informs the development of a useful result. The perception among the participants may not be the same and the use of multiple cases will help to recognize multiple realities (Stake,

1995). “Although no qualitative studies are generalizable in the probabilistic sense, their findings may be transferable” (Marshall & Rossman, 2016, p. 85). This study was not designed to be an in-depth analysis of each participant’s program, but an inquiry into the leadership behaviors demonstrated and shared by three school librarian leaders. Transferability in this context means outside readers and researchers could read the findings of this study and may find them applicable to their situation (Patton, 2015). The use of the collection of rich data over multiple cases allows outside readers and researchers to use their own judgement about whether the information is transferable or not (Marshall & Rossman, 2016).

Context

The early adoption of technology in a school provided a valuable context for school librarian leaders as the integration of technology is often a key area where school librarians are able to demonstrate leadership. School librarians within the state of Maine were selected because the state serves as an early adopter of technology integration, being the first in the country to implement a statewide one-to-one laptop initiative for all secondary school students in order to increase “... the economic competitiveness of the region by preparing its students more effectively for today’s technology-saturated workplaces” (Penuel, 2006, p. 335). Because this study focused on school librarians who are at the forefront of information technology changes, access to school librarians whose state supports technological initiatives is vital. The state ended the fully funded laptop program in 2013 (Maine Department of Education, 2013); however, many schools continue to provide all students in grades 9-12 with a laptop or other digital device. This study examined schools in Maine that continue to

support a one-to-one computing environment as the integration of technology likely remains an important part of the school librarian leadership practice.

According to the Maine Department of Education (2019), there are 115 public high schools across the state. Maine's population is distributed among rural areas (61%), urbanized areas (26%), and urbanized clusters (13%), according to the Census Bureau (2013), urbanized areas have a population of 50,000 or more while urbanized clusters have a population between 2,500 and 50,000. This study encompassed high schools from areas with any population size and was not limited by rural or urban communities. The 115 public high schools are located in 113 school districts. Only the Portland School District has more than one public high school (Maine Department of Education, 2019).

High schools were chosen because the librarians are typically on a flexible schedule. "Students and classes tend to visit libraries in secondary schools on a point-of-need basis, when learning tasks dictate access to information, and the library itself is viewed as an extension of the classroom" (McGregor, 2006, p. 1). This study examined school librarians who have the flexibility to work in collaboration with the faculty, not librarians who are restricted to a routine story-time visit with classes each week during the classroom teachers' planning times as is often the case in lower grades.

Participants

Three librarian leaders from different districts that support one-to-one devices were studied in order to ensure examples from multiple settings (Marshall & Rossman, 2014). Satisfying this sampling goal provided a diverse set of cases and a sample with

reasonable variation. The inclusion of three individuals from different districts who shared the same experience of serving as school librarians in a high school with one-to-one devices met the guidelines for sampling in this study (Terrell, 2016).

In order to identify possible participants, snowballing was used as a purposeful sampling strategy. Snowball sampling starts with an information-rich person and then asks them for “additional relevant contacts who can provide different and/or confirming perspectives” (Patton, 2015, p. 270). Purposeful sampling “means that researchers intentionally select (or recruit) participants who have experienced the central phenomenon or the key concepts being explored in the study” (Creswell & Plano Clark, 2011, p. 173). The initial contact was made with school library leaders from the New England School Library Association (NESLA) which is an affiliate of the AASL serving the states of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island. NESLA's original mission when it was founded 100 years ago was to support school librarians to become leaders. As the sole investigator in this study I contacted the leader representing the state of Maine to ask if she knew of school librarians who were considered school library leaders within their schools or districts.

In order to locate cases to study the NESLA leader from Maine was asked if she knew of school librarians meeting the criteria in Table 4. Locating school librarians that offer technology integration and collaborate with the faculty at their school or district was based on research findings (Everhart, Mardis, & Johnston, 2010; Hughes-Hassell & Hanson-Baldauf, 2008; Johnston, 2011; Johnston, 2012; McCracken, 2001) that led to school librarian leadership.

Table 4

School Librarian Criteria

Currently serve as a high school librarian in a public school in Maine,

Offer technology integration and collaborative partnerships at their school or district,

Act in a leadership capacity within their school or district.

The inclusion criteria, as illustrated in Table 5, was then applied to the pool of potential cases in order to identify librarians that provide the most focused look at the practices of school librarians as leaders. Application of the inclusion criteria to the NESLA leader's suggestions resulted in the generation of a list of potential cases for this study.

Table 5

Implementation of Inclusion Criteria

Inclusion Criteria	Number of School Librarians Meeting the Criteria
Recommended by NESLA representative from Maine based on Table 4.	9
The potential participant confirms that what the NESLA leader said is accurate.	9
The librarian holds a current 071 Library Media Specialist endorsement from the State of Maine.	9
The high school in which the librarian works supports a one-to-one device initiative for grades 9-12.	8
The librarian is unknown to the researcher.	6

Once the pool of potential participants was identified a check was performed to be sure each librarian was from a different district. Once verified that all five were from different districts, each librarian was invited to participate in the study via email. The purpose of the study, the anticipated time commitment, and how the research could benefit the field of school librarianship was shared with each potential librarian as part of the invitation process. Participants had the option to agree to join or not join in the study by responding to the initial email request. When someone declined to take part, the next librarian from the initial list was invited. This process continued until the sampling goal of three high school level librarians were positively identified as

participants. Accuracy of the study sample was assured through careful adherence to these protocols.

The confidentiality of the participants was ensured through the use of pseudonyms for themselves, their districts, their schools, and for colleagues as explained in the informed consent in Appendix F. The sites were further protected by avoiding the use of identifying indicators that would suggest which school I studied. Participants were advised that they were able to opt out of the study at any time through the informed consent. This sample was studied in order to more fully understand behaviors of school librarian leaders.

Data Collection

Data gathering in this study sought to provide rich data that identified and described the behaviors of school librarian leaders as identified in the conceptual model of school librarian leadership (Everhart & Johnston, 2016). The study utilized a multiple case study design consisting of in-depth interviews as a primary data gathering strategy, as well as observations, and a review of relevant documents. “The primary strategy is to capture the deep meaning of experience in the participants’ own words” (Marshall & Rossman, 2016, p. 102). I collected all the data by visiting each school and (1) interviewing each of the participants, (2) observing the participants at work, and (3) reviewing the publicly available documents developed by the participants. Gathering a variety of information from different perspectives allowed for new understandings to emerge (Patton, 2015) contributing to a richer development of the definition and operationalization of school librarian leadership. Using a combination of data types in the study allowed for the triangulation of the data to

support the validity of the findings (Cresswell & Plano Clark, 2011). Data collection for this study occurred from April 24, 2019 to May 8, 2019. The schedule for the two-day site visits is included in Table 6. The times were estimates and were modified slightly by each of the participants based on their school schedule.

Table 6

Site Visit Schedule

Day 1	09:00 a.m. - 10:30 a.m. Initial Interview
	10:30 a.m. - 01:00 p.m. Observations
	01:00 p.m. - 03:00 p.m. Document Gathering

Day 2	09:00 a.m. - 10:30 a.m. Follow-up Interview
	10:30 a.m. - 01:00 p.m. Observations
	02:00 p.m. - 02:30 p.m. Final Document Gathering
	02:30 p.m. - 03:00 p.m. Final Conversation

Interviews

The interview protocol and questions were developed using the constructs of confidence, communication, and relationships (see Appendix C). Each question was included in order to establish an understanding of the constructs and to gain a deeper understanding of other factors that explain what school librarian leadership means. The series of open-ended questions were designed to prompt the participants to share their thoughts and experiences of school librarian leadership through their narratives. Although I had the specific questions in mind, I followed the interests of the participant during each interview. The semi-structured interviews included key questions used along with questions that were spontaneous.

The initial interviews were held at the participants' schools and lasted between 60 and 90 minutes. A 60-minute follow-up interview took place in which participants were asked about school librarian leadership behaviors in their practice. This second semi-structured interview also provided time for the participants to share any additional thoughts or questions. The interviews were recorded using a PSU-issued MacBook Air and the audio recording software QuickTime. The recordings were stored on the researcher's encrypted USB thumb drive and transcribed in order to fully understand the content of the spoken words. Once the interviews were transcribed and verified, they were forwarded to the interviewee for validation.

The lenses of appreciative inquiry and pragmatism are relevant in the semi-structured interviews, guiding the researcher to see the positive and useful nature of the responses. I was looking to understand school librarian leadership behaviors with each question while also being open to the emergence of new ideas. I was not looking for the barriers that prevented the participants from further development of their capacity to lead.

Observations

Field observations took place over two school days in order to more clearly understand each individual school context. Although I did not participate in activities, I gained firsthand experience of how the participant acted, communicated, and related to other school community members by moving freely throughout the physical setting in order to clearly observe all aspects of the school librarian leader's activities (Creswell, 2014). This experience allowed me to understand and capture the context in

which the school librarian practiced. It was acknowledged that my presence potentially influenced the setting and efforts were made to minimize my effect.

Observations were guided by the use of an observation tool (see Appendix D) that was developed based on the conceptual framework for this study. All observations were conducted in each participant's school library or other instructional space and notes were taken on my computer and by hand. The two observations each lasted approximately three hours. The observation tool provided a space for the addition of other descriptive notes. Including this semi-structured framework was a necessary step toward enhancing the internal validity of these observational findings (Butin, 2010). These observations were not entirely random, but were focused on answering the research questions by looking for specific pre-defined concepts while also being open to the emergence of new ideas. The observation protocol is included in Appendix D.

Nonverbal communication and library spaces were included in the field observation notes. Nonverbal communication is defined by communication leaders as “all behaviors, attributes, and objects of humans—other than words—that communicate messages and have shared social meaning” (Morreale, Spitzberg, & Barge, 2007, p. 110). This definition allowed the observation of the physical nuances of the school librarians’ confidence, communication, and relationships, as well as the way in which they displayed objects in the library space including signs, book displays, entryways, furniture, and work spaces. I gathered these observations through the creation of field notes and photographs of displays in the library. These notes and photographs were stored on my encrypted USB thumb drive. Any photograph of a recognizable person was deleted. Any observations of students in the library were

included to describe individuals as students and no identifiable information was shared.

The theories of appreciative inquiry and pragmatism are relevant in guiding the observations in this study. The application of the appreciative inquiry lens allows the researcher to see the positive and affirming nature of the context of each interaction observed. Pragmatism was applied in order to focus on the practical and relevant behaviors observed. I was looking to verify the appearance of school librarian leadership behaviors within the observations while also being open to the emergence of new ideas.

Review of Relevant Documents

Public documents were collected in order to develop a richer understanding of the research questions. Document analysis is a “systematic procedure for reviewing or evaluating documents—both printed and electronic material” (Bowen, 2009, p. 27). It requires “data selection, instead of data collection” (p. 31). School library websites, social media posts, online newsletters, posters, signage, bulletin boards, and digital reports were documented and analyzed. If a library’s vision and mission statement, collaborative planning forms, lesson plans, as well as a strategic plan were available, they would be included in the analysis. The lenses of appreciative inquiry and pragmatism are relevant in the collection and analysis of documents, guiding the researcher to see the positive and affirming nature of the documents as well as the usefulness of each one. I was looking to verify the appearance of school librarian leadership behaviors within each document while also being open to the emergence of new ideas.

The artifacts were collected and analyzed using the predefined criteria based on the school librarian leadership constructs of confidence, communication, and relationships (See Appendix E). With a sample of artifacts and a clearly defined protocol, it is possible to develop a comprehensive picture of important issues across documents that the school librarian generates (Butin, 2010). Each artifact was tracked and coded in a matrix using the research constructs in order to understand how these school librarian leaders used documents and other artifacts to demonstrate leadership. I also allowed for naturally occurring themes to be added to the matrix. The intended purpose of the documents including the target audience was also included in the annotations. Each document or artifact was digitally copied or linked and stored for annotation on the researcher's encrypted USB thumb drive.

Data Analysis

Once the interviews were transcribed and the field observations and documents were digitized the results were analyzed and coded using previously established themes generated from the conceptual framework (Marshall & Rossman, 2015). The initial themes were generated using Everhart and Johnston's (2016) proposed theory of school librarian leadership including confidence, communication, and relationships. The use of these constructs allowed the researcher to reduce the data while retaining the significant ideas (Saldaña, 2016). I also allowed for organically occurring themes throughout the data in order to expand the proposed theory of school librarian leadership. The first cycle of coding allows the researcher to begin to "arrange things in a systematic order" (Saldaña, 2016), marking the transcriptions, observations, and documents with notes and making a first attempt at categorization. Multiple readings

of the data were utilized in order to analyze and synthesize the data. In order to determine the pre-existing themes, a codebook was developed based on the constructs of confidence, communication, and relationships following Neuendorf's (2002) procedure for priori coding of categories taken from the conceptual framework. Themes that emerged organically were also included in the codebook within Appendix G.

The data were then analyzed in order to gather a more complete understanding of the behaviors of these school librarian leaders. Each document was explored using content analysis, where the researcher noted the use of particular words, phrases, and concepts. According to Bowen (2009), content analysis is used as a means of review that can provide the researcher a way of identifying meaningful and relevant themes. Feedback from participant member checks were also used in order to improve the overall trustworthiness following the initial analysis.

Limitations

It is acknowledged that this study has limitations. The research methodologies selected were intended to minimize the following limitations:

1. The sample size is three high school librarians in the state of Maine.
2. Organizational factors (i.e. school culture, budgets, principal, and community support) could contribute to or influence the librarian's practice of leadership.
3. The study focuses on the school librarian and not on the distributed leadership model of the school.

This study was not designed to be an in-depth analysis of each school library program, but an in-depth investigation into the leadership behaviors demonstrated by school

librarians who were included in this study because they were recognized leaders. While the sample did not represent all school librarians, the sample selection process of snowballing resulted in creating a self-selection mechanism for school librarians who demonstrate leadership by meeting selected criteria and by recommending other school librarians who met that criteria. Furthermore, the cases themselves as well as the school communities have similarities, but there were also differences. Some of these differences provide valuable insight into the range of factors that were addressed when practicing school librarian leadership. Focusing the study on the school librarian and not the leadership model of the school allowed the researcher to anchor the data in the practices of school librarian leaders rather than the leadership practice of other district or school leaders.

Trustworthiness

Trustworthiness was validated through triangulation, purposive sampling, member checking, and a clarification of the bias the researcher brings to the study. Data triangulation was used to establish the credibility of the information collected (Creswell, 2014; Patton, 2015). Data were gathered using a semi-structured interview protocol, a semi-structured observational tool, and an artifact analysis matrix all developed for the specific purpose of gathering data about school librarian leadership. Each of these data collection tools were based on the conceptual framework based on Everhart and Johnston's (2016) proposed theory of school librarian leadership, appreciative inquiry as a theoretical framework, and a pragmatic worldview in order to keep the study purposeful and the results comparable. Using three types of data sources increased the representativeness by ensuring results are both rich and similar

(Bowen, 2009; Butin, 2010; Terrell, 2016). The use of multiple data types across three different cases in the study of the same phenomenon provided a convergence of evidence that established credibility. The data tools also included open and unstructured spaces to document new ideas that emerged. Matrices of evidence for each case were created to ensure different data types confirmed the results of each theme (see Appendix H).

In order to mitigate bias, I implemented member checking as I “checked interpretations with the participants themselves” (Saldaña, 2016, p. 38). Participants were invited to review the interview transcripts and final data analysis to determine accuracy of the transcription, analysis, and interpretations. This collaborative understanding of the interpretations through member checking added to the validity of the research.

I have potential bias as an experienced school librarian, national school library leader, author, and instructor of pre-service school librarians. My former role on the AASL Board of Directors or current role as a faculty member at Plymouth State University (PSU) in the school librarian preparation program could have potentially influenced the participants’ perception of the study. Participants may have believed I was representing AASL or PSU in the study. This bias was minimized by clearly explaining to the school librarian participants that this is an individual dissertation research study and that in addition to participation being optional, participants would be anonymous in the study. The decision to not use my home state of New Hampshire (NH) also mitigated potential bias as dozens of school librarians from NH have taken classes, are personal friends, or have worked with me in some capacity.

I also have strong beliefs that school librarians must transition away from the traditional school librarian role and embrace the leadership model, as well as 25 years of experience as a librarian practitioner and three years of experience as an educator of pre-service school librarians. This professional bias is acknowledged and every attempt to balance practical experience with theory created a balance of practice and theory that minimized my acknowledged biases in the collection and analysis of the data. Qualitative researchers must acknowledge and set aside “preconceived notions, values, or beliefs about the phenomenon so they can fully attend to the experiences of their participants” (Urban & Van Eeden-Moorefield, 2018, p. 55). This process is referred to as bracketing. Husserl (1970) describes bracketing as tending “to the things themselves” (p. 252) like putting an idea aside in order to focus attention to the participants being studied. It was necessary to acknowledge and bracket my knowledge and experience in the process of maintaining a researcher’s journal for reflection and the detection of bias.

It was essential for me to monitor the behaviors I assumed about school librarian leadership during the data collection, analysis, and reporting phases of this research. Gathering a variety of data from different perspectives and being open to this information allowed for new understandings to emerge contributing to a richer development of the definition and operationalization of school librarian leadership. In addition, I used reflexivity in understanding how my background shapes my interpretation (Creswell, 2016). I took into consideration, throughout the data gathering, analysis, and reporting process what I knew and how I knew it and how this

knowledge and experience potentially directed the study. I took these potential weaknesses into account during the analysis of the data and discussion of the findings.

Conclusion

This study applied the methodology of a qualitative study in order to ask:

1. How do school librarians, who are recognized leaders, define leadership?
2. How do these school librarian leaders demonstrate leadership behaviors?

The purpose of this qualitative study was to describe behaviors demonstrated by school librarian leaders. Understanding how these leaders behave and their reflections on their behavior allows school librarians to learn about and potentially develop these behaviors in order to lead in their own schools and districts. As today's school librarians are called upon to shift from the stereotypical role to that of a school librarian leader, researchers need to provide them with a clear understanding of what it means to be a school librarian leader today.

Chapter 4

Analysis and Findings

The purpose of this multi-case study inquiry is to develop an understanding of the behaviors of school librarian leaders. This investigation into the leadership behaviors of school librarians supports the work of Everhart and Johnston (2016) by developing their definition and attempting to operationalize school library leadership theory. This qualitative study contributes toward a richer and deeper understanding of what it means to be a school librarian leader in theory and practice. The themes identified in the literature review were used as a lens for data analysis in order to answer the two research questions:

1. How do school librarians who are recognized leaders define leadership?
2. How do these school librarian leaders demonstrate leadership behaviors?

This study, employing a multi-case study methodology, was conducted with data collected from participant semi-structured interviews, observations, and information from the review of relevant documents (Yin, 2008; Merriam, 2009). The interview transcriptions were shared with the participants for verification in order to improve the overall trustworthiness of the data. Following this member check, the data were analyzed and coded within each case using the established themes generated from the conceptual framework of the literature review (Marshall & Rossman, 2015) allowing the data to be reduced while retaining the significant ideas (Saldaña, 2016) and findings relative to each case to be identified. A School Librarian Leadership Codebook that includes a description and interpretation of each theme was generated and utilized during the analysis process as shown in Appendix G. The cross-case data

were explored using the themes identified through the review of literature and content analysis as a means of identifying meaningful and relevant themes that organically emerged. This process of data analysis facilitated the establishment of findings in this study.

The analysis and findings are presented in the form of the three individual cases and the multi-case view. In order to present a comprehensive picture of the participants' collective experience the context for each school librarian's experience is also established. Additionally, the local context for each case is provided. This will support readers in developing an understanding of the communities in which the librarians in each case are engaging with their work.

Participants in this study included three high school librarians from three different public school districts within the state of Maine. They were identified through a process of snowball sampling and informed consent was provided by each. The case studies include my original experience on site with these librarians and the conversational context when this was deemed to be important to the interpretation. Data collection for this study occurred from April 24, 2019 to May 8, 2019. Interviews, observations, and relevant documents were collected and included in each case in order to triangulate the findings as shown in the matrices of evidence in Appendix H. The individual cases are presented in the order in which each participant was studied. Pseudonyms are used for the librarians, their schools, and their communities in order to both protect their anonymity and ensure participants' research experience remained open and their responses forthcoming.

Cross-Case Comparison

A cross-case comparison is provided in order for the reader to more fully understand the professional, educational, and school context in which each school librarian leader was studied. In order to present a comprehensive picture of the participants' collective experience the context for each school librarian's experience is also established. These contextual elements are considered data in this study and are initially utilized to ground the reader in who participants are educationally and professionally. Additionally, the local context for each case is provided. This will support readers in developing an understanding of the communities in which the librarians in each case are engaging with their work

Cross-Case Professional Context

The three participants have similar educational backgrounds. All three earned their Master's of Library and Information Science (MLS/MLIS) degrees from ALA-accredited programs as indicated in Table 7.

Table 7

Education and Experience of Participants

Participants, Current School	Graduate Degree	Years as a Librarian	Years as a School Librarian	Years at Their Current School	Professional Recognition
Celia, Port Shelter High School (PSHS)	MLS	37	36	23	Recognized by the NESLA leader from Maine, 2019
Edna, Harbor View High School (HVHS)	MLIS	9	8	5	2017 County Teacher of the Year 2017 NEA Inspiring Educator Award Recognized by the NESLA leader from Maine, 2019
Carolyn, River Island High School (RIHS)	MLS	17	16	10	2018 District's Awesome Staff Award, 2017 Maine Association of School Libraries Impressive Web Presence Award Recognized by the NESLA leader from Maine, 2019

Edna, the school librarian at Harbor View High School (HVHS), was continuing her education by earning a second Master's degree in Educational Leadership. Celia, from

Port Shelter High School (PSHS), Edna, and Carolyn, from River Island High School (RIHS) all spent approximately one year working as librarians in a public libraries prior to joining the school librarian profession.

Celia has been a school librarian for 37 years and is retiring at the end of the 2018-2019 academic year. She worked at two other school libraries and spent most of her career working at PSHS. Edna has worked at HVHS for five years as the technology integrator and now in a combined role as school librarian and technology integrator. She spent the first year of her librarian career working at a local public library in the Children's Room. Carolyn has been a school librarian for 16 years but spent the last ten years at RIHS. She worked as a public librarian for one year and spent the early years of her working life in the business world. Both Edna and Carolyn were recognized for their work and received two awards between 2017 and 2018. Their combination of MLS/MLIS degrees, work experience, and professional recognition has helped to establish them as school librarian leaders.

Cross-Case School Context

Analysis of the school enrollment and performance data show commonality among the three schools in that they have similar numbers of students and staff (see Table 8) and they all exceed the state of Maine's average student to teacher ratio of 12:1 (Institute of Education Sciences, 2018).

Table 8

Staff and Student Numbers by School

	Port Shelter High School	Harbor View High School	River Island High School
School Librarian	1	.5	1
Ed-Tech	1	1	0
Technology Integrator	1	.5	0
Student Population	510	690	520
# of Educators	52	64	50
Student:Educator Ratio	10:1	11:1	10:1
One-to-One Laptop Program	Yes	Yes	Yes

The number of staff in the library varies among the three schools which provides readers with the ability to find similarities between the program most like their own. Library assistants, or paraprofessionals, in Maine are called Education Technicians or Ed- Techs. While all three school libraries have school librarians only PSHS and HVHS have full time Ed-Techs. The librarian at RIHS works without the assistance of an Ed-Tech or a Technology Integrator. The librarian at HVHS serves as both the school librarian and the technology integrator. There are currently no national or state guidelines in the state of Maine for the number of staff in a school library.

All three of the schools outperform the state average on the English part of the statewide standardized test results (see Table 9).

Table 9

11th Graders at or Above State Expectations on Statewide Standardized Tests, 2018

	Port Shelter High School (PSHS)	Harbor View High School (HVHS)	River Island High School (RIHS)	Maine Statewide Average
English	82%	80%	51%	50%
Mathematics	55%	51%	29%	37%
Science	66%	77%	43%	59%

PSHS and HVHS outperform the state averages on mathematics and science as well. Students at PSHS and HVHS scored among the highest 10% of schools in the state on overall standardized testing (Maine, Department of Education, 2019). In assessing the context for demonstrating school librarian leaders, all three sites are well matched and provide a firm basis for comparison.

Case Study One: Celia

I think it's really important for the librarian to be heard as an educator among educators.

That would be how I would define my role as a leader.

(Celia Interview, April 24, 2019, p. 9, lines 382-383)

Celia works at Port Shelter High School, the only public high school serving the community of Port Shelter, Maine. Port Shelter is a historic and charming town on the coast of Maine with a growing arts community, extensive commercial and retail establishments, as well as a thriving waterfront port. The town was originally settled in 1636 and is proud of a history filled with shipbuilding and mills. Like many other New England communities, the mills closed in the 1950s and the economy is now primarily based on tourism as well as commercial and retail establishments. The annual Port Shelter Shellfish festival attracts over 120,000 visitors in a single weekend.

As of the 2010 United States Census, the population of Port Shelter was 8,349, making it the thirtieth largest community out of 527, in the state of Maine. Not racially diverse, the population of Port Shelter is 94% White followed by 3.3% Asian, 1.2% Hispanic, and 1% Black and is one of the most affluent communities in the state. The median household income for the town is \$77,695 compared to a state median household income of \$53,024 (U.S. Census Bureau, 2019).

Port Shelter High School (PSHS) has 515 students and 52 educators. They pride themselves on doing things the “Port Shelter Way” (Celia, April 24, 2019 Interview, p. 11 line 488) which was defined by a long-standing superintendent who challenged the school community to make decisions on what is best for the students of

Port Shelter that are not based on state initiatives, trends, or other new ideas. Instead of trying to implement a new state initiative immediately this district pauses to study best practices, then develops a plan to enact the practices that will work best for their students.

The school's core values and Portrait of a Graduate¹ are prominently displayed in the main entrance of the school and on a bulletin board in the library (see Figure 2). These statements communicate that preparing students to learn, work, and contribute positively to society is what is valued and made a priority in the school.

The Core Values of Port Shelter High School are:

Integrity - People with integrity are honest, sincere, trustworthy, ethical, loyal and fair.

Responsibility - Responsible people know, understand, consider and accept the impact and consequences of their personal actions and decisions.

Perseverance - People who persevere are able to work toward their goals in spite of difficulties, obstacles, or discouragement.

Respect - Respectful people recognize and appreciate diversity in ideas and people.

Compassion - Compassionate people show concern for the well-being of themselves, others and the environment.

The Pursuit of Excellence - People who pursue excellence seek to improve and give their best effort consistently.

¹ *Portrait of a Graduate* is a design process used in school transformation through which the school community operationalizes their vision for all students to achieve upon graduation (Battelle for Kids, 2019).

Portrait of a Graduate

Port Shelter High School graduates will:

- Communicate effectively;
 - Exhibit personal responsibility, civic engagement, and global awareness;
 - Work independently and collaboratively;
 - Demonstrate critical, creative, and innovative thinking;
 - Develop understanding through inquiry, research, and synthesis.
-

Figure 2. Port Shelter High School Core Values and Portrait of a Graduate Statements

The high school is modern and clean with several warm and inviting spaces throughout the hallways and offices. Student lounge areas, guidance, the cafeteria, as well as the library all provide comfortable and flexible options for socializing, reading, studying, and relaxing. PSHS is a one-to-one Chromebook school. Every student and every teacher has a device to use at school and home. The library is physically at the heart of the school. It is located on the ground floor among the main office, the auditorium, and the cafeteria spaces. It is difficult to enter the school and not pass by the library during the school day.

PSHS has had Celia at the helm of the library for the past 23 years. She earned her MLS 37 years ago and has worked at a public library for one of those years, but as a school librarian for the other 36. She retired at the end of the 2018-19 school year. During our interviews and through observations and relevant documents it became clear that Celia has extensive experience with curriculum and instruction. It is of particular note that she shared the district-wide information literacy framework called

the “Inquiry Tree Research Process” (PSHS Library, Inquiry Resources, p. 1). This research process was developed by Celia and a group of collaborating teachers years ago in response to the high school’s updated Portrait of a Graduate process. PSHS included a statement about how graduates will develop skills in locating, evaluating, and using information: “PSHS Graduates will develop understanding through inquiry, research, and synthesis” (see Figure 2). This statement led to the development of the “Inquiry Tree Research Process” (PSHS Library, Inquiry Resources, p. 1) and is connected to the Library’s mission statement, “The mission of the Port Shelter District school library program is to ensure that students and staff are effective, ethical users of ideas, resources and information” (PSHS Library, Policies & Procedures, p. 1).

Celia has an experienced full time Ed-Tech. During my observations, the daily opening and closing of the library as well as the supervising of students within the library space were either shared between the Ed-Tech and Celia or had been delegated by Celia to the Ed-Tech. In addition to managing circulation and the student sign-in and sign-out process the Ed-Tech assists students with information retrieval. Celia is in charge of collection development, information literacy instruction, and instructional, as well as strategic, planning. As I observed the two of them share many of the other administrative workings of the library I noticed their movements behind the checkout desk almost seemed choreographed. It is obvious that they have worked together for a number of years and have and have seamlessly accomplished shared tasks.

Positioned beside the checkout desk I observed teachers and students as they wandered in and out of the library throughout the school day. Both teachers and

students stopped and talked to library users and staff throughout the space. Students were situated throughout the library, working together and working independently. Some were wearing headphones, some had their phones out, and almost all were on their laptops. Among the 32 students using the library during a lunch period only two were not using their Chromebooks. One was working on a poster project on the brain, another was writing notes in a chemistry notebook. Celia explained to me, as I observed nearby, that she allows drinks and candy to be consumed in the library. She commented, “candy specifically because it is usually in a package, easy to eat by hand, and rarely leaves a mess” (Celia Observation, April 24, 2019, p. 4, lines 53-55). A document on the library website includes the detailed rules of the library and its resources stating, “The Library is open to students every school day from 7:30 a.m. to 4:00 p.m. Students may come to the Library during breaks and lunch, and before and after school” (PSHS Library, Policies & Procedures, p. 1).

In the following section the overarching constructs of the research questions that guide this inquiry are used to provide structure to the narrative regarding the predetermined themes of relationships, communication, and confidence. These themes are based on the conceptual framework for this study.

Relationships

Students. As Celia began the interview she spoke about how she developed relationships with students: “One of the things I love about our school is the advisory program. It’s a great way for me to develop relationships with students. This is my 6th advisory group. I really value that” (Celia Interview, April 24, 2019, p. 3, lines 112-114). She explained that she and her current advisory group had been together for

three years. At the time of my visit to Port Shelter it was known by the members of the school community that Celia was to retire at the end of the school year. Her advisory students were anxious to meet the new librarian who would also be their new advisor. As I observed this advisory meeting, which was made up of ten juniors, I noted they appeared to be both “cheerful and comfortable with her. Their relationship seems to be both playful and respectful” (Celia Observation, April 24, 2019, p. 2-3, lines 30-32). Over the course of the school day, I observed several of her advisory students visit the library for both academic and social reasons. Some ate their lunch in her office, others read books nestled in leather chairs scattered throughout the library, some worked on their laptops seated at cubicles or group tables, while others talked with friends. While discussing her advisory group and her role as their librarian in her interview, I observed that she paused to clear her throat and look up to the ceiling of her office, as if to hold off a surprise jolt of emotion. She is emotionally connected to the students at PSHS.

Celia explained during her interview that she had also been a class advisor and coached the dance team for several years. She described these additional positions and added, “I think it’s important to do that. To step out of the library, don’t just be the librarian” (Celia Interview, April 25, 2019, p. 3, lines 68-69). She also stated,

I’ve done things like that because I really wanted to just step out of my role as being the librarian. I’m in classrooms working with students on specific assignments, certainly a great deal of freshmen year, a little less sophomore year, and a lot in junior year. And senior year, not so much. So I have that classroom contact with students as well. Those are all the ways I am involved

with students and build relationships with students. (Celia Interview, April 24, 2019, p. 3, lines 120-124)

Celia primarily developed relationships through her instructional role as a librarian, however she also stepped out of her instructional librarian role in order to establish additional connections with students so she could further extend those relationships with students both in and out of the library.

Teachers. Celia primarily developed relationships with faculty through collaborative instruction. During my visit to her school she heard a team of teachers were meeting one morning, so she invited herself to the meeting. I was invited via a late night email message from Celia to attend their meeting in order to observe her collaborating with teachers. In the email Celia stated, "I'm going to be meeting with the ninth grade History teachers for about 30 minutes tomorrow beginning at 8:15. You're welcome to join me!" (Celia Email Correspondence, April 24, 2019, p. 1). I observed as the teachers and Celia worked collaboratively on updating research questions for their upcoming medieval research project. At the end of the meeting I noted "The teachers were appreciative of her efforts. She is focused and going through the project in great detail" (Celia Observation, April 24, 2019, p. 3, lines 67-69). She explained during her interview,

I have made a point of connecting with learning areas in formal ways. I have over the years met multiple times when learning areas have meetings, I'll invite myself to come to them if there are resources I want them to be aware of. I've worked with the instructional support people to direct them to the resources that we have so they know better how to use them with students.

There has been that formal connection. (Celia Interview, April 24, 2019, p. 3, lines 130-134)

Celia connected with teachers and other staff members through instructional collaboration and the sharing of resources. She used this practice to build trusting instructional relationships with teachers.

According to information she shared during her interview Celia realized early in her career that there needs to be a clear distinction in assessing a research paper versus assessing the research process. “I started trying to make the case that you can’t be assessing research if you don’t assess the process. Grading a paper, the way an English teacher grades a paper, is not really assessing the research process” (Celia Interview, April 24, 2019, p. 4, lines 147-149). Sharing this idea with teachers lead to greater instructional collaborative opportunities. She remembered working with an English teacher and she described how their collaboration began.

I said to her, ‘How about if you let me look at the bibliographies and give some feedback on the quality of the sources that they are using?’ That was the first step and that was a long time ago. It was even before we were one-to-one, so earlier than 2004. We still had lots of computers, kids had access in labs, and they were using the Internet at home. That was my foot in the door with this one particular teacher. Let me look at bibliographies for the quality of the resources and see how they are doing. That was the conversation I could have with a teacher – and we are a small school, so I could have that conversation with all teachers. (Celia Interview, April 24, 2019, p. 4, lines 158-162)

By working with the teachers one at a time on the inquiry process Celia was able to make connections and demonstrate her competence by offering to help assess the sources students were using in their work. She made it clear during her interview that her goal is to help students and teachers through these instructional collaborations.

Another one of my big goals was to try to make their work easier for them, not to make it harder for them. I've always tried to say 'I'll look at the process, I'll give them the feedback. You don't have to do it. Just give them to me and I'll do it.' I've been very willing to be an assessor of student work, in addition to being an instructor in the process, in the hope that teachers don't feel that letting me into their room makes it harder for them to do their job. That's been my approach with teachers.

A lot of it is personal relationships. (Celia Interview, April 24, 2019, p. 4, lines 168-173)

Working as an instructional partner in order to help make the instruction of the inquiry process easier has helped to develop relationships between the librarian and teachers across disciplines.

Celia attempted to create a simple process when teachers needed assistance from her. While I observed nearby a teacher came in to ask if he should make an appointment to meet with her about his upcoming research project on the Holocaust. She explained that she "finds it easier to have a five-minute conversation with teachers at their point of need rather than forcing them to look up information on the website or schedule an appointment" (Celia Observation, April 24, 2019, p. 4, lines 63-64). This

process was not necessarily easier for Celia, it was easier for the teacher and allowed their discussion and future work together to proceed comfortably and naturally.

Celia explained during her interview that every junior at Port Shelter High School has to do an in-depth public policy inquiry project on an issue currently being debated in the public arena. When explaining this inquiry project Celia said,

That's an example where it's really been a personal relationship that has made it effective, because the guy who teaches US History, we have come to work together really well. He really values me and what's been interesting to him is looking at the assessment piece. For instance, when we did them together, it's interesting for us to assess separately on the rubric and then to sit down and look at them together, 'What did you give him on this or that?' And talk about why we would have assessed it one way or the other. Come to an agreement about what the kid earned. But he has enough confidence in me that in the spring he will split his classes in half and I will grade half of them and that will be their grade. (Celia Interview, April 24, 2019, p. 13-14, lines 591-599)

Working closely with one teacher over the assessment of an inquiry project has helped to develop this trusting relationship for Celia. It appears that the heart of her relationships with teachers has developed through the work she has done across contexts through doing deep work in instructional collaboration with others.

Another vital relationship is that with the school's full-time technology integrator. Celia described their work together:

The technology integrator has been here for 19 years, so we have really developed as a team and we work together all the time. The way that it

has been split is that I'm more focused on the information side of things and she is more focused on the maker aspect of technology. The technology integrator is more likely to encourage teachers and students to try tools and to bring a little bit of creativity and connectivity to their lessons. I am more focused on information literacy. (Celia Interview, April 24, 2019, p. 6, lines 237-239)

The librarian and technology integrator work closely together as the "Information Technology Team" (Celia Interview, April 24, 2019, p. 5, lines 184-185). Their offices are both part of the library, and on a basic and practical level, I observed that proximity may have brought them closer together. "The technology integrator and librarian share space, resources, curriculum, and time together. That proximity has added to their closeness. They finish each other's sentences" (Celia Observation, April 24, 2019, p. 6, lines 134-135). Celia described their relationship by saying, "I don't know any other team that has as rewarding and productive of a relationship as we have. We push each other but we also bring each other back to Earth" (Celia Interview, April 24, 2019, p. 6, lines 249-251). Their closeness appears to me to be beyond a professional relationship: They have established a close personal bond through both their proximity and the collaborative work they have done together.

Celia worked with the technology integrator on instructing both students and teachers. She shared several documents with me demonstrating the work they have developed collaboratively including an extensive "Ninth Grade Inquiry Project" (PSHS Library, Ninth Grade Research Work, p. 1) and an "archive of 34 digital

Professional Development Sessions from 2011 to 2018” (PSHS Technology, Archived PD Sessions, April 4, 2018). Celia explained, “She and I have lots of opportunities over the years to do professional development, to work with teachers on new tools, and the use of those new tools” (Celia Interview, April 24, 2019, p. 7, lines 302-304). Offering professional development (PD) was an opportunity the Information Technology Team took to build connections with each other and the teachers at PSHS as well as to demonstrate team teaching. Together they planned and gave authentic PD to their staff.

What we often talk about is how can we model for the teachers – how they would use it in the classroom. That is the strength of more self-directed learning on the teachers’ part. We give them choice. We try to structure it how it will look in the classroom. To be able to bounce that off of a colleague is a gift. In a lot of schools you would just go into it blind. You would have nobody to talk to. We plan it together, and that makes good PD. (Celia Interview, April 24, 2019, p. 7, lines 305-310)

The relationship between the librarian and the technology integrator benefitted the teachers and subsequently the students they were teaching. Celia added, “I think it’s really important for the librarian to be heard as an educator among educators. That would be how I would define my role as a leader” (Celia Interview, April 24, 2019, p. 9, lines 382-383). According to Celia, offering PD to teachers shows that she is a leader. She used PD to further develop relationships with teachers, share ideas and tools, and this demonstrated to the staff that she has expertise in this area of instruction.

Based on interviews with Celia, observations of her at work and the library environment, and an analysis of the publicly available documents, it is clear that the development of relationships is important in her practice as a school librarian leader. Analysis of the data relative to Celia shows that she has intentionally developed relationships with both students and adults in the school through a process of working across contexts and engaging in deep meaningful work with both groups. It is clear that the relationships between Celia and the members of the school community facilitate an environment that builds connections with students, among teachers and the Information Technology Team. Celia's practice of developing relationships within the school is intentional and focused on working across contexts and doing deep work in collaboration with others.

Communication

Students. Celia communicated with students in a variety of ways. I observed her speaking one-on-one to students in the library throughout the school day. She also used email as a method for sharing new resources and links. She explained during her interview that she sent an email out to the entire PSHS community a couple of days before about ZoteroBib, a new tool for citing sources. The email read, "ZoteroBib is a free service that helps you quickly create a bibliography in any citation style" (Email Correspondence, April 24, 2019, p. 1) and included a link to the tool. "I literally sent out a link and immediately I had students who were like, 'Oh my God! We can't believe it! Here it is! I'm using it! I'm loving it! It's so good! It's so much better!'" (Celia Interview, April 24, 2019, p. 8, lines 330-332). Communicating about tools that are relevant to the work students are doing in their classes is one way in which Celia

shared information with students. She went on to explain that since the adoption of Google Apps for Education in 2011 that is the primary tool for communication with the entire school community. Google "... gets used in all of its facets, so groups, and email, docs, and all of the teachers have websites and everybody's portfolio is in a Google site" (Celia Interview, April 24, 2019, p. 8, lines 337-339). The use of technology to communicate is vital at PSHS among students and faculty.

Teachers. In her meeting with ninth grade History teachers I observed Celia as she communicated with the group about the specific mechanics of an upcoming project. The teachers were unsure of the procedure, but this prompted them to discuss some of the details. The teachers asked Celia to talk to their freshmen about "how to use print resources in a thoughtful way for research" (Celia Observation, April 25, 2019, p. 2, lines 51-52). I observed the discussion as she listened carefully while the teachers asked her to introduce annotations and source citations to their students. Celia pointed out that "annotation and source citations were introduced by the English teachers in a previous research project" (Celia Observation, April 25, 2019, p. 2, lines 55-56) and this would be a reinforcement of those skills rather than an introduction. She shared some language the English teachers used on their rubric, prompting the History teachers to immediately adjust some of the rubric language and research process to more closely align with the practice the students had already learned based on the "Inquiry Process Guide" (PSHS Library, Ninth Grade Research Work, p. 1). I observed her clear verbal communication about research projects during this collaborative planning meeting and was able to see she served as a communication conduit across disciplines.

During the meeting, Celia reminded the teachers about changes that may be needed in the project. “The teachers listen intently to her prior knowledge of the project especially about finding information in print resources, annotating information sources, and citing sources” (Celia Observation, April 25, 2019, p. 3, lines 65-67). Celia is focused and clear while reviewing the project guidelines alongside the teachers. As Celia and I left the meeting, the teachers smiled, thanked her, and appeared appreciative of her efforts.

Celia explained that her ability to make these connections between disciplines and communicate them to teachers is one way she is able to demonstrate leadership. She stated,

My position, as a technology and information expert, is that I have a whole school perspective that I think is important to bring to the table. That’s how I would define my leadership role. I’m representing that whole school perspective and trying to balance the interests of all of the different competing voices in the school. (Celia Interview, April 24, 2019, p. 9, lines 375-378)

Without Celia’s work among the English and History teachers the students would have to learn a new and different way to cite sources instead of practicing and reinforcing a skill they had recently learned, as I observed during her meeting with the History teachers. With the school librarian leader as the information literacy expert and teachers as the content experts students at PSHS are learning skills in order to conduct research for assignments and subsequently to have agency in their own learning and to more effectively and deeply engage in the learning process. Following a review of relevant documents, I was able to observe that Celia further communicated these

collaborative information literacy projects with both teachers and students through the development of research guides published on the library's website.

Celia explained, as we walked into a Science classroom, that this particular Science teacher is bringing her class to the library later the same day. I observed them as they discussed some of the details of the upcoming biomes research project and how the project changed from the previous year. In her interview, Celia described how the change came to be,

This thing she is doing this afternoon with the biomes, it took my one sentence: 'I've always wondered whether it would be good to flip this project.' And she was like: 'Yah, that's a great idea!' and runs with it. (Celia Interview, April 25, 2019, p. 5, lines 144-147)

I observed as Celia shared knowledge about the content of the print and digital resources that are available to the students. The Science teacher gave Celia some detailed information that she wanted the students to come away with. "Celia was able to verify what information is available in the print resources versus digital resources" (Celia Observation, April 25, 2019, p. 3, lines 73-74). I was able to observe Celia's comprehensive knowledge of the information resources available to the school community and her ability to clearly communicate it with teachers. Celia explained,

Since I've been here for 23 years, almost every book on the shelf has been something that I have acquired. Every book is chosen for a reason and every online resource is chosen for a reason with an individual or a class or a project in mind. (Celia Interview, April 24, 2019, p. 2, lines 87-90)

Through observations, her interview, and a review of relevant documents, it is clear that Celia possesses an extensive knowledge of the books and digital resources made available in the library. Collection development and knowledge of the collection is an ongoing and thoughtful process and serves as a method for her to communicate about information sources with students and teachers at PSHS.

When asked about how she communicates her role as a leader in the school, Celia spoke of her hopes for the librarian who will soon replace her.

My hope for the new librarian is that they will have really good conversations with their administrators about what they think they should be doing in this position. That's what I would do if I were ten years younger and looking at this for ten more years, I would be sitting down with my evaluator and saying these are the things that are really important to me. This is where my best work is and it would be around working with teachers and students in classrooms and in the library. (Celia Interview, April 24, 2019, p. 5, lines 223-229)

Using evaluations as a conversational tool is one suggested method for communicating about the role of the librarian to administrators. It is also evident that when Celia communicated her best work, it was the work she did through collaborative instruction with both teachers and students.

When asked about specific methods for communicating with the faculty, Celia explained that she shares information and resources in a variety of ways.

I did a presentation to the faculty because Marvel has changed, so we are now with Maine Digital Library, and they actually shifted from being more EBSCO

based to being more GALE based, so I spent ten minutes at a faculty meeting showing people that. (Celia Interview, April 24, 2019, p. 8, lines 324-327)

She also included email in her communication toolkit. “I use email and I try to be judicious in the amount of email stuff I send out” (Celia Interview, April 24, 2019, p. 8, lines 327-328). Celia communicated about information literacy instruction at department meetings, about new resources at faculty meetings, and about new digital tools via email. I also observed her speaking one-on-one with teachers several times about upcoming projects.

Celia shared information widely through the professional, clear, and effective website she developed as well as through other forms of communication. Creating a simple portal for easily locating professionally curated links to informational resources that are accessible to all students and teachers at all times demonstrates the amount of information she shares on a daily basis via the password protected list of all “passwords and home access information” (PSHS Library, Website, p. 1). On the school library’s website, which she maintained, reading lists span the content areas including “Science, Memoirs and Biography, Holocaust, and Mental Disorders” (PSHS Library, Reading Lists, p. 1). She also curated a collection of eBooks and digital audiobooks, links to a K-12 inquiry process guide entitled “we are thinkers” (PSHS Library, Inquiry Documents, June 14, 2013, p. 1), and embedded the library’s Twitter feed where she shares new library books, images of students solving puzzles, and links to educational articles including “The Simple Truth Behind Reading 200 Books a Year” (PSHS Library, Twitter Feed, March 29, 2019). Celia kept the library websites dynamic and current in order to better serve the teachers and students. Celia

used the communication of information and resources in creative, clear, and concise ways as a way to influence a school community without authority. She had a vast impact on the information and resources the students and teachers at PSHS access and use through the curation of digital information.

When asked how she communicated her role as a school librarian leader she explained, “The way that I communicate it or the way that it is communicated is through the various places where students, teachers, and administrators encounter the work that I’ve done or encounter the resources that I’m responsible for” (Celia Interview, April 24, 2019, p. 11, lines 459-461). She had intentionally curated digital and physical resources, developed a district-wide inquiry program, and worked collaboratively with teachers across the content areas and was able to communicate with the entire school community through how she delivers these services. For example, in reviewing the digital documents she had published Celia’s collaborative work is reflected in her extensive collection of course aligned reading lists that she published on the school library’s website to assist in collaborative instruction for students across the curriculum. Reading lists span the content areas including “Science, Memoirs and Biography, Holocaust, and Mental Disorders” (PSHS Library, Reading Lists, p. 1).

Based on interviews with Celia, observations of her at work and the library environment, and a review of the relevant documents, communication is not only speaking and writing, but also includes creating an open environment in which members of the school community feel welcomed and are able to learn from the resources provided. Analysis of the data relative to Celia shows that she is able to

serve as a conduit between faculty departments and students in order to help the PSHS community members to recognize and understand the critical need for information literacy skills as well as the resources and services the library provides. Celia's understanding of the print collection, the curriculum, and inquiry projects, as well as her ability to communicate this knowledge to students, administrators, and teachers is another way she demonstrates her role as a school librarian leader at PSHS.

Confidence

Celia's first principal at PSHS set her on a path to leadership which initiated her confidence. During her interview she discussed the importance of this mentorship on her and the subsequent development of a practice of school librarian leadership.

The new principal had been a school librarian. Can you imagine? Never does that happen! She was a wonderful mentor for me because her assumption was that I would be a school leader. It was not something that had been an obvious thing for me up until that point. When she was here I started serving on the school leadership team. (Celia Interview, April 24, 2019, p. 4, lines 177-181)

To be invited to join the school leadership team was transformative for Celia, "It's been a really important part of how do you develop a leadership role. The fact that I'm invited to be at that table is really important" (Celia Interview, April 24, 2019, p. 4, line 188). Not only was Celia invited to be at that table, but according to discussions I had with Celia and other educators during my observations, "she has continued to participate in school wide leadership initiatives throughout her career" (Celia Observation, April 25, p. 4, lines 138-139). Celia concluded her interview by adding, "I think it's essential if you are a librarian to see yourself as a leader" (Celia Interview,

April 25, 2019, p. 1, lines 12-13). Her confidence is demonstrated through the leadership she displays at her school in her daily practice and was greatly influenced by the mentorship of a principal earlier in her career.

Celia explained in her interview that her confidence was bolstered by working for a district that values the library program and maintains a constant commitment to providing a professional service in their libraries. When asked specifically where she got her confidence from, she explained that the district furnishes the library with a trusted and full time Ed-Tech which allows her to provide collaborative instruction while keeping the library running.

The school has really maintained a steadfast commitment to providing a professional level of service in our libraries. That has been really wonderful.

As you know, in a lot of places that is not the case. It's really great to work in a school system that wants you to be a professional and that makes it possible for you to be a professional because they provide an Ed-Tech in this high school so that I can leave the room, and I can work with teachers, and I can work in classrooms. (Celia Interview, April 24, 2019, p. 3, lines 101-105)

As I observed Celia throughout the day I noted "The librarian's ability to schedule her own time, allows her to collaborate with teachers in their classrooms, embed herself in projects, attend meetings as needed, and respond to student and teacher needs throughout the day" (Celia Observation, April 25, 2019, p. 4, lines 142-144). Her flexible schedule is also documented in the "Library Calendar" (PSHS Library, Library Calendar, April 25, 2019, p. 1) shared with the entire school community. The

fact that her school has continued to provide this level of support in the library gives Celia confidence by showing that her school values her as a professional educator.

She demonstrated confidence in her abilities as she acknowledged the importance libraries play in the current world of global and pervasive information, I have come to recognize how powerful information is and how important it is for our country to have citizens that are well informed and thoughtful and I think that the librarian is in a unique position to be able to promote those kinds of ideas and values. That has increasingly been a motivation for me. I think that the work I do is more important now than it was 20 years ago. (Celia Interview, April 24, 2019, p. 2-3, lines 91-96)

The confidence of knowing her role as a school librarian leader was a meaningful one that will impact the lives of her students for years to come and drives the work she does. She also showed great passion when discussing libraries.

I've always loved the idea of the library. I've been thinking about this a lot because this is my last year. I'm going to be leaving it. As I get a little emotional now, I've thought a lot about this but haven't talked about it with very many people or with anybody. I've always loved the idea of a library and in this world of ubiquitous information there is still a powerful value in a library. (Celia Interview, April 24, 2019, p. 2, lines 85-87)

When asked directly about where her confidence comes from Celia responds instantly by saying, "It becomes a cyclical kind of thing. People have been willing to listen to me. I have been able to find colleagues that have my same attitude" (Celia Interview, April 24, 2019, p. 9, lines 394-395).

Celia explained during her interview that part of her job is to look at how Port Shelter High School improves learning and teaching, so she established a team of teachers to work together on how to be sure students are reading effectively. “Our goal was to be able to bring our work to the faculty and have further conversations around what we are doing to promote effective reading habits among our students” (Celia Interview, April 24, 2019, p. 9, lines 408-409). Celia showed me the collection of professional resources they read together. “The professional development collection of books is current and extensive, especially works on inquiry, reading, and collaborative instruction” (Celia Observation, April 24, 2019, p. 4, lines 70-71). She explained, during my observation, that this team of teachers, under her guidance, had shared their findings with the administration and faculty. Taking the lead on school-wide initiatives shows the confidence Celia demonstrated and the impact her work had on students and teachers.

Celia further demonstrated confidence by leaning into opportunities. “You know, you don’t wait in a leadership position. You don’t wait for someone to show up at your door. You go and knock on theirs” (Celia Interview, April 25, 2019, p. 1, lines 30-31). She intentionally made connections between people and ideas by attending meetings, even when she was not initially invited, and advocating for the work she believes in. Instead of waiting to be invited to lead in an interdisciplinary inquiry project she spoke up and proposed new projects, “which is what a leader does” (Celia Interview, April 25, 2019, p. 1, lines 32-33). Her willingness to be proactive in a variety of contexts demonstrates her confidence.

Based on interviews with Celia, observations of her at work and the library environment, and an analysis of the publicly available documents it is clear that the development of confidence is important in her practice as a school librarian leader. Celia's expertise in providing information literacy and reading programs across the curriculum, as well as her years of experience and education, leads to her confidence. Furthermore, her district has provided her with the right support including a full-time Ed-Tech and a flexible schedule in order to succeed in her role as a school librarian leader. Analysis of the data relative to Celia shows that she has intentionally developed this confidence through a process of working across content areas and engaging in deep meaningful work that she is passionate about. Celia's expertise in providing information literacy instruction as well as experience and education leads to confidence. It is clear that the confidence Celia has developed throughout her career helps her to serve as a school librarian leader.

Organically Emerging Themes

In addition to evidence supporting the three literature based predetermined themes two additional themes organically emerged during data analysis. These themes extend Everhart and Johnston's (2016) proposed theory of school librarian leadership to elucidate the librarian leader as someone who provides leadership through risk-taking and as one who serves as a collaborative instructor through the development of information literacy instruction across the curriculum.

Risk-Taking

Celia displayed her leadership by taking risks to improve learning and teaching. Celia demonstrated that in addition to the predetermined themes of

relationships, communication, and confidence, leadership is also about finding solutions even when she is uncertain about the risks and outcomes intended to improve the learning experiences of the students at Port Shelter High School. Risk-taking is defined as “an activity in which individuals engage, is perceived by them to be in some sense risky, but is undertaken deliberately and from choice” (Tulloch & Lupton, 2003). The risks taken by school librarians are thoughtfully measured and the outcomes are unknown and have the potential to in some way negatively impact the librarian or library program.

Celia had recently completed the genrefication of the PSHS Library’s fiction collection, which means she organized the fiction books based on commonly established genres instead of based on the standard Dewey Decimal Classification System of alphabetizing fiction by the author’s last name. “She did not ask anyone for permission to change the organizational structure of the library, she made the decision herself to more readily meet the needs of her students” (Celia Observation, April 24, 2019, p. 3, lines 42-44). Although this appears to be a current trend in librarianship, many school librarians have decided not to go against the traditional alphabetical organization of their collections for fear of change, worry that their students may not read beyond a certain genre, concern that the school community will not appreciate the new system, or for a variety of other reasons. Debate continues across the school library profession on whether or not to genrefy for a number of reasons. Celia took a risk in making this significant change to the print collection in order to better meet the needs of the students at PSHS.

During our time together Celia shared another example of risk taking through the explanation of a reading program she developed in collaboration with other educators. The program was intended to support student reading but also had the effect of supporting students in developing agency for their own learning, which is an important precursor to developing into lifelong learners. “Why do we have a library full of wonderful books if we aren’t getting kids to read them? I’ve tried to find lots of different ways to do that and I think my most ambitious project was a project called Summer Read” (Celia Interview, April 24, 2019, p. 14, lines 616-619). The students were given the free choice to read any book over the summer from a list called “Science Reads: Health, Disease, and Medicine” (PSHS Library website, Reading Lists, p. 2) curated by Celia in collaboration with several other faculty members. She explained, “It started from the question of choice and how important it is for kids to choose what they want to read” (Celia Interview, April 24, 2019, p. 15, lines 645-646). Students were then invited to come back to school in August and participate in a no-stakes book discussion initially facilitated by a faculty or staff member at school. “It was just an experience for reading for its own sake. This models what we can do as adults. Read a book. Talk about it with your friends” (Celia Interview, April 24, 2019, p. 15, lines 654-655). She explained how and why the project has changed over the years.

What we saw over the years was a decline in buy-in. In some ways, it depended on, kids would self-select the books that they knew they could get away with not reading. So we saw this steady decline in the number of kids who actually read the books. At that time, it became too much to ask for. But

that was a whole school thing. Every person, even secretaries in the office, everybody sat down and talked about a book for an hour and that was really, really cool. So we shifted it because when we decided to pull the plug, a couple of teachers didn't want to give it up. They thought there was value in it. Now we do something called Sick Reads, where we tried to fix the issues that summer read had. (Celia Interview, April 24, 2019, p. 15, lines 658-665)

Celia and the other teacher collaborators responded to the challenge of declining buy-in and adapted the reading program. They did not pretend to know all of the answers at the beginning of the project and were willing to take a risk in starting a new initiative that impacted every student and staff member in the school.

When asked which behaviors she felt were most important for school librarian leaders she stated,

I think you need to think or try to be an innovator all of the time. Try to think of something new. Any good teacher is always considering their practice and wondering what can I do better? So I think that's a really important characteristic. (Celia Interview, April 25, 2019, p. 2, lines 53-54)

An innovator is one who introduces new ideas and resources, which are clear examples of taking risks. Celia and the Information Technology Team innovated by testing new tools, modeling them for their teachers, and encouraging others to use them. The Information Technology Team offered a summertime PD opportunity called "Leading Innovation in the Classroom" (PSHS Technology, Archived PD Sessions, October 21, 2018) where they asked their teachers "How can we create opportunities for innovation in our teaching and in student learning?" (PSHS Technology, Archived

PD Sessions, October 21, 2018). They also collaboratively purchased and implemented a new application called Goose-Chase.

That's an example of a tool that the Tech Integrator and I bought together and modeled it, had kids using it in the library, and keep on trying to push it out, push it out to teachers. Try it! Try it! Try it! We've had a few teachers try it. (Celia Interview, April 24, 2019, p. 8, lines 350-352)

The team was unsure whether teachers would use it or whether students would enjoy it, but Celia observed,

It works so well with the freshmen and this library orientation, but it has also worked well with seniors and she is using it in AP Lit and you know if the seniors were not having fun they would be rolling their eyes and, you know, cynical, because they are. They love it! They had a great time! Because they are running around with their phones and taking selfies and silly stuff. It's fun. (Celia Interview, April 24, 2019, p. 8, lines 357-361)

Through the use of a tool like Goose-Chase, which makes learning engaging and fun, students are more willing to participate and take risks. Having fun while learning helps students retain information better because the process is enjoyable and memorable. Celia, in collaboration with the technology integrator, shared resources like Goose-Chase with their teachers through PD workshops, presentations, and by sharing interactive Google Docs like the "Google Expeditions Augmented Reality" (PSHS Technology, Archived PD Sessions, April 4, 2018), a resource that includes images and instructions on innovative tools for educators to experiment with. Trying a new

tool in uncertainty and finding success shows how Celia takes risks, impacts learning at her school, and demonstrates vulnerability in her practice.

Based on interviews with Celia, observations of her at work and the library environment, and a review of the relevant documents, risk-taking is evident throughout her practice as a school librarian leader. Analysis of the data relative to Celia shows that she has readily admitted uncertainty when faced with challenges and takes risks in implementing new programs and resources. It is clear that the risk-taking displayed by Celia creates an environment that furthers innovative ideas and improves instruction and learning at PSHS.

Collaborative Instruction

Another area where Celia demonstrated leadership is through collaborative instruction in an effort to establish equitable access to instruction and resources. Celia's collaborative instruction was proactive in reaching out to classroom teachers to ensure that all students were served. This work was connected to both her values and the values of her school.

Understanding our values helps us better understand ourselves and why we may act in a certain way. Celia considered her values in the decisions she made at school. "My style of leadership is to demonstrate my belief in the school's values, that's an important aspect of leadership. I believe in what we say we are and that is really important" (Celia Interview, April 24, 2019, p. 9, lines 366-367). She also added,

What we say, we are. We have core values and beliefs about learning, and a leader in a school needs to live by those core values, demonstrate and model

them all of the time. That is one thing that I think is important about leadership. (Celia Interview, April 24, 2019, p. 9, lines 369-371)

PSHS worked collaboratively to develop the initial core values and they continue to work together on living up to their values (See Figure 3). PSHS had recently gone through the New England Association of Schools and Colleges (NEASC) self-assessment process in which they recorded what their school values are². She demonstrated how she aligns her practice with her values by speaking up for ideas that align with what is most important to her as a librarian and as an educator.

When discussing how reading in today's culture has had to change, she pointed out, "one of the frustrations I have with our current administration is that they really don't spend very much time looking at our central work, which is how do we improve teaching and learning" (Celia Interview, April 24, 2019, p. 9, lines 395-396). She continued by explaining how she worked with administrators and teachers on moving teaching and learning to the forefront of their daily practice.

If I were staying, we would be pushing it more. I would be at that leadership table and I would be continuing to be pushing that issue of, what are we doing to promote better reading strategies? How are we teaching reading at the high school level? Do we even know how well students are reading at the high school level? We never even had that conversation. We think it's a foundational skill. We ask students to do it all of the time. How should our practice change based on how different the world is? Based on the fact that

² This self-study is a year-long collaborative process conducted by high schools across New England. NEASC is the accreditation organization for New England schools. (NEASC, 2019)

kids want to read everything on their phones? That is how I would work with administration in the leadership role. (Celia Interview, April 24, 2019, p. 9, lines 411-416)

Her focus on instructing foundational skills of reading and information literacy was made evident in the collaborative instructional work she had done with teachers, in the collection of books she had developed, and in the carefully curated digital resources she published on the PSHS Library's website.

Celia saw herself as a leader and described one aspect of leadership by saying, "I would define my leadership role as representing that whole school perspective and trying to balance the interests of all of the different competing voices in the school" (Celia Interview, April 24, 2019, p. 9, lines 376-378). Because she worked with faculty from across the content areas, she was able to make curricular connections from department to department and across grade levels as observed during her meeting with the 9th grade History teachers, her discussion with the Science teachers, her explanation of the Junior year public policy inquiry project, and her description of the English research process. For example, during Celia's meeting with the 9th grade History teachers, I observed how she made connections between academic areas. Celia "... pointed out that annotation and source citation were previously introduced differently by the two English teachers. The History teachers adjusted some of the rubric language and format to more closely align with their practice" (Celia Observation, April 25, 2019, p. 2, lines 55-57). During her interview, Celia explained how part of her work is to implement the K-12 library curriculum:

Our goal with the inquiry process is every time a student engages in inquiry or research they go through the same process. Because that process is documented and in place, teachers are able to evaluate the students' effectiveness of going through that process and not just looking at the end product. We provide multiple opportunities for that to happen. (Celia Interview, April 24, 2019, p. 12, lines 508-511)

She has worked closely with the English and History teachers to plan and implement the public policy inquiry unit. "I was part of the planning process, which is what you always hope for, right? You want to be there right at the table from the beginning" (Celia Interview, April 24, 2019, p. 13, lines 565-566). Celia explained that she spent five weeks in the Junior classes this fall working with students and helping them understand the questions around their topics as well as how and where to find the resources they would collect in order to understand, analyze, and synthesize the information gathered. This inquiry process was also documented in her "Public Policy Research Guide" (PSHS Library, Inquiry Documents, June 14, 2013, p. 1) published on the PSHS Library website.

During our interview, Celia explained that one of the most important parts of her job was to help all students succeed. She talked about the resources and instruction in the library program,

It has to be for every student in the school and I have to have confidence that every student in the school, when they leave, has developed some mastery around some of the skills that I think are really important. It's got to be every kid. (Celia Interview, April 24, 2019, p. 14, lines 605-607)

Creating equity among her students and throughout the courses was a part of Celia's values and critical to implementation of the school's core values, especially those of "Integrity" and "Responsibility" (see Figure 3). Making sure that she is not working with only the Advanced Placement or Honors level courses is one of her goals and making that happen reflects her integrity and responsibility as she understands the impact and consequences of her actions and decisions on the entire school community. It is vital that every single student in the school receives the same level of information literacy instruction, access to information, as well as access to technology. Celia played a leadership role in providing equitable and inclusive access to resources through collaborative instruction, which is a form of social justice, especially for the disadvantaged students in her school.

In high schools, it is easy for teachers to become isolated by departments or grade levels, but Celia brought them together around inquiry, information technology, and what is best for student learning. The PSHS library is "... a place that operates as the organizing center of many of the school's programs and aims to meet the educational needs of the students and professional development wishes of the staff" (Celia Observation, April 25, 2019, p. 4, lines 128-130). Establishing equity in access to information, instruction, technology, resources, and people was vital to Celia and the work she had done as a school librarian leader.

The work Celia does that shows her true passion appears to arise from her deep desire to prepare every student in the school to be lifelong learners when they graduate. She worked on integrating information literacy and reading equitably across the curriculum and brought together her understanding of information resources, the

curriculum, and student learning as the keystone to her work. Celia had taken on the role of school librarian leader at her school, as made clear in the inquiry and reading work she accomplished across departments and grade levels. She provided teachers with the resources, tools, information, space, time, and herself, with the knowledge and expertise to connect them all together. “The role of the librarian in a school is to collaborate with everybody” (Celia Interview, April 25, 2019, p. 1, lines 15-16).

Based on interviews with Celia, observations of her at work and the library environment, and analysis of publicly available documents it is clear that she provides instructional collaboration and leadership over the areas in the areas of inquiry and reading. Analysis of the data relative to Celia shows that she has intentionally taken a leadership role in those areas in order to provide all students at PSHS with equitable access to consistent instruction and resources. It is clear that her role as a school librarian leader impacts instruction and learning at her school across grade levels and content areas.

Case One Findings

The librarian in this case engages in leadership behaviors that are consistent with Everhart and Johnston's (2016) proposed theory of school librarian leadership. As a result of their meta-ethnographic analysis of studies examining what school librarian leadership looks like they concluded that school librarian leaders consistently demonstrate concepts of relationships, communication, and confidence (Everhart & Johnston, 2016). A school librarian's ability to demonstrate these concepts is tied directly into the skills used daily.

The findings in this case extend Everhart and Johnston's (2016) work through the identification of the categories of risk-taking and collaborative instruction and the role they each play in the daily practice of Celia's work. The demonstration of these categories serves to support Celia's ability to effectively engage in the work of a school librarian leader. This work implements the resources and instruction necessary to improve student learning by helping students to develop as skilled readers, researchers, and users of information. It also strengthens teacher instruction through PD opportunities and the collaborative instruction that teachers and librarians perform together. Celia stated during her interview, "I think it's really important for the librarian to be heard as an educator among educators. That would be how I would define my role as a leader" (Celia Interview, April 24, 2019, p. 9, lines 382-383). She clearly serves as a model for a collaborative and instructional school librarian leader.

Table 10 is a summary of the findings relative to this case. These findings are organized by way of an analysis of the predetermined themes from the conceptual framework for this study and themes that organically emerged through the process of data analysis.

Table 10

Summary of Findings Case One: Celia

Element of Conceptual Framework	Findings
Relationships	<p data-bbox="789 464 1458 680">Finding 1: The school librarian leader's practice of developing relationships within the school is intentional and focused on working across contexts and doing deep work in collaboration with others as demonstrated by the following:</p> <ul data-bbox="837 722 1458 1083" style="list-style-type: none"> <li data-bbox="837 722 1458 793">● Primarily develops relationships through the instructional role as a librarian; <li data-bbox="837 793 1458 905">● Connects with teachers and other staff members through collaboration and the sharing of resources; <li data-bbox="837 905 1458 976">● Builds strong relationships with teachers by offering quality professional development; <li data-bbox="837 976 1458 1047">● Establishes additional connections with students outside of the library; <li data-bbox="837 1047 1458 1083">● Emotionally connected with students.
Communication	<p data-bbox="789 1152 1458 1409">Finding 2: The school librarian leader serves as a communication conduit between faculty members and students in order to help the school community understand the critical need for information literacy skills as well as the resources and services the library provides as demonstrated by the following:</p> <ul data-bbox="837 1451 1458 1887" style="list-style-type: none"> <li data-bbox="837 1451 1458 1591">● Shares collaborative information literacy projects with both teachers and students through the development of research guides published on the library's website; <li data-bbox="837 1591 1458 1732">● Collection development and knowledge of the collection is a tool used for communicating with both students and teachers; <li data-bbox="837 1732 1458 1843">● Uses evaluations as a conversational tool as a method for communicating about the role of the librarian to administrators; <li data-bbox="837 1843 1458 1887">● Leverages information and resources as

communication tools for demonstrating influence without relying on formal authority.

Confidence

Finding 3: The school librarian leader's expertise in providing information literacy instruction as well as experience and education leads to confidence as demonstrated by the following:

- Principal's recognition of her potential and leadership ability;
- Works with teachers and students across content areas'
- Engages in deep meaningful work that she is passionate about;
- District supports her collaborative work by providing the librarian with a full time Ed-Tech.

Risk-Taking

Finding 4: The willingness to take risks in the innovation of instruction and access to information supports the work of a school librarian leader as demonstrated by the following:

- Takes risks by genrefying the collection;
- Innovates instruction through the implementation of new tools and research into experimental ideas.

Collaborative Instruction

Finding 5: School librarian leaders use collaborative instruction to ensure all students have equitable access to information and resources as demonstrated by the following:

- Proactive in reaching out to classroom teachers to ensure that all students are served;
 - Helps all students succeed;
 - Has a school wide perspective;
 - Collaborates on instruction with teachers across content areas and grade levels.
-

The findings in this case are comprised of rich descriptions of the theoretical constructs of relationships, communication, and confidence included in Everhart and Johnston's proposed theory of school librarian leadership. The findings support the predetermined themes and also extend the theory through the detailed analysis of interviews, observations, and the relevant documents where two additional findings emerged. The willingness to take risks and the ability to lead the school through collaborative instruction supports the innovative work of this school librarian leader.

Case Study Two: Edna

That is what I think librarians are. We get to be the connectors in our communities.
(Edna Interview, April 30, 2019, p. 7, lines 302-303)

Harbor View is a coastal Maine community consisting of five rural towns, all with populations below 5,000 (United States Census, 2010). The population more than triples over the summer due to tourists and summer residents. The region was first settled in the late 1700s and grew into a thriving center of commerce developed through sawmills, shipyards, and lime quarries in the 1880s. Several of the towns continue to have working harbors, however in the wealthiest of the towns many of the shipyards have been replaced with yacht clubs and much of the surrounding land has been converted to country clubs. Artists congregate to the area, making it a well-known artist colony. The scenery makes it a popular spot for filming coastal New England village scenes for movies and television.

The median household income for the five towns making up the Harbor View community is: Town 1 \$52,400, Town 2 \$62,625, Town 3 \$55,588, Town 4 \$56,563, and Town 5 \$52,102 compared to a state median household income of \$53,024 (U.S. Census Bureau, 2019). The population of the Harbor View region is not racially diverse. According to the 2010 United States Census the population of the area is 96% White, 1% Asian, and 1% Hispanic.

Harbor View High School (HVHS) is sustainably powered by a towering white windmill as well as glossy banks of solar panels. Like the windmill and solar panels, the building is sleek and modern. “There is a powerfully positive feel as I walk through the halls and common areas” (Edna Observation, May 1, 2019, p. 2, lines 31-32). HVHS is a regional high school, serving several scenic villages in Maine and has

690 students along with 64 educators. The member communities show pride in the school district, especially through their support of the schools' extensive arts program.

The school's core values and commitments to students are prominently displayed in the main office of the school and on a bulletin board in the library (see Figure 3). These statements communicate their priority is to cultivate the next generation of learners, preparing students to learn, create, and contribute positively to society.

Our Core Values - PRIDE

Personal responsibility: Owning the consequences of one's actions.

Respect: Recognizing and valuing diversity of ideas, people and our environment.

Integrity: Having moral courage and making ethical decisions.

Drive: Pursuing personal excellence with perseverance.

Empathy: Feeling and showing compassion for others.

Commitments to Our Students

We will strive to provide the highest quality education possible in order to prepare you to set and reach your goals.

We will recognize and cultivate each individual's passions, aspirations, and sense of joy.

We will provide the culture and resources to grow your mind, body, and heart.

We will challenge and expand your limits of thought, tolerance, and performance.

We will inspire and enable you to create a positive impact on your community

Figure 3. Harbor View High School's Core Values and Commitments to Our Students

The library sits at the entrance of the school immediately adjacent to the main office and directly below guidance. The front entrance of the library is surrounded by

an enormous wall of windows as if inviting the entire school community to see into the intellectual and creative brightness within the library space. Edna has been the school librarian at HVHS for four years offering windows, both literal and virtual, to the world for students and teachers. She earned her MLS nine years ago and since she then she has worked at a public library for one of those years, as a technology integrator for one of those years, and as a school librarian for the remainder.

As students and staff walk into the library they are surrounded by student created artwork: “Murals on the pillars, sculptures hanging from the ceiling, and paintings on the walls” (Edna Observation, April 30, 2019, p. 1, lines 14-15). Edna has a full time, exuberant, and knowledgeable Ed-Tech to help oversee the busy space; they cheerfully greet everyone who enters the library. During her interview Edna stated that one of her goals is when anyone enters the library. “I want you to walk in and see a smiling face” (Edna Interview, April 30, 2019, p. 7, line 289). As I observed, the Ed-Tech cheerfully managed the checkout desk and answers questions for both students and staff. She explained that she had previously worked at a local public library but has been working in the library at HVHS for two years. When Edna initially came to work in the HVHS library her first order of business was to remove the enormous and formidable checkout desk and replace it with a small and inviting workstation. Edna began the important work of letting the school community understand the kind of librarian she planned to become as indicated by the removal of a visual and physical barrier between the librarian and the school community. Edna created an open and barrier-free space in order to make everyone feel comfortable and welcome.

The library was filled with students: “Some talking, laughing, and eating while others are sitting silently with earbuds, iPad, or iPhone” (Edna Observation, April 30, 2019, p. 2, lines 18-19). I observed a small number of students working on papers, using long tables as a collaborative workspace. A few were sitting at the 27-inch iMac computers. “A group of boys came in to have a competition where they raced to complete *The New York Times* crossword puzzle online” (Edna Observation, April 30, 2019, p. 2, lines 20-22). Teachers and staff came in one at a time to return a book, ask for help on formatting a PowerPoint background, and to vent about testing throughout the day.

Relationships

Edna began her day “standing at the circulation desk in the center of the library, welcoming staff and students” (Edna Observation, May 1, 2019, p. 2, line 33). From here she can see everybody in the library and they can see her. During her interview Edna described her first school library job where she was the only professional librarian for a school district consisting of five schools. She said of it, “I knew right away that was not the way that made sense for me to be a school librarian. There was no relationship building” (Edna Interview, April 30, 2019, p. 2, lines 79-80). She lacked “... that piece of feeling connected to a learning community. Knowing the adults in the building, and knowing the kids: I knew that was not going to be where I wanted to stay” (Edna Interview, April 30, 2019, p. 2, lines 83-85). Edna understood during her first school librarian job that developing connections between herself and the students and teachers at her school was a vital part of her own ability to be a successful school librarian.

She was initially hired at HVHS as the full time technology integrator. “To my way of thinking, the technology integration piece was really just a different way of saying Library Media Specialist, like modern terms for what we have always done in libraries” (Edna Interview, April 30, 2019, p. 3, lines 95-97). During that first year she found:

My sole job was to just be a friendly supportive face. Try to meet with every single teacher and find out what their tech needs were: What were they doing with technology? Did they have some dreams and wishes with technology? I would work on the follow through piece by trying to offer some little after school events, trying to get into some department meetings. I just looked at it as a building year. I need to make sure these people know what I’m doing and that I’m competent at it. (Edna Interview, April 30, 2019, p. 3, lines 121-126)

Edna was hired the following year as the full time school librarian and technology integrator at HVHS. She described how relationships transitioned.

Relationships is definitely the thing that I would say is the most important part of how my practice has evolved over time, in order to understand what’s possible in this role now that I’ve been here for a while. The relationships are there as both the technology integrator and as the librarian. In either position I am dealing with a lot of individual needs and frustrations. Being a person that feels really safe to come to for whatever reason, if you are an adult or a kid, that’s the number one thing. (Edna Interview, April 30, 2019, p. 4, lines 138-142)

Building relationships by being a friendly and safe person for the school community members to talk to has proven successful for Edna.

With students, “Edna is comfortable and upbeat” (Edna Observation, May 1, 2019, p. 3, lines 59-60). When asked about relationships with students, she exclaimed, “relationships with students is everything” (Edna Interview, April 30, 2019, p. 7, line 283). She went on to explain, “I can be the person who cares about your whole person because I don’t really see your academic side” (Edna Interview, April 30, 2019, p. 7, lines 287-288). She described how important a first impression is when she meets freshmen classes in the fall.

I need to convey so much more than just the rules about where you can and can’t eat in our library, or where the board games are located. If they remember nothing else, I want our new students to leave the library and remember a welcoming, smiling face. (Edna’s Article on Student-Centered Libraries, July 31, 2018)

Her focus with student relationships appeared to be on making personal connections rather than on teaching, enforcing policies, or facilitating their learning.

The relationships she developed were not necessarily about libraries at all. Part of the relationships she built with both the faculty and students were demonstrated by being open to anything:

It could be a student that stops by and just needs to unload, but it could be a colleague that’s like: ‘Can we go into your office and talk?’ Maybe it’s about something in their personal life or maybe it’s about their department meeting that was hard. For me that critical piece of the relationships is that I want

people to feel safe to say whatever they need to and that I would be there.

(Edna Interview, April 30, 2019, p. 7, lines 307-311)

Even when asked specifically about her development of relationships with students and teachers Edna often reverted to speaking about students and teachers together as people. She did not always delineate the difference between relationships between the different groups.

In addition to being personally available for conversations Edna provided an open and flexible physical environment with a schedule that offered her the ability to “talk to anyone, anywhere, at any time” (Edna Observation, May 1, 2019, p. 5, lines 90-91). Her open and flexible schedule is evidenced by her sharing of her calendar on her website and inviting students and faculty to “...stop by the Library or email us and we will help you locate what you need” (HVHS Library Website, Research Page, May 2, 2019). Having a central location, a flexible schedule, and an open invitation to visit the library or email for help more easily allowed Edna to develop these open and dependable relationships with staff and students.

During observations a long-term substitute teacher came in to say to me that he worked in the library as an assistant before Edna started. He noted that, “...it didn’t feel welcoming to students, so they closed the library and made the librarian part-time” (Edna Observation, May 1, 2019, p. 3, lines 39-40). He went on to describe the changes Edna made during her first year,

She immediately formed a student-run advisory team for redesigning the library space. The students first asked for food and comfortable seating. Over the course of a year, she made both of those things happen by having tile floors

installed in half of the library, as the district policy is no food in carpeted areas, and by having the building committee support the purchase of comfortable seating. (Edna Observation, May 1, 2019, p. 3, lines 40-44)

He also said that he felt that the “goal of the library is now to be open and especially inclusive (Edna Observation, May 1, 2019, line 45). He added that he believes “...the library is available to every student now, but that [Edna] has a particular interest in those students who don’t necessarily feel they belong anywhere else” (Edna, Observation, May 1, 2019, p. 3, lines 45-47). It is important to note that the school administration did not see the need for a full-time school librarian and open access to the library when it did not feel like a welcoming space to the students. Edna made immediate changes such as removing the barrier of the checkout desk and making sure that students saw a friendly face upon entering the library. She also created the student advisory board to help her with these decisions, making the library student-centered rather than rule-based. Edna made an effort to create a space that is welcoming for all students in the school in an effort to better meet the needs of the school’s culture. In doing so, she created relationships with students and teachers.

Edna took time to collaborate with others and served as the person others come to before implementing a new initiative in order to gain support. She told a story of what happened after she attended her first EdCamp during her first year at HVHS and wanted more people to attend.

I came back super pumped about it. I made a meeting with the superintendent and suggested that we should get all of the administrators in the district to go to one. She said, ‘That sounds great!’ And then a few months later asks, ‘What do

you think about offering an EdCamp here with not just our district, but the sending schools too, for one of our district workshop days in November?

Would you plan something like that?’ And I was like: OK! (Edna Interview, April 30, 2019, p. 18, lines 782-786)

Instead of making an effort to encourage individual teachers and administrators to attend an EdCamp Edna was now hosting one herself with the support of her superintendent. Edna’s ability to develop a relationship with her superintendent and share an idea she was passionate about led to her serving as a leader for district PD.

Edna often served as the person at her school that others came to for a consultation. During her interview she explained how and why teachers approach her with personal issues and curricular changes, “I’m not an administrator so people come and tell me things about the people they work with, that we both work with” (Edna Interview, April 30, 2019, p. 7, lines 311-312). She added, “You may feel safer to say: I’m thinking of offering this new course next year, would you talk through some ideas about it? I’m not really sure. Would you take a look at my course proposal?” (Edna Interview, April 30, 2019, p. 7, lines 313-315). Because she has forged close relationships with teachers she was the person many come to when they are looking for advice. Subsequently, her influence carried into the development of new ideas and courses.

Edna also stated during her interview, “knowing that there is a broader scope of people to draw from and that’s the benefit: I feel Ok to ask questions and to ask for help” (Edna Interview, April 30, 2019, p. 15, lines 675-676). For Edna leadership is

developed through requests for help and connecting and collaborating with other people in order to find solutions, not in being the sole decision maker.

During her interview, Edna shared how she has developed a unique partnership with the local public librarians. She and her Ed-Tech kept the library open until 3:15 p.m. each day but noticed how many students stayed later at school without the valuable resources of the library. Edna attempted to make a new connection with the public librarians:

So I reached out to those two library directors. This was a big ask, where I really felt like my confidence was a little shaky, but I said, ‘I know that public libraries struggle to get contact with teens, would you have any interest and availability to send someone from your staff, a youth librarian, to our library to keep it open a little longer?’ And they were like, ‘Yah! That sounds great!’

(Edna Interview, April 30, 2019, p. 9, lines 399-402)

Edna further promoted this relationship and how the public library contributed to it on the whiteboard in the library where she wrote “Monday we are open until 4:30 with Miss Amy of the public library” (HVHS Library Instagram post, April 1, 2019). The relationships Edna has cultivated with the public library led to keeping the library open later in the afternoons and also allowed the public librarians to develop closer relationships with the students at HVHS. The two public librarians also take part in after school book clubs.

One of the librarians was one of the early collaborators on that project with me and with a student. Even though it’s not her day to come to cover the library in the afternoon, she comes to the book club and she’s bringing two high school

students who go to a tiny island public school. So they get a ride to the library and then the librarian brings them here so they can participate. That's another way that we are connecting with folks who wouldn't necessarily. (Edna Interview, April 30, 2019, p. 10, lines 414-419)

Edna's relationship with these public librarians has created strong and meaningful connections throughout the entire Harbor View community. These connections also expand the reach of Edna to include students who would not typically have access to the resources and people of the HVHS Library.

Based on interviews with Edna, observations of her at work and the library environment, and an analysis of the publicly available documents, it is clear that the development of relationships is vital in her practice as a school librarian leader. Analysis of the data relative to Edna shows that she has intentionally developed relationships with members of the school community and beyond by providing a friendly, comfortable, flexible and welcoming space and engaging in deep meaningful relationships with teachers, students, and librarians in and outside of the library. It is clear that the relationships between Edna and the members of the school community facilitate an environment that builds connections with students and among teachers and librarians. Edna's practice of developing relationships in her role is intentional and focused on developing meaningful connections throughout the school community.

Communication

Edna used a variety of methods to communicate her role to the entire school community. When she first started at HVHS she decided,

I need to make sure people knew what is going on here. That I'm here to help. That we are here to make this space community-oriented. That needs to be the message that people think of when they think of me when they think of this space. (Edna Interview, April 30, 2019, p. 5, line 222-225)

She explained why this was important, "...if people don't know what I'm doing they won't care if my job is up on the budget. Why are they going to care if I have not informed them along the way?" (Edna Interview, April 30, 2019, p. 5, line 217-219).

During my observation a teacher came in and explained to me that before Edna was hired the library was so unwelcoming and underutilized "they closed the library and made the librarian part-time" (Edna Observation, April 30, 2019, p. 2-3, lines 39-40).

Edna may feel the need to communicate abundantly based on the experience of the previous librarian whose position was cut to part-time. Subsequently, her first step was to report out to the school board in order to let them know how the library changed since she has taken over and to share the great improvements in usage and circulation statistics and services that have followed,

I'm going to keep submitting my reports about what we're doing. I'm going to keep writing things for the newsletter. I'm going to present to the school board about the programs and how we got this author to come and talk. (Edna Interview, May 1, 2019, p. 4, lines 153-157)

Her next step was sharing statistics and updates with administrators, teachers, and the rest of the school community through infographics including the number of students who stay late in order to participate in book clubs, "124 students have stayed late!" (HVHS Library Report, November 2018, p. 1). She communicated frequent updates to

the school community through short articles in the HVHS newsletter including short descriptions on activities taking part in the library as well as her perspective on collection development. “The high school library should be a reflection of our learning community. When teachers or students recommend a book for purchase, that recommendation counts as much as a review or an award sticker” (HVHS News, March 2019, p. 6). She communicated this information with the entire school community and beyond by sharing her reports, photographs, and stories on her social media posts via Facebook, Twitter, and Instagram in order to inform them of the important work she did every day in the library. She did not wait until her position was in danger of being cut; she advocated for the library program daily.

Edna continued to communicate beyond HVHS by writing letters to legislators and inviting them to “Invite Your Legislators to School Month” (Maine Legislature, 2013) and finally by contacting the Maine State Librarian, the Maine Library Association, and the Maine Association of School Librarians. By doing so she developed additional relationships and was invited to and accepted opportunities to speak at state conferences including a session at the Maine Council for English Language Arts entitled “Make More Real Readers” (MCLA Conference Presentation, March 7, 2019, slides 1-69). As a result she was able to form a relationship with the past-president of the American Association of School Librarians and was invited to write an article entitled “Lead Like a Librarian” (Edna’s Article on Leadership, April 1, 2019, p. 1) at the national level. “Just the one little thing leads to another little thing and then all of them add up to me feeling like I have something to add to the conversation” (Edna Interview, April 30, 2019, p. 7, lines 273-275). Edna built a series

of relationships through the power of the communications she created beyond the HVHS school community. This shows that for Edna her ability to communicate was closely related to the relationships she had developed. Additionally, her communication reaches beyond the walls of HVHS.

Edna also shared ideas with administrators, whether they were her own or the ideas of others. “I’m not shy to share ideas. I feel like ideas are meant to be shared. Everything works better if we’re comfortable passing ideas up and down the food chain and to different people” (Edna Interview, April 30, 2019, p. 8, lines 361-363). For example,

I was just thinking about this one thing that I heard from a colleague. Why do we have PD early release days so the teachers have to stay late from 1-4 for their early release? Could we come in at 7:30 and do 7:30 – 10:30 and then the kids could come in late and then the sports schedule wouldn’t get wrecked and teachers wouldn’t feel so wrecked by 1 o’clock because we taught all day? So you know, things like that. People will say: ‘Hey, what do you think about this idea?’ And I’ll say, ‘Would you email the superintendent?’ and they say, ‘no, I don’t want to do that.’ Sometimes I’m the one who says, ‘Hey, somebody told me this good idea and I’m just passing it your way.’ (Edna Interview, April 30, 2019, p. 9, lines 375-383)

Edna was not hesitant to recognize the potential of a new idea and to communicate it with decision makers in order to improve the school culture and community. During one observation a teacher said of Edna, “Everyone stops by into the library to check in with Edna. She is accessible and then her conversations have a ripple effect:

Everything she says and hears moves out in concentric circles” (Edna Observation, May 1, 2019, p. 3, lines 48-50). Edna often served as a conduit of ideas between teachers and administrators.

Information literacy instruction is another way Edna communicated with both faculty and students. She created digitized handouts for all classes on the use of Maine’s Digital Library including “Discipline Databases, Opposing Viewpoints, and Database Searching Tips” (HVHS Digital Library Handout, October 11, 2018, p. 1). During her interview she pointed out that her instructional role has evolved. “I’ve gradually tried to take myself out as much as possible, so what is left is that they are actually doing it and we’re talking about it. So it feels more organic and more hands on for them” (Edna Interview, April 30, 2019, p. 11-12, lines 505-507). Edna served as more of a facilitator of learning rather than a lecturer, teacher, or instructor. This allowed her to work with students one-on-one giving her the opportunity to personalize learning for her students. She used her communication skills and relationships already developed in her instructional practice.

The HVHS Library website was used to communicate with the entire school community through the sharing and instruction of information, technology, and resources. Creating a simple portal for easily locating professionally curated links to informational resources that are accessible to all students and teachers at all times is critical for school librarian leaders. Edna shared information and resources in creative, clear, and concise ways as a way to influence the community to ethically use reliable sources of information. “Whether you're looking for trustworthy online sources, print resources, academic articles, help with your Works Cited page, or even brainstorming

potential topics, the Library is here to help” (HVHS Library Website, Research, May 2, 2019, p. 1). As I analyzed the library’s website and observed resource displays and handouts I noticed that they were all eye-catching and informative. The development and use of the website and digital handouts are mutually beneficial as classes have access to timely, relevant, and evaluated sources at the point of need. Edna was able to inform the members of the school community about resources that were available to them in order to extend the reach of the library and let the community understand the important work being done in the library.

Based on interviews with Edna, observations of her at work and the library environment, and a review of the relevant documents, communication is not only speaking and writing, but it also includes creating an open and flexible environment in which members of the school community feel welcomed and are able to learn from the resources provided. Edna uses library reports and social media as a method for continued advocacy for the library program. Analysis of the data relative to Edna shows that she is able to serve as a conduit between faculty and administrators in order to share ideas. She communicates well beyond the walls of the school to extend connections both state and nationwide, and she communicates through the facilitation of information literacy skills. Edna’s ability to communicate with a wide array of individuals and groups is another way she demonstrates her role as a school librarian leader at HVHS. Edna serves as a communication conduit among the entire school and its community in order to benefit the students and improve the entire community.

Confidence

An administrator who recognized the unique role a school librarian plays in the community and invited her to be part of the school wide shared leadership team. This lead to the development of Edna's confidence. She said,

Having an awesome administrator, who asked if I wanted to be on the leadership team, thought it would be good to have me. He got my solutionary sense of who I was in a little way. That was the first step in gaining a little confidence: It was being recognized by that administrator. (Edna Interview, April 30, 2019, p. 4, lines 180-183)

Edna explained about the role her current principal played and how they once served similar needs. "My current principal actually was a tech coordinator so he's got great skills in technology and typically doesn't need much by way of technology integration" (Edna Interview, April 30, 2019, p. 14, lines 602-603). Edna's current principal understands the opportunities a school librarian may have as he was once a colleague who collaborated with teachers across grade levels and disciplines. His deeper understanding of her current role and subsequent mentorship has led to additional confidence. Not only was Edna invited to be part of the leadership team when she first began at HVHS but according to discussions I had with Edna and other educators during my observations she has continued to participate throughout her career. With confidence Edna demonstrated a willingness to serve in a leadership capacity.

As I observed Edna greeted teachers throughout the day and offered troubleshooting advice on several technology issues. On one such occasion a French

teacher hurried into the library and “...asked for information on which tool they used last year during a collaborative project in French class. She reminded the teacher of the tool and gave him a couple of tips for recording voices and which devices it would work best with” (Edna Observation, May 1, 2019, p. 3, lines 53-55). Edna’s expertise with technology made these types of interactions comfortable and easy for the teacher asking for help. She understood which tools were available, which devices they used in the past, and which resources may be easier for both the teacher and the student in this context. Her experience in the school, as well as her extensive knowledge of technology tools and resources, demonstrated and added to her confidence.

Edna was involved in leadership opportunities across the school and the district. “People see me as a leader because I’m often involved in initiatives. I’m on the culture committee and I was on the scheduling committee and now I’m on the professional development committee for the district” (Edna Interview, April 30, 2019, p. 14, lines 792-794). Responding confidently and affirmatively and leaning into opportunities had put her in these positions and given her a broader view of how the school and district operates. As she gave me a tour of the school during an observation she said, “When you take a new job, start by saying yes” (Edna Observation, May 1, 2019, p. 5, line 71). Accepting and leaning into opportunities has allowed her to confidently work in a collegial capacity with the other building and district administrators and understand school as well as district policies and culture.

The belief that the work she is doing at HVHS is being done at the right place helped to build confidence for Edna.

Over time this incremental way of feeling more comfortable in myself and my school. This has been a really good match in terms of a school that feels like it fits me and fits how I believe the role of the school library and librarian and tech integrator. Some of the confidence might be because I feel like I'm in the right place. (Edna Interview, April 30, 2019, p. 15, lines 682-685)

Serving at a school and within a community that shares similar beliefs has helped her to develop confidence in her current role. This view places emphasis on the importance of place, culture, and context and how it is a defining element of her confidence.

Edna was recently recognized as her County's Teacher of the Year (CTOY). She was the first school librarian in Maine to be honored in this capacity and felt a keen desire and responsibility to uplift the profession. She was "... nominated by a member of her community for exemplary service in education, and dedication to students" (Librarian Named CTOY Article, May 12, 2017, p. 1, lines 13-14). During her tenure as the CTOY, Edna was able to work with previous CTOYs and learn from their experiences. One of the messages she took to heart was when the prior year's CTOY explained that they all have a seat at the table:

You are all sitting here because you have important things that you know about education. Your place at any table where decisions will be made about students, about school, about learning, about teaching in the State of Maine, your place is already there and it is waiting for you. We need teacher voices at those tables, at those places where the decisions about schools and learning are

happening. We need to be there. So add your voice. (Edna Interview, April 30, 2019, p. 6, lines 238-243)

Hearing this message appears to have contributed to Edna's self-assurance in the work she was doing and encouraged her to continue acting as a leader at her school. It gave her the confidence to advocate for what she saw needed to be done for all students and teachers, not only in her school, but beyond. Edna said, "This was such a powerful turning point for me; I was now able to see my place at the table, and see myself as a teacher-leader who could support and impact education and school libraries in Maine and beyond" (Maine State Teachers Interview of the Month, January 4, 2018). As Edna gave me a tour of the school she stated "CTOY made me realize I had something to offer others. I was settling into jobs, but didn't have the idea that I had something to offer beyond the library space" (Edna Observation, May 1, 2019, p. 4, line 61-63). She was not only being mentored by her building administrators, but also by colleagues beyond her school who helped to mentor her as a leader by encouraging her to speak up for the benefit of students, the school, the community, and about teaching.

As I observed her throughout the day she demonstrated her ability to troubleshoot technology problems, attend meetings as needed, and respond to student and teacher questions. The fact that she had a flexible schedule and a full time Ed-Tech allowed her to be responsive to requests and further contributed towards her confidence. The fact that her school has continued to provide this level of support in the library gave Edna confidence by showing that her school values her as a professional.

The Wellness Team, which focused their attention on creating a positive and safe culture throughout the high school also showed support for the comfortable and welcoming atmosphere Edna created for the students at HVHS.

The library's student advisory group brainstorms new ideas and makes requests to the Wellness Team. The Wellness Team provided the library with new furniture including a massage chair, soft seating, and soon a fit desk where students can pedal while reading, writing, or computing. (Edna Observation, May 1, 2019, p. 5, lines 101-104)

Soon after I left, I read on Instagram,

Our Wellness Team takes great care of us in the library- we have a @fitdesk now! We polled students to find out what they thought of this concept, then had a student who presented the idea at the Wellness Team meeting, and Wellness decided to fund it and order it for us! (HVHS Library Instagram, June 3, 2019)

Feelings of self-assurance arise with the understanding that other members of the school community support one's work which leads to further increase confidence.

Based on interviews with Edna, observations of her at work and the library environment, and an analysis of the publicly available documents it is clear that the development of confidence is important in her practice as a school librarian leader. Edna initially developed confidence based on the mentorship and support of administrators. An invitation to join the leadership team instilled a confidence that she brings to her daily practice as a librarian. Edna's expertise in facilitating technology literacy, troubleshooting problems, and sharing ideas builds her confidence and serves

as a model for others. Finally, being named CTOY and working with other CTOYs added to that confidence. It is clear that the confidence Edna developed throughout her career helped her to serve as a school librarian leader in and beyond the walls of HVHS.

Organically Emerging Themes

In addition to evidence supporting the three literature based predetermined themes two additional themes organically emerged during data analysis. The fourth and fifth themes extend Everhart and Johnston's (2016) conceptual framework to define the librarian leader as someone who provides leadership through vulnerability and one who uses the power of her personality to create connections between people and ideas.

Vulnerability

Edna displayed her leadership through vulnerability as defined by Dr. Brené Brown as "uncertainty, risk, and emotional exposure" (2012). While the other participants demonstrated risk-taking, which is part of vulnerability, Edna was the only participant who specifically named her leadership as coming from how she demonstrates vulnerability. "I'm just naturally the kind of person who feels comfortable being vulnerable about my own strengths, weaknesses, challenges with people" (Edna Interview, April 30, 2019, p. 8, lines 337-338). She went on to explain more about how that type of leadership works for her. "Knowing that there is a broader scope of people to draw from and that's the benefit, I feel okay to ask questions and to ask for help" (Edna Interview, April 30, 2019, p. 15, lines 675-676).

For Edna, leadership was sharing her vulnerability through requests for help and connecting with other people in order to find solutions.

Edna described part of the way she shows vulnerability by saying, “I’m confident but I can also tell you: ‘You know what? I don’t have any idea about this right now’” (Edna Interview, April 30, 2019, p. 8, lines 338-339). Edna was comfortable letting teachers, students, and administrators know when she was unsure about an idea or solution. She has the knowledge, skills, and ability to perform her job and subsequently was willing to share her uncertainty with the school community.

Edna pointed out that communicating her knowledge and skills with the school community was not about knowing the right answer to everything. She found the most helpful methods of communication were:

Being responsive and able to get back to people as fast as possible with the solution or saying ‘I don’t know the answer right now, but I’m going to Google something and will get back to you as soon as I can.’ People appreciate that. (Edna Interview, April 30, 2019, p. 8, lines 329-331)

Communicating her own uncertainty helped to build more open and collegial relationships with the entire faculty. She demonstrated the ability to make herself vulnerable by openly admitting when she was not clear on a correct answer.

I think I’m just naturally the kind of person who feels comfortable being vulnerable about my own strengths, weaknesses, and challenges with people. That is confidence and vulnerability: I’m confident but I can also tell you: ‘You know what? I don’t have any idea about this right now. I can get back to you.’ (Edna Interview, April 30, 2019, p. 7, lines 337-340)

She was open and seemed almost eager to share when she was unsure about information. Edna also showed vulnerability in her ability to show her own uncertainty. “My job as a librarian is that I don’t have to know everything, I just have to find the thing you need or the skill you need or the solution” (Edna Interview, April 30, 2019, p. 13, lines 554-556). She explained,

It’s finding the point of connection for the person who needs something and I might not know that thing but I could use my human resources in this building, I could use my Google, we could work through it together, talk through it together, as much as possible, solution find together. Except for when the teacher is like: ‘But I have 5 minutes! And I have to get back to class!’ Ok, I will get something and email you later. I think the confidence is feeling totally comfortable that I don’t need to know everything and that the most important thing is that I’m cool and calm and collected even in the face of your frustration. (Edna Interview, April 30, 2019, p. 13, lines 556-563)

Edna believes sharing uncertainty in these ways leads to leadership. “In terms of leadership in the building, I see it as a one conversation at a time approach. For my way of defining leadership, I see a leader who is somebody who can be outside of the box enough who can ask: Why are we doing it this way?” (Edna Interview, April 30, 2019, p. 15, lines 655-657). The position Edna is in allows her to see the whole school perspective. Because she took on a leadership role in her school she was open to sharing a level of uncertainty, communicate new ideas, and question past practice. Edna was willing to share uncertainty which led to being open to additional

perspectives and subsequently allowed for a greater inclusion of ideas in order to improve the entire school community.

Errors in technology also showed Edna's vulnerability. "I don't mind showing when something goes wrong" (Edna Interview, April 30, 2019, p. 13, line 586). She explained that when a tool malfunctioned in front of a class she saw an opportunity to show the teachers how to calmly troubleshoot and she simultaneously showed students how to deal with failure.

I'm a belt and suspenders kind of girl. I'm giving a presentation on presentations and this really happened in front of a group. So this is part of preparation: I prepared it as a Google Slide but I also downloaded it as a PowerPoint because who knows what would happen? I prepared a lot and good thing I did! There goes the Apple TV again! Let it become that teachable moment when failures happen. (Edna Interview, April 30, 2019, p. 13, lines 592-596)

Showing her teachers and students to not panic in the face of a technology challenge showed her willingness to share her own vulnerability and helped everyone learn about how to respond to adversity and why preparation is important. Modeling her thought process through a technology failure allowed both the students and teachers to see how she calmly used problem solving and critical thinking skills to find a solution that will work. She demonstrated that she was teaching important life skills during these challenges which leads to additional understanding, not just understanding the content of the lesson or the use of technology, but how to deal with adversity.

Her courage to be vulnerable was demonstrated by freely admitting that she did not know the answer to every technology challenge or information search, but she was willing, capable, and eager to find the answer and solution. When she displayed what some people might call a weakness, she was showing strength and leadership.

Edna was in the process of genrefying the HVHS Library's fiction collections, which means she is organizing the fiction books based on commonly established genres. She explained while giving me a tour of the library that she was not afraid to make a significant change like this in the library. She wrote, "I am always up for a new challenge and don't often shy away because something might be 'too hard' or 'too much work.' In fact, those are my least favorite words to hear in a school" (Edna's Article on Genrefication, October 1, 2018). I observed that "she knows her collection, her patrons (both students and teachers), understands the curriculum, the standards, and how student choice plays a role in book selection and access" (Edna Observation, May 1, 2019, p. 5, lines 96-97). She wrote of her genrefication process,

By pushing my own thinking and by imagining myself as an emerging reader, I was able to view the organization of the library collection as an issue of access. By re-imagining the library's organization, I was removing barriers for readers. (Edna's Article on Genrefication, October 1, 2018)

She took a risk in making this significant change to the print collection in order to provide better and more independent access to the fiction collection for her students.

When discussing the culture of the school Edna said, "It feels like ideas can go places here" (Edna Interview, April 30, 2019, p. 5, lines 204-205). She never felt that her ideas were being judged or that she had to ask permission to start a new initiative.

“ I could ask if I think it’s going to be something weird, but people are like: ‘Yah, whatever! Do whatever. It’s the library! Just try it!’” (Edna Interview, April 30, 2019, p. 5, lines 206-207). The freedom to experiment and take risks within the confines of the library and the library program was empowering to Edna and led to innovative ideas.

In the middle of the supplies counter at HVHS sat a bowl of condoms with adjacent information on “use, sexual readiness, and sexually transmitted infections” (Edna Observation, May 1, 2019, p. 5, line 93). Edna explained, while I observed, that students at her school suggested the library be “one of the places a student should be able to get anything they might need” (Edna Observation, May 1, 2019, p. 5, lines 94-95). Edna was eager to include condoms as part of her supplies, thinking that students could anonymously approach the counter, grab a condom, and it might look like they were instead simply getting a paperclip. She explained that she has not heard complaints from community members, teachers, or students and simultaneously showed that she is willing to take a risk by providing her students with an item they may need to keep them safe in an unexpected location. She shared an article she wrote about this project for the AASL where this information was verified. She wrote, “Acknowledging that students might need condoms along with the tape dispenser is another way of showing our respect for, as well as support and acceptance of what our students need” (Edna’s Article on Condoms, November 1, 2018, p. 1). It was important to her to provide access to such an essential form of protection in their personal lives, while also showing her students that she respects and trusts them. This

demonstrates how Edna took risks by implementing an innovative idea in order to improve the experience and lives of the students at HVHS.

Edna kept in mind the emotional state of teachers when she spoke to them, especially with technology questions:

Technology issues can be such an emotional part of working with people. They are frustrated or they are irritated or they've already been trying to solve this thing for so long they are mad! The first step is always let's de-escalate the emotional part of this so we can access your thinking brain again, right? Being a person who can have a calm demeanor and be non-judgmental. People come to say: 'I think this is a stupid question. Could you remind me how to get my contacts in Gmail?' (Edna Interview, April 30, 2019, p. 8, lines 322-327)

Edna's ability to work with frustrated, irritated, or even angry people was crucial in her role. She also added,

I think when teachers are in the role of learners, there are a lot of those old learner tapes that get re-stimulated. I often think about the person who is presenting to me. I'm probably getting a little window into how they were as a little person. How would you respond to this child in front of you? (Edna Interview, April 30, 2019, p. 13, lines 573-576)

Edna's insights into how teachers feel when they are frustrated and confused with a technological challenge demonstrate her ability to respond calmly to people in crisis. Understanding emotional exposure plays a part in the vulnerability she demonstrated.

Edna explained how she handles situations where she makes mistakes with students. "I'm also really comfortable owning up to my mistakes if they've been

made” (Edna Interview, April 30, 2019, p. 8, lines 349-350). She told a story about being overwhelmed during her school day when a student came in. Because she was saturated and frustrated she responded in a way that she typically would not. “I went back to the student and said: ‘Listen, I just wanted to say that I kept thinking about you and I’m really sorry that my response was harsh and here is why’” (Edna Interview, April 30, 2019, p. 8, lines 343-345). She went on to say that it was important that she “show them that you matter to me” (Edna Interview, April 30, 2019, p. 8, lines 345-346), which exposes her emotional state. She does not excuse her behavior but she shows the student she cares by apologizing and sharing her own feelings with the student. Her authenticity in discussing how her emotions impacted a student has shown her school community how much she cares.

Based on interviews with Edna, observations of her at work and the library environment, and an analysis of the publicly available documents vulnerability is evident throughout her practice as a school librarian leader. Analysis of the data relative to Edna shows that she has readily admits uncertainty when faced with challenges, takes risks in implementing innovative and thought-provoking ideas, and develops meaningful connections in her daily practice all in an effort to improve the school community. It is clear that the vulnerability, which includes risk-taking, displayed by Edna creates an environment that is welcoming to all and improves access to information and resources for the students and teachers at HVHS.

Connections

Edna focused her work on making connections in an effort to establish a sense of belonging and well-being for the staff and students at her school, which appears to

be tied to her personal values. Edna spent the past year working deliberately on aligning her practice as a school librarian leader with her personal and school's values. She explained during her interview that she attended the Barrett Values Centre for a three day intensive dive into understanding her own personal values and learning how to guide others in the discovery of their own. Through the workshop, she answered questions such as, "What do you think the top ten values of this organization are? What are your own individual top ten values? What are the top ten values you'd like to see in your organization?" (Edna Interview, April 30, 2019, p. 17, lines 742-743). She shared in her interview the values assessment she received from the Barrett Values Centre³ and that reflects she is "caring, passionate, and skilled as an information sharer and relationship builder" (Leadership Development Report, September 27, 2018, slide 15). She explained how she continues to further develop her core values in her practice as a school librarian and as a school leader each day and that she is now using the tool to understand the values of the school's leadership team. "I asked my principal if I could do a small group analysis with our leadership team and use the tool, introduce the tool, and then get the information back" (Edna Interview, April 30, 2019, p. 17, lines 757-759). She went on to say, "He was super psyched that we did the leadership analysis of the team. What came out of that is that we need a more formal way to develop leaders in this building" (Edna Interview, April 30, 2019, p. 17, lines 765-766). Working on both her personal values and the leadership team's values has led to improvements in her own practice and on how leaders are developed within their

³ The values assessment is a baseline assessment of one's leadership values, strengths, and areas for growth, based on confidential feedback from colleagues (Barrett Values Centre, 2019).

school. Edna will be connecting future educators at her school with the ideas of becoming leaders themselves through this work.

When asked how she felt about being described as a leader she exclaimed, “I want to be my own kind of leader” (Edna Interview, May 1, 2019, p. 1, line 35). She explained her own kind of leadership.

I feel like what I’m doing right now allows me to lead in a way that is very natural to me and my values. My name is not on the letterhead and I feel great about that. That gives me more freedom in some ways. There is this accessibility. I can access everybody. And everybody feels they can access me. That would be something I would lose if I were to step into a building administrator role, from what I understand. I’m comfortable with being described as a leader, but I also want it on my terms. (Edna Interview, May 1, 2019, p. 1, lines 37-43)

Her current role of being a school librarian leader has allowed her to impact the school community in order to create additional connections by being accessible to everyone in the school.

She wrote that when freshmen first come into the library for orientation in the fall she begins by saying, “Some of the best parts of this library are because of your great ideas, so please share them” (Edna’s Article on Student-Centered Libraries, July 31, 2018). She went on to write, “The library is a dynamic, living space, a space that the community co-constructs together, and a space that responds to the needs of the community” (Edna’s Article on Student-Centered Libraries, July 31, 2018). Because she strives to make connections between people and ideas she is open to sharing new

ideas and she has become the person in her school who can influence ideas and people, especially those individuals who do not necessarily possess the formal power to make and implement decisions. Creating a co-constructed space with students also develops a sense of well-being as students are made to feel comfortable sharing ideas and they have an understanding they have a voice in the decisions made about the library.

She developed these personal connections, as observed, between herself and the entire school community, including students, teachers from across the district, Ed-Techs, administrators, school board members, substitute teachers, public librarians, and parents. As indicated in her leadership report, “her warmth puts everyone at ease” (Leadership Development Report, September 27, 2018, slide 15). Her passion is unquestionably these connections and her friendly, warm, and welcoming nature show in how she acts as a librarian.

An important aspect of Edna’s role was showing students “you matter to me” (Edna Interview, April 30, 2019, p. 8, line 346). Not only did Edna make connections between herself and the school community, she also passionately made connections between people and ideas. She did that by sharing information with classes, on her website, through social media, speaking around the state to educators, and writing nationally for other school librarians. She also connected people and ideas by feeling comfortable sharing other peoples’ ideas. She stated, “I’m not shy to share ideas. I feel like ideas are meant to be shared. Everything works better if we’re comfortable passing ideas up and down the food chain and to different people” (Edna Interview, April 30, 2019, p. 8, lines 361-363). By connecting with people and sharing ideas, she

showed that she is open to other perspectives and willing to do the work to make them happen. In serving as a connector, she created a sense of belonging and well-being in the library and in the school.

Edna has “... created a culture of open collegiality and learning for teachers as well as for students” (Edna Observation, May 1, 2019, p. 3, lines 41-42). The culture of this library is about connecting people and ideas, Gladwell (2000) would describe her as a connector.⁴ Edna said, “That is what I think librarians are. We get to be the connectors in our communities. From in to outside: Into the real world outside of school. Connecting people within our community to each other, or to the outside, and into the real world” (Edna Interview, April 30, 2019, p. 7, lines 302-304). Edna’s greatest strengths were about creating those connections. She recognized that about herself and was able to do what she does best every day as a school librarian leader.

When I read several articles Edna had published on the AASL’s *Knowledge Quest* blog, I found additional connections. She described how she worked with an English teacher at her school and a fellow school librarian in Maine on developing virtual personal learning networks by involving members of the Maine Association of School Librarians and the Maine Council of English Language Arts in a book study group via a private Facebook page. She pointed out, “Prior to this, there had been no collaboration or connection between these two organizations, though we are natural allies in supporting literacy for Maine students” (Edna’s article on Personal Learning Journeys, April 29, 2019, p. 1). She promoted this collaboration through Instagram,

⁴ In his book, *The Tipping Point* Gladwell (2000) describes three archetypes: mavens, connectors, and salespeople. When it comes to creating meaningful relationships, Gladwell’s “connectors” are the people at the center.

Twitter, and Facebook using hashtags to attract England Language Arts teachers and school librarians. Through her social media and publications, Edna demonstrated the connections she made between organizations. She also “used the hashtag #LeadLikeALibrarian on Twitter and Instagram” (Edna Observation, April 30, 2019, p. 3, line 51) to spread her voice as a school librarian beyond her school community and the State of Maine.

Based on interviews, observations, and analysis of the relevant documents, it is evident that Edna connects people and ideas as an essential part of her practice as a school librarian leader. In her role, she has created a safe and welcoming place within the confines of the library as a means for making those connections. She has also aligned her daily practice with her values, the values of the school, and is working with the leadership team on aligning their values as well in order to make an impact on the entire school community by connecting more staff with the idea of leadership. She displays her passion through her ability to be a connector among people as well as between people and ideas. By co-creating a safe space, sharing information and resources openly, and by being a connector for ideas and people Edna demonstrates how she serves as a school librarian leader.

Case Two Findings

The librarian in this case engages in leadership behaviors that are consistent with Everhart and Johnston's (2016) proposed theory of school librarian leadership in which they concluded that relationships, communication, and confidence are three concepts shared by school librarian leaders. A school librarian's ability to communicate and develop relationships is tied directly into the skills used daily as

presented in this case. Confidence supports a school librarian's ability to engage in the tasks performed through their work, including the integration of technology and instruction. These three interrelated elements are not mutually exclusive and can change over time and based on context.

The findings in this case extend Everhart and Johnston's work through the identification of the additional categories of vulnerability and making connections and the role they play in the daily practice of Edna's work. The demonstration of these categories serves to support Edna's ability to effectively engage in the work of a school librarian leader and subsequently facilitate and improve the culture of the school by helping community members to connect through relationships, ideas, technology practice, solutions, and information resources. As Edna stated during her interview, "I'm just naturally the kind of person who feels comfortable being vulnerable about my own strengths, weaknesses, challenges with people" (Edna Interview, April 30, 2019, p. 8, lines 337-338). She is willing to share her vulnerability and does so as a show of her leadership strength, not weakness. She openly shares how important it is for her to be the connector in her school community, too. She stated, "That is what I think librarians are. We get to be the connectors in our communities" (Edna Interview, April 30, 2019, p. 7, lines 302-303). She connects all aspects of her school community and subsequently has created a culture of comfort and belonging for the school community.

Table 11 is a summary of the findings relative to this case. These findings are organized by way of an analysis of the predetermined themes from the conceptual

framework for this study and themes that organically emerged through the process of data analysis.

Table 11

Summary of Findings Case Two: Edna

Element of Conceptual Framework	Findings
Relationships	<p data-bbox="695 611 1398 793">Finding 1: The school librarian leader’s practice of developing relationships in her role is intentional and focused on developing meaningful connections throughout the school community as demonstrated by the following:</p> <ul data-bbox="743 831 1398 1297" style="list-style-type: none"> <li data-bbox="743 831 1398 932">● Primarily develops relationships by serving as a welcoming and safe focal point for both teachers and students; <li data-bbox="743 940 1398 1041">● Connects with teachers and other staff members by offering technology integration assistance in a friendly, supportive way; <li data-bbox="743 1050 1398 1150">● Builds strong relationships with teachers and between teachers by being the person with whom people feel safe; <li data-bbox="743 1159 1398 1226">● Establishes additional connections with students inside and outside of the library; <li data-bbox="743 1234 1398 1297">● Creates opportunities beyond the school to connect with others.
Communication	<p data-bbox="695 1371 1398 1554">Finding 2: The school librarian leader serves as a communication conduit among the entire school and its community in order to benefit students and improve the learning community as demonstrated by the following:</p> <ul data-bbox="743 1591 1398 1843" style="list-style-type: none"> <li data-bbox="743 1591 1398 1692">● Shares information, technology ideas, and data in order to inform the community of what is going on in the library; <li data-bbox="743 1701 1398 1768">● Writes and speaks locally as well as nationally in order to share ideas with other educators; <li data-bbox="743 1776 1398 1843">● Recognizes the potential in ideas and shares them with appropriate decision makers.

Confidence

Finding 3: The school librarian leader's confidence is mentored by administrators and enhanced by a supportive school and community as demonstrated by the following:

- Principals recognize her potential and see her as a leader;
- Engages in deep meaningful work that she is passionate about;
- Acknowledged as a leader by county educational leaders;
- Serves on a number of faculty leadership committees school and district-wide.

Vulnerability

Finding 4: The willingness to show vulnerability supports the innovative work of school librarian leaders as demonstrated by the following:

- Finds including multiple perspectives more valuable in locating solutions;
- Does not pretend to know she answers, but seeks to locate them;
- Takes risks by genrefying the collection;
- Innovates within the school community by providing condoms to students in the library;
- Shares a leveled exposure of emotion by making close connections with teachers and students;
- Develops deep and safe relationships with colleagues and students.

Connections

Finding 5: School librarian leaders focus their work on making connections in an effort to establish a sense of belonging and well-being for the staff and students as demonstrated by the following:

- Focuses her energy on resources, activities, and initiatives on making connections;
 - Helps to connect educators with the role of leadership;
 - Empowers students by connecting their ideas with changes in the library;
 - Creates connections between state and national organizations via writing and social media.
-

Through the detailed analysis of interviews, observations, and relevant documents the findings in Table 11 were identified. The first three findings in this case are supported by evidence of Edna's practice and are aligned to both the theoretical constructs of relationships, communication, and confidence included in Everhart and Johnston's (2016) proposed theory of school librarian leaders. The last two findings extend Everhart and Johnston's (2016) work. The willingness to show vulnerability and the desire to make connections to improve the culture of the school supports the innovative work of this school librarian leader.

Case Study Three: Carolyn

*We are here to help students succeed,
and I want to find any way possible to do it.*
(Carolyn Interview, May 7, 2019, p. 1, lines 19-20)

The City of River Island is a rural island community located in between two large rivers in central Maine. Incorporated as a city in 1891, River Island has a rich history involving the surrounding rivers. Sawmills, hydropower, and canoe building were the key to its successful development and continue to this day. The city and surrounding communities attract outdoor enthusiasts for fishing, canoeing, hiking, and appreciating the local wildlife.

Two nearby towns also make up the River Island community school district. Both towns have fewer residents combined than the City of River Island. According to the United States Census (2010) the population of River Island was 7,840, while the two sending town populations were Town A, 890 and Town B, 1,492. Like many communities in Maine, the River Island community is predominantly White (95%). River Island also has a small Native American population (2.4%) and is the current and historic home of the Penobscot Nation. The median household income for the City of River Island is \$37,799. The median household income of the two smaller towns are \$51,979 (Town A) and \$51,317 (Town B) compared to a state median household income of \$53,024.

River Island High School (RIHS) serves over 500 high school students. The students at RIHS are each assigned a Chromebook at the start of the school year and have access to the extensive digital collection made available to all Maine residents through the Maine Digital Library system. RIHS is a classic 1950s-era brick New

England high school building. The hallways are filled with photographs of every graduate of the school, setting it firmly as a proud and historic school district. The facility is warm, efficient, and well-used.

The library is located on the top floor at the far end of the hall. The school day had just started as I arrived and the classrooms were silent as classes began.

“Exuberant voices can be heard streaming down the top floor hallway, emerging from the library. Carolyn greets me with a smile” (Carolyn Observation, May 6, 2019, p. 2, lines 17-18). She has been the school librarian at RIHS for the past ten years. She explained, during her interview, that she earned her MLS and came to the world of school librarianship 17 years ago when she changed from a position in the business world into her career as a school librarian. “She is friendly, bright, and welcoming, as is the library” (Carolyn Observation, May 6, 2019, p. 2, lines 18-19).

The library is filled with students doing a variety of activities while “drinking coffee, energy drinks, and eating breakfast” (Carolyn Observation, May 6, 2019, p. 2, line 22) throughout the space. “Students are hurrying to finish assignments, complete projects, and get to the end of their books. Teachers are making copies, checking in with students, and preparing for their day” (Carolyn Observation, May 6, 2019, p. 4, lines 62-64). Carolyn explains the students in the library “... feel comfortable being themselves here” (Carolyn Interview, May 6, 2019, p. 3, lines 125-126).

Relationships

Students. When asked about how she develops relationships with students, Carolyn stated, “Understanding teenagers, which is difficult at times, but just listening to them and letting them speak” (Carolyn Interview, May 6, 2019, p. 3, lines 118-119).

She paused to think and added “I think the most important thing is being flexible with them and being consistent” (Carolyn Interview, May 6, 2019, p. 3, lines 119-120). She explained that students appreciate flexibility in a school librarian by consistently being understanding and allowing individuals to work on their own terms:

I’m pretty laid back in terms of discipline. There are a very few things that will really get me angry or upset with the students. So they feel comfortable being themselves here. They know that there is a certain line that they can’t cross. But they are teenagers and they do! They know that I’m one of those people that forgives. They start fresh, come back in, no big deal. I think being flexible is huge with them. (Carolyn Interview, May 6, 2019, p. 3, lines 124-128)

While I observed Carolyn talked about how her favorite part of the job is when students come in and say they “need a book to read but they hate reading and then she suggests a book and the student comes back later and says: ‘I finished the book, do you have another book like that one?’” (Carolyn Observation, May 6, 2019, p. 4, lines 63-65). She wrote a biographical statement on her blog ending with, “I love to read young adult literature and I love when students ask me for book recommendations and when I can match the perfect book to a student it makes everything I do worthwhile” (Carolyn’s Blog, June 2019). She built relationships with students by helping them to make connections with books and reading.

She clearly demonstrated a willingness to allow students to feel ownership over the library. She used her relationships with the students to keep order in the library. “I think treating them with respect helps a lot. I’ve also given them ownership over the library: Having them be the library aides, having them be somewhat in

control of the library” (Carolyn Interview, May 6, 2019, p. 3, lines 132-134). As I observed the students appeared to want the library to be a nice place. “The student aides smile at students and teachers as they walk in. They appear to be approachable and eager to help” (Carolyn Observation, May 6, 2019, p. 2, lines 27-28). I also observed,

At the end of the first period, several students left their breakfast packages and empty coffee cups on their tables. When the bell rings, other students walk by the tables and pick up the trash to place it in the bin at the exit. Another student pushes chairs into tables as she walks across the library. (Carolyn Observation, May 7, 2019, p. 2, lines 46-49)

Carolyn added to the idea of students feeling an ownership in the library. “They want it to be a nice place. They want students to behave. So they will actually say things to other kids, too. Or other kids will say things like: ‘Watch your language!’ So that helps” (Carolyn Interview, May 6, 2019, p. 3, lines 134-136). It was apparent that students felt an ownership in the library and wanted it to be a comfortable and pleasant space. When students feel ownership in the library, it shows the relationship between students and the librarian is one of trust and respect. Students who are engaged at this level may potentially feel they are partners with the librarian, leading to support and advocacy of the current library program.

Carolyn took time to consult with students before implementing a new initiative. She went on to clarify by adding that being open to new ideas is important in a leader. “Not that your idea is the best idea, but someone else may have a better idea and being able to realize that and use that instead” (Carolyn Interview, May 6,

2019, p. 6, lines 253-255). Carolyn explained during her interview that she worked with students in the library to develop genres within the fiction collection and when they suggested which colors went with the different genres, she listened to their advice and took it into consideration. "Letting other people make decisions is important" (Carolyn Interview, May 6, 2019, p. 7, line 260). This was evident in the decisions Carolyn used within the library program. She used the advice and input from students to make collaborative decisions in order to make the fiction collection more accessible. Including students in a collaborative decision making process demonstrates that she views students as valuable partners in the administration of the library.

Developing supportive relationships with high school students surprised her in some ways, too. In the middle of our interview, I observed, as a student rushed into the library in obvious turmoil. Carolyn excused herself from the interview and I observed their interaction.

He was holding his Chromebook, saw Carolyn was talking to someone (me), so approached a group of students and began heatedly explaining what had just happened. Carolyn noticed and excused herself to talk with him. He was exasperated and frustrated. He asked her hotly why he needed to work on his digital portfolio. She patiently sat with him, listening to his complaints, and explained how the tool could be valuable to him today and in his future. She calmly walked him through the next steps he needed to take to complete his digital portfolio all while deescalating his emotions. By the time he left he had finished his task, understood why it was relevant to his life, and was laughing and calm. (Carolyn Observation, May 6, 2019, p. 5, lines 86-94)

Carolyn explained this interruption during our interview. “Sorry for the interruption. The kids are working on their senior portfolios right now and they have to present them. So they are very nervous about it and not sure about what they are doing. So I’ve been helping them” (Carolyn Interview, May 6, 2019, p. 5, lines 196-198). Relationships play a part in how Carolyn facilitates technology instruction and integration with students as needed throughout her day. She went on to say,

I never thought I’d be in this role but I sometimes feel like I’m a Social Worker. The students that need someone in their lives, they are looking for some sort of mentor or someone to be their champion or something like that. Those are a lot of the kids that I’ve built relationships with. The kids with stable home lives, I don’t have the same relationships with them. They don’t need it. Being able to work with kids who have a hard time in the classroom, like that student: He gets frustrated very easily. Being able to work with them helps a lot. Patience! Patience is really important and laughter. Laughter is really important, too! (Carolyn Interview, May 6, 2019, p. 5, lines 203-209)

Her ability to recognize the student’s emotions, respond appropriately, and help him with an academic and technological task shows how Carolyn has developed close and trusting relationships with students using understanding, patience, and humor. Her relationship focus with students is often on those who are the most vulnerable and she uses her role to help them.

Carolyn stepped out of her comfort zone in order to expand her role as the school librarian and to develop better connections with students so she could work on meaningful relationships both in and out of the library. She explained,

I take different roles throughout the school and they see that I'm involved in the school. I haven't done it much this year but I do volunteer to help out the tennis team. I do it as much as I can on a volunteer basis. I go out and practice with them. I go out and support them when they have matches. It's basically just when I can. I like to see kids outside of this. It's always fun. They always say: 'What are you doing out here? Why aren't you in the library?' I am also an honors diploma mentor. (Carolyn Interview, May 6, 2019, p. 6, lines 328-335)

Carolyn helps out with the tennis team, serves as a mentor for students hoping to earn an Honors Diploma, and she added,

I also do the Student of the Month. We have four students of the month, one for each grade. It goes to the local paper, so there is some coordination with that. I like doing that, because I get to see students I don't normally get to see. (Carolyn Interview, May 6, 2019, p. 6, lines 325-328)

Working with students outside of the library allowed Carolyn to spend more time with students, meet them in a variety of contexts, build connections with students who do not typically use the library, and allowed students to see her away from the traditional librarian role. Putting herself into these different roles helped her to develop additional relationships with students at RIHS.

Based on interviews with Carolyn, observations of her at work and the library environment, and an analysis of relevant documents, it is clear that the development of relationships with students is vital in her practice. Analysis of the data relative to Carolyn shows she has intentionally developed relationships with students by working

with them in and out of the library and allowing them to feel ownership over the library.

Teachers. Carolyn explained during her interview how relationships with teachers have played a role in her position.

Building those relationships is huge! I want teachers to feel comfortable bringing their classes in. They feel comfortable working with you. They know what teaching style you have or what style the library is going to be like. Build that trust! (Carolyn Interview, May 6, 2019, p. 3, lines 114-116)

She makes teachers feel comfortable by showing colleagues that she understands practical needs. One of the resources in the library made available to teachers is the new photocopier.

One of the things that I love is having the copier in the library. I love it because I get teachers in here all of the time and I can have conversations with them and talk to them, not always about books and what's going on in the library, but it helps build those relationships. (Carolyn Interview, May 6, 2019, p. 5, lines 223-226)

Because Carolyn's school had not provided her with an Ed-Tech she needed to spend most of her time supervising the library. Bringing teachers to her through tools and resources is one method she used to develop relationships since she was unable to visit them in their classrooms. Spending time in proximity to teachers has helped to build relationships and allowed them to see how she works within the library. "I think that one of the most important things is to build relationships with as many staff members as possible" (Carolyn Interview, May 7, 2019, p. 2, lines 71-73). According to Carolyn

developing relationships with the staff is a vital part of her practice. Carolyn was “the Chairperson of the Faculty Leadership Committee and serves on the District Technology Committee” (Carolyn’s Biographical Statement, July 2019) which allowed her to meet with other faculty members outside of the library after school hours. The relationships I observed were professional and functional relationships. As I stood in the center of the library and observed, “Several teachers came in and out in order to use the photocopier. Some have incidental conversations with the librarian” (Carolyn Observation, May 7, 2019, p. 2, lines 43-44). As we walked through the halls of the school the staff smiled and acknowledged her personally but I was unable to observe close personal relationships.

Based on interviews with Carolyn, observations of her at work and the library environment, and an analysis of relevant documents, it is clear that the development of relationships with adults in her school are functional in nature. Analysis of the data relative to Carolyn shows she has intentionally developed relationships with adults by providing a friendly, flexible space with practical resources to attract teachers to come to her. The intentional relationships between Carolyn and the members of the school community demonstrate that she understands relationships are important but the lack of an Ed-Tech appears to influence the relationships with adults, making these relationships more about providing space and services rather than the development of collegial relationships formed around curriculum planning and implementation. Carolyn’s practice of developing relationships within the school is intentional and focused on developing a welcoming and comfortable environment for teaching and learning.

Communication

Carolyn used highly visual annual reports to communicate resources added to the library space during the school year. “Students love the addition of games such as chess, Scrabble, Jenga and puzzles” (RIHS Library Annual Report, 2017, p. 1) and are observed using the comfortable seating, high top tables, supplies, and charging stations. The RIHS Library Annual Report (2017) also included images of engaging design elements around the library and this statement, “a little redesign improved the atmosphere of the library” (p. 1). Carolyn used the annual report as well as the space itself to communicate with the school community about the resources available and the casual and welcoming nature of the space.

As Carolyn gave me a tour of the school she showed me that she had “... commandeered display cases, bulletin boards, and teachers’ doors in order to promote reading and information literacy” (Carolyn Observation, May 6, 2019, p. 3, lines 44-46). She also hung “signs in the bathrooms with pull-off tags in order to promote the access to a digital health and wellness database that she subscribes to for the students’ own personal health information” (Carolyn Observation, May 6, 2019, p. 3, lines 46-48). As Carolyn walked through the high school she pointed out, while I observed, that “the library is no longer a single space on the top floor of this high school: It has extended into classrooms, hallways, bathrooms, school buses, and home along with access to eBooks and digital information sources” (Carolyn Observation, May 6, 2019, p. 3, lines 49-51). She has communicated with the entire school community, both library users and non-users, about the resources that are available to them. Due to the fact that the library in this case is on the top floor and challenging to get to Carolyn

increases the reach of the library beyond the end of the hall on the top floor. Communicating with non-users and individuals who do not typically come in proximity to the library provides another access point to students and teachers throughout the school community and ensures equitable access to resources available previously to only library users. Due to Carolyn's outreach these resources were made available to all members of the school community.

Carolyn communicated in other ways, too. She sent monthly emails with links and access to resources as well as ways faculty can integrate the materials into their content area. She stated,

I always worry that I'm doing this and no one is ever reading them. I did one about our new picture books that I bought and I put a link to a slideshow that I found online about using picture books in the secondary classroom and how it benefits students. (Carolyn Interview, May 6, 2019, p. 5, lines 217-219)

She also included a list of recently purchased picture books and how each title could connect to a variety of content areas and benefit students. Although her concern was over how useful these emails are this time she stated, "I had a couple of teachers come right in and I was like: 'Yay! They read it!' One teacher said: 'I do a unit on this, so I'm going to use this next year.' So that was exciting!" (Carolyn Interview, May 6, 2019, p. 5, lines 219-221). Seeing immediate results from communications was powerful for Carolyn and because teachers gave her positive feedback which encouraged her to continue sending out digital communications to the school community. She also offered face-to-face PD opportunities to the faculty at RIHS. An invitation to all teachers sent out at the beginning of the school year read, "Come

check out our brand new website and get an overview of our subscription databases that you can use in your classroom, as well as the NEW Digital Maine Library” (RIHS Library Smore Post, September 20, 2018). Communicating with teachers via email and offering face-to-face sessions demonstrates that she shares instructional ideas and tools in a variety of formats.

She communicated with both students and staff through the instruction of information literacy across disciplines and grade levels through digital tools like online library research guides, from “Medieval Times to The 1960s” (RIHS Library Research Guides, September 28, 2018, p. 1). I observed as the Wellness teacher brought her class into the library to have her students “... write physical fitness goals and use research methods and tools to find information about how to meet those goals” (Carolyn Observation, May 7, 2019, p. 1, lines 36-37). The teacher and librarian worked collaboratively on the implementation of this project. I saw no evidence of collaborative planning and instruction, but Carolyn was clearly aware of the outcomes of the project and anticipated the needs of the teacher and students as they began to work.

The teacher walks between tables and spaces and interacts naturally with the students – sometimes raising her voice to make a funny comment or to clarify part of the assignment. She draws the librarian into the instruction. The librarian works with students individually, helping them locate specific resources or answering a question about their use of the Chromebooks.

(Carolyn Observation, May 7, 2019, p. 1, lines 38-42)

Carolyn said of this type of work, “If it’s related to research or to what the students are doing then I’m fairly involved in that” (Carolyn Interview, May 6, 2019, p. 6, lines 238-240). Carolyn communicates with both teachers and students through the instruction of information and technology literacy.

Mentoring students through the Honors Diploma Program also demonstrated Carolyn’s communication style. In addition to their regular classes, seniors at RIHS have the option to complete a capstone project. They write a research paper and give a presentation on a topic of interest to them. Carolyn introduced a new collaborative tool called NoodleTools⁵ to the students. Teachers and the librarian have access to students’ NoodleTools accounts, allowing them to comment, make recommendations, and give feedback throughout the process of gathering and using sources.

We are a Google school and this year we started using NoodleTools for that, which has really helped. I went in and I helped them with their papers. They shared everything and since everything is in NoodleTools, I could help them. I went in and made suggestions on their papers. I hadn’t really done that before this year, so that was neat to do. (Carolyn Interview, May 6, 2019, p. 8, lines 347-351)

She also provided easy access and simple instructions from the library’s website where she included “NoodleTools is an online research management platform to stay organized, build accurate citations, archive source material, take notes, outline topics, and prepare to write” (RIHS Library, Online Resources, p. 1). Carolyn used this new digital tool as a method of instruction for the students she was mentoring through their

⁵ NoodleTools is a research management system which allows students to cite sources, create notecards, and create bibliographies.

capstone project. Instruction on these skills is important for those students, especially those students planning to attend college. Carolyn added, “I get them used to realizing that when they go to college they can go to their librarian and get help” (Carolyn Interview, May 6, 2019, p. 8, lines 343-345). Preparing students to be lifelong learners, ethical users of information, and informed citizens is an important part of her role and she is able to communicate that with students through the use of collaborative digital tools.

Carolyn used the library website to communicate about and share information and resources. Creating a simple portal for easily locating professionally curated links to informational resources that are accessible to all students and teachers at all times is a critical part of communicating information for Carolyn. She redesigned the library’s website earlier in the year in an effort to make it more easily accessible on mobile devices. She wrote “Check out our updated and mobile friendly library website” (RIHS Library Smore Post, August 2018) in one of the back-to-school messages sent to the entire school community. She kept her websites dynamic and current in order to better serve the teachers and students at RIHS. On the school library’s visually appealing website, which she maintained, reading lists span the content areas including “The Great Gatsby & the 1920s and The Hiroshima Research Project” (RIHS Library, Research Guides, p. 2).

She also curated a collection of eBooks and digital audiobooks, links to online databases organized by subject with basic instructions, including “find the best library databases for your research” (RIHS Library, Online Resources, p. 2), and embedded the library’s Instagram, Facebook, Pinterest, and Twitter feeds where she shares new

library books, images of library events, and links to improvements happening in the library. One of her Tweets stated, “Look at all those pretty colors! We are making a lot of progress on genrefying the library thanks to some awesome students. Once all the books get labeled, then all we have to do is sort and scan them” (RIHS Library, Twitter Feed, April 11, 2019). Carolyn keeps the library websites dynamic and current in order to better serve the teachers and students as well as promote services available through the library. Sharing information and resources in creative, clear, and concise ways demonstrates how Carolyn communicates information to assist the school community. The development and use of the information published on the RIHS Library website is mutually beneficial as classes have access to relevant and evaluated sources and Carolyn is able to influence the school community to ethically use vetted and reliable information sources in their academic research and subsequent potential success as students.

Based on interviews with Carolyn, observations of her at work and the library environment, an analysis of the relevant documents, it is clear that communication is an important part of her practice as a school librarian leader. Analysis of the data relative to Carolyn shows that she communicates clearly and consistently about resources, services, and instruction with both students and staff in the school both in and out of the library. Whether she is sharing new releases and teaching tools with faculty, hanging signs in bathroom stalls, or facilitating a research project with students, Carolyn communicates comfortably, creatively, and often with the school community. Carolyn intentionally uses communication about the library and its services in order to benefit student learning and improve the learning community.

Confidence

When asked about where her confidence came from Carolyn explained, “I think some of that is just my personality. I’ve always had people who have been willing to mentor me and allow me to make changes in whatever I have done” (Carolyn Interview, May 6, 2019, p. 2, lines 88-89). She went on to explain about confidence in herself as a school librarian at RIHS,

I feel like I have a tremendous amount of support here from our administration. They are open to whatever I want to change. I don’t have to ask to do things, to be honest with you. For me to genrefy the fiction section, I didn’t even talk to administration about that. I just went ahead and did it. Ask for forgiveness, not permission! They wanted that when I came here. They wanted the library to be more of a welcoming space for students, so it wasn’t hard for them to allow me to make those changes. (Carolyn Interview, May 6, 2019, p. 2, lines 89-96)

Carolyn was fortunate to work with supportive administrators in all of her school library positions. She further explained that her confidence came from this continued support. “If someone is always questioning what you are doing and not being positive about the changes you are making, then I think it creates negative feedback and then you don’t want to do anything. You don’t want to make any changes” (Carolyn Interview, May 6, 2019, p. 2, lines 99-102). She also stated, “I have a very healthy budget which I know not all libraries have. We are very blessed with that. I am truly thankful for the administration for keeping that support in place” (Carolyn Interview, May 6, 2019, p. 3, lines 104-106). Support and trust from administrators create a feedback loop for Carolyn: The more support and trust that comes from

administrators, the more positive changes she is willing to make which ultimately benefits all of the students in the school and an increase in her own confidence.

Carolyn explained how she first came into her role as a school librarian and demonstrated the experience she had with her principal.

I was a guidance secretary at another high school Down East. This is really convoluted and kind of coincidental, but my husband got a math teaching job at a high school the next year and the principal at my high school got the principalship at the same school. He knew we were moving there and the librarian was retiring so he said to me, 'Do you want to be the librarian?' And I said, 'Sure! Why not? I can do that!' Meanwhile, I knew nothing about being a librarian. They hired me and that's when I worked towards my master's degree. I basically learned as I went. (Carolyn Interview, May 6, 2019, p. 6, lines 269-275)

Carolyn's principal selected her to serve as the school librarian, not based on her interest or skills specifically in librarianship, but based on their past working relationship which has helped to develop her confidence. Carolyn's principal continued to instill confidence in her. She stated, "He trusts me to be a professional. That has helped a lot. I think he sees me as a leader in the school. I'm the chair of the faculty leadership team which I have been for five years" (Carolyn Interview, May 6, 2019, p. 7, lines 315-316). Her confidence to lean in and serve as the chair of the faculty leadership team has put her in the position for her colleagues to see her as a leader. The trust and respect given to her by the leadership team allowed her to see herself as a leader.

When faced with a problem Carolyn looked for solutions and is confident taking those solutions to administration, especially when they benefit students. She said of her principal, “He’s open to solutions to problems. If there is an issue he wants you to come up with a solution to help try to solve the problem” (Carolyn Interview, May 6, 2019, p. 7, lines 310-312). At the start of the school year she had made the library available to students during lunch, providing them with an alternative to the cafeteria. However, the principal expressed concern that the students were scheduled to be in the cafeteria and wanted a way to keep track of their locations,

The kids have always been able to come up here and eat but at one point he was worried about where students were in the building and where they were supposed to be. So I came up with that idea for the lunch passes and it’s worked out really well. He’s open to solutions to problems. (Carolyn Interview, May 6, 2019, p. 7, lines 308-310)

As I observed during lunch, dozens of students entered the library with a library lunch pass.

Most students are eating lunches, some are doing work, others are reading, some are typing on Chromebooks. More than anything, this is a meeting place for students: a place where students come together to share, learn, and relax. It is a comfortable space for students. From the center of the library I can see students in every direction making connections inspired by the space and the feeling of welcome. The students appear to use the library as a safe place where they can meet people and work together. (Carolyn Observation, May 6, 2019, p. 3, lines 57-63)

Carolyn showed her confidence by sharing solutions to problems and grew her confidence with the continued support of her administrators and the increased use of the library space and resources by students. Taking the lead on a school-wide initiative shows the confidence Carolyn demonstrates as well as the impact her work potentially has on students and teachers.

Carolyn also shared that she teaches a course for school librarians.

I teach a summer institute for librarians one in Vermont and one at a private school. They are week long workshops. I don't want to say I teach it. It's more of a collaboration. We are all working together and I am kind of the facilitator. There is no right or wrong way to do things. Every library is different and what works in your library is not necessarily going to work in my library. (Carolyn Interview, May 6, 2019, p. 7, lines 290-295)

Teaching this institute for current practitioners was another way Carolyn showed her confidence. Included in the workshop description was: "In this workshop we will look at how the library media center has changed and develop a strategic vision and plan to create a vital information center that will be an indispensable resource for both your students and teachers" (Carolyn's LinkedIn Profile, June 2019). Not only is she educating school librarians in these workshops but she confidently creates an atmosphere of collegial sharing of ideas rather than a traditional lecture. She is not the sage on the stage but is open to collaborating with everyone in class. These collaborations have helped to improve her practice and confidence through networking with colleagues and sharing new ideas.

Carolyn was recognized for the work she had done in her current library. In 2018 she received the district's Awesome Staff Award in which her nominator, a fellow faculty member, wrote of the library program, "Students engage in technology, meaningful discussions while feeling the comforts of a safe place. You are often seen around the building supporting staff and students with your technology and literacy expertise" (Carolyn's Blog Post, June 2019). She was also honored as her high school's staff member of the month in December 2018 and received the Maine Association of School Libraries Impressive Web Presence Award in 2017 (MASL Hall of Excellence, 2017). The award does not necessarily contribute towards one's confidence, but the recognition of others for her work does.

Based on interviews with Carolyn, observations of her and the library space itself, and a review of the relevant documents in this case, it is evident that confidence is an important part of her practice as a school librarian leader. Analysis of the data relative to Carolyn shows that she developed confidence through the trust and support of her school administrators as well as through the instruction of a summer institute for school librarians. She is confident in offering solutions to problems and making changes in the library. Carolyn's confidence within her position has improved aspects of the school community. Her confidence was initially mentored by an administrator and is now enhanced by a supportive school community.

Organically Emerging Themes

In addition to evidence supporting the three research-based predetermined themes two additional themes organically emerged during data analysis. The themes extend Everhart and Johnston's (2016) conceptual framework to elucidate the librarian

leader as someone that provides leadership through risk-taking and as one who provides inclusionary access to information and resources throughout the school building.

Risk-Taking

Carolyn displayed leadership through her willingness to take risks by embracing change, even when she was unsure about an outcome as long as it benefits the students of RIHS. Carolyn was open and seemed almost eager to share when she took a risk and was unsure about an outcome. She believed school librarian leaders are, “willing to take risks and willing to make changes and are not afraid of failing and are not afraid of it not working out” (Carolyn Interview, May 7, 2019, p. 1, lines 36-37). She used that attitude as a method for modeling uncertainty for students. “I think that’s important for kids to see, too. That you’re not perfect, that you make mistakes and you can fix those mistakes” (Carolyn Interview, May 7, 2019, p. 1, lines 39-40). An example she shared during her interview demonstrates her willingness to take a risk and display uncertainty when making a decision that impacted the entire school. During the one-to-one Chromebook rollout Carolyn saw the students and staff struggling to get help when needed.

The library is the perfect place for them to come get help with their laptop. I took on distributing all of the laptops, collecting all of the laptops at the end of the year, and then if students have problems with them they could come in throughout the year. I didn’t necessarily fix the problems but I made up paperwork, a ticket system, and left it for the help desk teacher and he would

pick them up when he came. It worked out great, for a while. (Carolyn Interview, May 6, 2019, p. 4, lines 159-163)

She had created the library to be a central location where everyone in the school can go to get information and assistance on a number of issues including access to information and technology.

Carolyn took the time to reflect on the new process and discerned which activities contributed to the mission of the library and student success and gave them higher priority.

I have taken on more than I should at times to be helpful because you want to be helpful to the school, you want to improve the school, you want to help the administration. Sometimes that has backfired. [Laughs] You have to be aware of taking on too much and knowing when to say no. Which is sometimes hard! I can do that. I can do that. I can do that. And then you are like: Oh my god! No I can't! (Carolyn Interview, May 6, 2019, p. 4, lines 147-151)

Carolyn found herself spending more time managing Chromebooks than she did on running the library so she made the difficult decision to stop serving as the Chromebook help desk. "For my own mental health, I just had to say no" (Carolyn Interview, May 6, 2019, p. 4, line 166). She added "Even though I'm trying to do what's right for the school and what's right for the students" (Carolyn Interview, May 6, 2019, p. 4, line 167). She struggled in this decision, but had to prioritize what needed to be done in the library.

That was the point where I had taken on too much and it was taking away from what I was doing in the library. I could never have been working on this big

project right now with students because it was so disruptive. It would come in waves. You are constantly being interrupted with laptop issues or whatever, so that was difficult. (Carolyn Interview, May 6, 2019, p. 4, lines 170-173)

Taking on a school wide project such as the one-to-one Chromebook rollout shows that she is willing to take risks even when faced with uncertainty, and especially when it will benefit the students of RIHS. Admitting that she had taken on too much shows Carolyn's ability to realize her limits and change course.

During observations I witnessed as students asked for assistance with their Chromebooks. "Even though she is no longer the school's official help desk, she stops working on her computer or in the stacks to troubleshoot and advise students on next steps and make suggestions on the use of their Chromebooks" (Carolyn Observation, May 6, 2019, p. 6, lines 107-109). School librarian leaders do not have to have the right answers all of the time. Carolyn demonstrates her willingness to take on a school-wide role and then step back from it when she recognized it was not the right thing to do. Accepting uncertainty seems to come from experience as well as the intrapersonal skills of self-confidence and self-trust.

Carolyn also demonstrated risk-taking in how she managed the library's print collection. Carolyn was in the "final stages of genrefying the fiction collection and has established ten genres" (Carolyn Observation, May 6, 2019, p. 2, line 40). She was relabeling the books with colored genre stickers and then planned to rearrange the collection by genre. Carolyn posted several photographs and a video sharing the changes she had made. She wrote, "After constantly getting questions about where a specific genre of book is located we are taking the plunge and reorganizing the fiction

books so that browsing will be so much easier” (RIHS Library Facebook Post, April 9, 2019). As she gave me a tour of the library during my observation, she explained that making this change to the print collection,

... gives students and teachers a new way of seeing the same print collection: It provides everyone an opportunity to think differently about selecting a book and how information is organized in a library and beyond. It also allows library users to more independently select books they are interested in. (Carolyn Observation, May 6, 2019, p. 2-3, lines 38-40)

She made this change to improve student access to books. Carolyn laughed when she described how she started the genrefication process. “For me to genrefy the fiction section, I didn’t even talk to administration about that. I just went ahead and did it. Ask for forgiveness, not permission!” (Carolyn Interview, May 7, 2019, p. 3, lines 118-119). Genrefying shows Carolyn understands the collections, her patrons (both students and teachers), the curriculum, the standards, and how student choice plays a role in book selection. She took a risk in making this significant change to the print collection in order to increase independent access to the fiction collection.

During our interview Carolyn described her personality as, “I embrace change. I like to change things around in here. I’m always looking for new ideas for ways to do things, to improve things” (Carolyn Interview, May 6, 2019, p. 7, lines 282-285). Her willingness to embrace change is another example of how Carolyn took small risks in her role. She went on to say one of the most important aspects of her practice was:

Willing to take risks and willing to make changes and I'm not afraid of failing and not afraid of it not working out. Like the whole makerspace thing that I started and then I thought: No, I can't do it. And that's Ok. And I think that's important for kids to see, too. That you're not perfect, that you make mistakes and you can fix those mistakes. You're kind of a role model and you are modeling what you hope they will be. Those are my biggest things that I think are important. (Carolyn Interview, May 7, 2019, p. 1, lines 36-41)

One small change Carolyn made was when she implemented a self-checkout station for students and teachers. She wrote, "Students love using the self checkout" (RIHS Library Instagram Post, December 13, 2016) and included photographs of students checking out their own books. She also encouraged students to check out books over the summer, "Did you know you can check out books for the summer? (RIHS Library Instagram Post, May 31, 2019). Making small changes like this shows that she is willing to discontinue traditional school library practices in order to improve access to information and resources for students. She was not sure that students would accurately check out their own books. She was not sure that students would not move away during the summer and take their library books with them, but she implemented these changes because they both help to get books into the hands of students. When discussing the most important behaviors of a school librarian leader she acknowledged that risk-taking and uncertainty are part of her experience. It is evident that Carolyn believes that school librarian leaders need to be risk-takers, even when faced with uncertainty.

Based on interviews with Carolyn, observations of her while working within the library space, and an analysis of the publicly available documents, it is evident that the willingness to take risks and move forward through uncertainty are all a part of the practice as a school librarian leader. Analysis of the data relative to Carolyn shows that she shares this risk-taking through modeling uncertainty in her practice and making changes in the library. Carolyn's willingness to take risks supports the innovative work she does as a school librarian leader.

Inclusionary Access

Carolyn focused much of her work on creating inclusionary access to resources for all. Carolyn explained how her values impacted her position as a school librarian leader. "Being not afraid to step in and do something that maybe someone else wouldn't want to do: That's how I see myself as a leader here" (Carolyn Interview, May 7, 2019, p. 1, lines 14-15). Taking the lead and voicing her opinion on topics like student access to books and resources is how Carolyn demonstrates leadership in her practice.

At the time of this data collection, Carolyn's school had not yet gone through the updated NEASC process, but they are beginning their NEASC self-study in the 2019-2020 school year. Carolyn's school has not yet gone through the process of documenting their core values. However, Carolyn demonstrated her own personal values by making a difference in the lives and education of her students, especially those who struggle. When discussing values Carolyn stated,

I'm not afraid to take the lead on things. I'm not afraid to voice my opinion when it's something that is important to me or stand up for something that is

really important. I may not get the decision that I like, but I'm not afraid to voice my opinion. (Carolyn Interview, May 7, 2019, p. 1, lines 10-12)

She demonstrated how she aligned her practice with her values by speaking up for ideas that align with what is most important to her as a librarian and as an educator.

She added, "We are here to help students succeed and I want to find any way possible to do it" (Carolyn Interview, May 7, 2019, p. 1, lines 19-20).

When I first walked into the RIHS library I observed in the hallway leading to the entrance a large book display with the sign "Free Books" (Free Books Display Sign, May 6, 2019, p. 1). This display consists of donations and books that have been weeded from the school library and she encouraged students to take them without having to check them out from the library. This display serves as an example of how Carolyn has extended the library into the halls and is encouraging students to read by simply putting more books in front of them. As I observed,

I noticed a cart with sparkling lights and a large, attention-getting, colorful sign reading, 'The Pop Up Library.' This is a rolling cart of books that are placed throughout the school on different occasions so students who do not typically use the library can have access to more books. (Carolyn Observation, May 7, 2019, p. 3, lines 52-55)

Providing equitable access to books and resources to library users and those that do not typically use the library is another way Carolyn aligns her practice with her values by providing inclusionary access to resources. Establishing equity in access to books, information, and resources is vital to Carolyn as a school librarian leader.

Carolyn's passion is made evident in her desire to connect students with books they care about.

As she showed me around the stacks, explaining her curation, organization, and collection development methods she asked 'If students can't read what they want when they are in the library, then when can they?' (Carolyn Observation, May 6, 2019, p. 5, lines 101-103)

She demonstrates this care to connect readers with their books in order to create lifelong readers or at least introduce all students to the idea that reading may not be the chore they once imagined it to be. I noted, as she gave me an extensive tour of the library facility, "she reimagined the space from a traditional model to an incredibly comfortable and welcoming central hub for making connections with people, information, and especially books" (Carolyn Observation, May 6, 2019, p. 5, lines 84-86).

Carolyn also had a focus on providing equitable access to books and reading through her visually appealing website. The home page included a stream of high interest young adult book covers under the heading "Carolyn Recommends" (RIHS Library Website, May 8, 2019, p. 1). She also provided easy access to an extensive collection of eBooks and digital audiobooks for students and teachers to access anytime and from anywhere as well as a link to the dynamic catalog of books, once again filled with images of engaging book covers under the headings "What's New" and "Featured" (RIHS Library Catalog, May 8, 2019, p. 1). She made these connections between readers and books through the organized and inviting physical library space, the book displays she updated throughout the school, her genrefication

project, the engaging design of the digital collections she had curated, and the relationships she developed between herself and her students.

Carolyn displayed her own passion through her connection of reading and book promotion. Her leadership at this school stemmed from creating a culture of open access to resources including literature. She started a program where all teachers hung a small laminated poster saying “Currently Reading” (RIHS Document, Our Staff Loves to Read Poster, May 8, 2019, p. 1) outside of their door. “Every time they read a new book, they would email the librarian, she would print out a book cover in color, and slip it into a slot in the laminated poster” (Carolyn Observation, May 6, 2019, p. 4, lines 70-75). As I walked through the halls of the school during my observation these laminated posters caught my eye and I noticed they are located on nearly every staff member’s door. She told me during this tour of the school that students were pointing out when a teacher was reading a new book but had not yet updated their poster. She appreciated that the students noticed this program and held their teachers accountable for keeping it updated.

Carolyn also provided information about the program on the home page of the library website she designed where she asks staff to submit a simple form answering the question, “What are you reading?” (RIHS Library Website, Our Staff Loves to Read Form, May 9, 2019, p. 1). She explained that along with this staff reading initiative “the principal decided to start a silent sustained reading program school wide” (Carolyn Observation, May 6, 2019, p. 4, lines 80-82). Her initiative and focus on reading potentially led to a larger school-wide change to increase reading. Through

her passion for connecting students and staff with books Carolyn led to a more positive culture of reading at RIHS.

Based on interviews with Carolyn, observations of her at work and the library environment, and an analysis of the relevant documents she has created a culture of inclusionary access to resources for the students at RIHS. Analysis of the data relative to Carolyn shows that she has intentionally led the school to create a culture of reading with equitable and engaging access to information and tools, based on her personal values.

Case Three Findings

The librarian in this case engages in leadership behaviors that are consistent with Everhart and Johnston's (2016) proposed theory of school library leadership. As a result of their analysis of studies examining what school librarian leadership looks like in practice they concluded that relationships, communication, and confidence are at the center. This case illustrates that a school librarian's ability to develop relationships with staff and students, although different, is an important factor leading towards school librarian leadership. Additionally, the case exemplifies that clear communication and confidence are tied to the skills used daily.

The findings in this case extend Everhart and Johnston's work through the identification of two additional themes. Risk-taking and providing inclusionary access to resources play an important role in the daily practice of this case. The demonstration of these categories serves to support Carolyn's ability to effectively engage in the work of a school librarian leader and subsequently facilitate the resources and influence necessary to improve the culture of the school by creating a

welcoming library environment, providing equitable access to library users and non-users, and building trusting relationships with students and professional relationships with staff. The lack of an Ed-Tech at RIHS has led to less flexibility as well as less collaborative planning and instruction which subsequently appears to have had an impact on the development of deep collaborative instruction. Carolyn stated, “We are here to help students succeed and I want to find any way possible to do it” (Carolyn Interview, May 7, 2019, p. 1, lines 19-20). She is making a difference at her school by providing access to resources and information to as many students at RIHS that she can reach.

Following is a summary of the findings relative to this case (see Table 12).

These findings are organized by way of both the predetermined themes from conceptual framework for this study and the organically emerging themes that developed through the analysis of data.

Table 12

Summary of Findings Case Two: Carolyn

Element of Conceptual Framework	Findings
Relationships	<p>Finding 1: The school librarian leader’s practice of developing relationships within the school is intentional and focused on developing a welcoming and comfortable environment for teaching and learning as demonstrated by the following:</p> <ul style="list-style-type: none"> ● Primarily develops relationships with students by connecting with them over books and reading; ● Connects with teachers and other staff members by offering resources to them; ● Builds relationships with teachers by collaborating on technology and instruction; ● Establishes additional connections with students

outside of the library;

- Creates deep relationships with the most vulnerable students;
 - Encourages ownership over the library through the relationships made with students.
-

Communication

Finding 2: The school librarian leader intentionally uses communication about the library and its services in order to benefit student learning and improve the learning community as demonstrated by the following:

- Uses the space itself, as well as resources within the space, to develop a welcoming atmosphere;
 - Creates digital and print promotions in and out of the library to promote the availability of informational resources;
 - Recommends books to communicate with students;
 - Shares newly released books and teaching tools with faculty;
 - Facilitates research projects with students.
-

Confidence

Finding 3: The school librarian leader's confidence is mentored by administrators and enhanced by a supportive school community as demonstrated by the following:

- Administrators recognize the potential and see the librarian as a leader;
 - Serves as chair of the faculty leadership committees;
 - Focuses on solutions to problems and is recognized for that;
 - Awarded for the work she has done.
-

Risk-Taking

Finding 4: The willingness to take-risks supports the innovative work of school librarian leaders as demonstrated by the following:

- Moves forward with decisions even when faced with uncertainty;
 - Asks for forgiveness, not for permission when making changes;
 - Takes risks by genre-fying the collection.
-

Inclusionary Access

Finding 5: School librarian leaders provide inclusionary access to tools and resources in order to improve the school culture as demonstrated by the following:

- Provides equitable access to technology and information resources;
 - Finds “any way possible” to help students;
 - Extends the library into the halls, bathrooms, and classrooms;
 - Creates a culture of readers.
-

Through the detailed analysis of interviews, observations, and relevant documents the findings in Table 12 emerged. The first three findings in this case are supported by evidence of Carolyn’s practice and are aligned to both the theoretical constructs of relationships, communication, and confidence included in Everhart and Johnston’s (2016) proposed theory of school librarian leaders. The last two findings extend the theory. The willingness to take risks and the ability to provide inclusionary access to resources supports the innovative work of this school librarian leader.

Summary of Findings from All Three Cases

The findings from this multi-case study verify and support Everhart and Johnston’s (2016) proposed theory of school librarian leadership. A school librarian’s ability to demonstrate the concepts of relationships, communication, and confidence is tied directly to the skills used daily as presented in this study and are evident in the words, practices, and publicly available documents of all three participants.

The synergistic constructs of this study include the interrelated and often simultaneous themes of relationships, communication, and confidence. The first finding demonstrates that the school librarian leader’s practice of developing relationships within the school is intentional and focused. Specifically, they engage in

deep and collaborative work with others across contexts; develop meaningful connections between people and ideas; create a welcoming and comfortable environment for teaching and learning that supports their efforts at relationship-building. The second finding confirms the school librarian leader serves as a communication conduit between faculty members and students in order to improve the learning community. Specifically, they engage in intentional communication methods to help the school community understand the critical need for information literacy skills and the resources and services the library provides. The third finding reveals the school librarian leader's confidence is bolstered by mentoring and increased by experience and a supportive school community. The first three findings from this study are shared by all three participants and triangulated by multiple data sources across the cases. A summary of these findings across the three cases are shared in Table 13.

Table 13

Summary of Findings

Element of Conceptual Framework	Findings
Relationships	<p>Finding 1: The school librarian leader's practice of developing relationships within the school is intentional and focused.</p> <p>Specifically they engage in deep and collaborative work with others across contexts; develop meaningful connections between people and ideas; create a welcoming and comfortable environment for teaching and learning.</p>

Communication	<p>Finding 2: The school librarian leader serves as a communication conduit between faculty members and students in order to benefit students and improve the learning community.</p> <p>Specifically they engage in intentional communication methods to help the school community understand the critical need for information literacy skills and the resources and services the library provides.</p>
<hr/>	
Confidence	<p>Finding 3: The school librarian leader's confidence is bolstered by mentorship and enhanced by experience and a supportive school community.</p>
<hr/>	
<p>Organically Emerging Themes</p>	
<hr/>	
Risk-Taking	<p>Finding 4: The willingness to take risks supports the innovative work of school librarian leaders.</p>
<hr/>	
Vulnerability	<p>Finding 5: The willingness to show vulnerability supports the innovative work of school librarian leaders.</p>
<hr/>	
Collaborative Instruction	<p>Finding 6: School librarian leaders use collaborative instruction to ensure all students have equitable access to information and resources.</p>
<hr/>	
Connections	<p>Finding 7: School librarian leaders focus their work on making connections through relationships and the curriculum in an effort to establish a sense of belonging and well-being for the staff and students.</p>
<hr/>	
Inclusionary Access	<p>Finding 8: School librarian leaders provide inclusionary access to tools and resources in order to improve the school culture.</p>
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Five additional findings emerged from the data and serve as an expansion of Everhart and Johnston's (2016) proposed theory. The fourth finding is that of risk-

taking. The willingness to take risks in the innovation of instruction and access to information supports the work of a school librarian leader. This finding was shared among all three cases. The fifth finding is an extension of risk-taking and is unique to case two only. Specifically, this finding reveals that the willingness to share vulnerability supports the innovative work of school librarian leaders. The sixth finding, which emerged in case one, demonstrates a school librarian leader's use of collaborative instruction to ensure equitable student access to information and resources. The seventh finding demonstrates the school library leader's focus on making connections in an effort to establish a sense of belonging and well-being for the staff and students and is unique to case two. Finally, the eighth finding presents as the school librarian leader provides inclusionary access to tools and resources in order to improve the school culture and emerged only within case three. Findings six through eight are connected in that they reveal the unique work each librarian is able to do based on their individual passions, skills, and values, as well as the values and cultures of the individual schools. These research findings are discussed in the next section.

Cross-Case Findings

Finding 1: The school librarian leader's practice of developing relationships within the school is intentional and focused.

The first finding of the cross-case analysis indicates the school librarian leaders in each of the three cases function as intentional relationship builders. Relationships between school librarians and school stakeholders allow for interdisciplinary connections that benefit cross-curricular instructional collaborations and school culture. With a focus on creating connections, school librarian leaders exhibit

relationships that are deep and meaningful. Relationships are built on years of trust, expertise, and openness. Trust is built by exhibiting competence, consistency, and contextual understanding of colleagues' and students' needs.

By working with the teachers one at a time on the research process, Celia was able to make connections and demonstrate her competence by assessing the sources students were using in their inquiry instruction. She made it clear during her interview that her goal is to help students and teachers through these collaborations. Working as an instructional partner in order to help make the instruction of the inquiry process easier has helped to develop relationships with both teachers and students.

The ability to create relationships through activities such as collaborative instruction and information literacy integration is evident throughout all three cases. While Celia focused primarily on collaborative instruction of the inquiry process, both Edna and Carolyn focused their collaborative efforts through technology integration and sharing information literacy resources. These school librarian leaders serve as information and technology literacy leaders in their schools which allows them to demonstrate and build relationships with teachers and students across the curriculum through modeling, trouble-shooting, facilitating instruction, and coaching.

All three cases demonstrate that school librarian leaders build positive relationships throughout the school community through the planning and dissemination of formal and informal professional development in the areas of information literacy and technology integration. They are often in the position to share innovative techniques, strategies, and technologies with colleagues in their schools and across their districts. Offering professional learning opportunities to faculty and

staff creates a twofold benefit for school librarians: They share a new skill, technique, strategy, or tool, while simultaneously building more positive professional relationships with their colleagues.

The three cases demonstrate an intentional and focused effort on developing relationships with students. Celia explained during her interview that she had also been a class advisor and coached the dance team for several years. She described these additional positions and added, “I think it’s important to do that. To step out of the library, don’t just be the librarian” (Celia Interview, April 25, 2019, p. 3, lines 68-69). Edna established connections with students inside and outside of the library by creating a student-run advisory board, hosting book clubs, and inviting students to co-construct the library space. Being a friendly and safe person for school community members to talk to and share ideas with has proven successful for Edna. Her focus with student relationships appeared to be on making personal connections rather than on teaching, enforcing policies, or facilitating their learning. Carolyn found positions outside of the library to help her develop relationships with students who do not typically use the library. She explained that she works with the tennis team, serves as a mentor for students hoping to earn an Honors Diploma, and facilitates the student of the month program. Working with students in these expanded roles allows school librarians to spend more time with students, meet them in a variety of contexts, build connections with students who do not typically use the library, and allows students to see these librarian leaders away from the traditional librarian role. Putting themselves into different roles helps to build additional relationships with students at their schools.

All three librarians have flexible schedules which means they serve teachers and students at their point of need. In addition, both Celia and Edna have centrally located libraries and full time Ed-Techs. Having a flexible schedule, a central location, and support staff creates the context for open invitations to seek support from the library. These features help Celia and Edna develop an open invitation to visit the library which more easily allows these librarians to develop these open and dependable relationships with staff and students.

Carolyn, whose library is at the end of the hall on the top floor of the school and does not have the resource of an Ed-Tech, has had to develop relationships with staff and students differently. She relies on the relationships she created with students to successfully run the library with the level of service she wanted to provide. Encouraging student ownership over the library by having students run the circulation desk, help oversee the library space, and trusting them to check out their own books are three different ways she demonstrated this relationship. She needed to be innovative and trusting in making these changes and the relationships she developed with the students proved to be a large part of that process. She also gave these students voice by allowing them to take ownership in the library. School librarian leaders maximize access to information and services by meeting students where they are and allowing them both choice and voice to engage in experiences that will support their own learning, empowering them to decide how, where, and what they wish to learn. All three librarians allowed choice and voice, but Carolyn had fewer options for how to engage with students in order to provide additional access to information and services.

Demonstrating positive relationships throughout the school community through collaboration on instruction, technology integration, and professional development helps to establish school librarians as leaders as indicated in Table 14. A school librarian's focus on extending relationships beyond the library space as well as seeking input from students develops additional trusting relationships and helps to create a safe and welcoming atmosphere of student ownership and teacher involvement in the library program.

Table 14

Relationships Across Cases

Finding 1: The school librarian leader's practice of developing relationships within the school is intentional and focused.

-
- Develops relationships through the instructional partnership role and by serving as a welcoming and safe space for learning;
 - Connects with teachers and other staff members through collaboration and the sharing of resources;
 - Builds strong relationships with teachers by offering quality professional development and assistance with resources;
 - Creates deep relationships with the most vulnerable students;
 - Establishes additional connections with students, teachers, and public librarians inside and outside of the library program;
 - Encourages ownership in the library program through the relationships made with students.
-

Finding 2: The school librarian leader serves as a communication conduit in order to improve the learning community.

The second finding of the cross-case analysis indicates the school librarian leaders in each of the three cases function as communication conduits in order to influence and improve the learning community. The ability to clearly communicate with teachers, students, and the school community is among the most important

aspects of the professional practice of school librarian leaders. Through communication, school librarian leaders help school community members to understand the impact the librarian, the library, and its resources have on teaching and learning. In order to do that, they demonstrate communication skills by speaking, writing, listening, and creating spaces in which members of the school community feel safe and welcomed and are able to achieve their academic needs. The ability to communicate effectively is a part of developing leadership in any role. By improving communication between the school librarian and the school community it is possible to increase leadership opportunities for school librarians.

The three cases demonstrate an intentional and focused attention on communicating with students and teachers in order to improve the learning community. Celia focused her communication on improving inquiry skills through the consistent focus on helping teachers assess the research process rather than the outcomes only. Her practice of clear verbal communication about inquiry projects during this collaborative planning meeting demonstrate how she serves as a communication conduit across disciplines. Edna and Carolyn also communicate to improve information literacy skills across disciplines to both students and staff. All three librarians have developed digital tools to inform the entire school community about information literacy tools and resources available. Carefully curating digital sets of resources based on the current curriculum and communicating them clearly with teachers and students is a vital component of the work a school librarian leader demonstrates. Giving teachers and students a set of shared resources builds sustainability in a school culture. Sharing this information also leverages information

and resources as communication tools for demonstrating influence without relying on formal authority.

Both Edna and Carolyn used infographic reports to communicate what was happening in the library in order to promote the school library programs. They view promotion as a method to continually inform the school community about the library programs as well as the resources and services made available. According to Todd, “Data, information, knowledge, and wisdom generate practice and demonstrate outcomes of practice, becoming a framework for decisions and actions” (2015, p. 10). School librarian leaders collect, assess, and share data and information as a means to transform practice to positively impact the diverse needs and interests of students and teachers in their school communities. They also engage in decision making to develop solutions for issues related to open and equitable access to resources and services.

All three participants in this study used the library space and the book collection as an additional method for communicating. Celia curated a collection of print information resources aligned with the current curriculum across grade levels. She used this information as a tool for communicating her vast knowledge of instruction, specifically on inquiry projects. Edna used the space to communicate a safe and welcoming message to all members of the school community by removing the physical barrier of a large checkout desk and focusing on providing a smiling face for the community to see when they enter the library. Carolyn specifically used the library space itself as a communication method and then extended the library program throughout the school. Communicating with non-users provides another access point

to students and teachers throughout the school community and ensures equitable access to resources available previously to only library users. To achieve their leadership potential, school librarians successfully communicate and share their ideas and resources with the entire school community.

As demonstrated through the definition of communication, school librarian leaders need other people to be able to communicate, therefore relationships and communication are interdependent. The three cases demonstrate how each of the constructs is intertwined with the others. School librarians demonstrate communication in a variety of ways as indicated in Table 15.

Table 15

Communication Across Cases

Finding 2: The school librarian leader serves as a communication conduit between faculty members and students in order to benefit students and improve the learning community.

- Shares collaborative information literacy projects with both teachers and students through the development of research guides published on the library's website;
 - Demonstrates collection development and knowledge of the collection as a tool used for communicating with both students and teachers;
 - Leverages information and resources as communication tools for demonstrating influence without relying on formal authority;
 - Uses the space itself, as well as resources within the space, to develop a welcoming atmosphere;
 - Writes and speaks locally as well as nationally in order to share ideas with teachers and librarians;
 - Recognizes the potential of ideas for improvement and shares them with appropriate decision makers.
-

Finding 3: The school librarian leader's confidence is mentored by district leaders and enhanced by experience and a supportive school culture and community.

The third finding of the cross-case analysis indicates the school librarian leader's confidence is mentored by administrators and increased through the support of the school's culture and community. Mentorship by a school administrator initiated confidence across all three cases. Celia had the most remarkable experience as one of her first principals was a former school librarian who assumed school librarians would take on a leadership role. Edna's principal was a former technology integrator, and understood her role, challenges, and opportunities much like a former school librarian could. When asked where her confidence came from, Carolyn explained that a previous principal mentored her by encouraging her to make changes to the library space. In all three cases, the school librarians were mentored by an administrator and that mentorship served as an early signal for each of them to move towards a leadership role.

Expertise in the use of the library resources and technologies as well as experience and education further contributed to confidence. School librarians who demonstrate confidence have access to the resources that meet curricular needs, as well as the knowledge and skills to succeed in their positions. Teaching and technology skills and expertise can be developed through formal education, such as school librarian preparation programs, and with this expertise comes confidence. All three school librarian leaders in these cases earned an MLS/MLIS from a program accredited by the American Library Association. Professional learning is an essential component of growing and developing as a school librarian leader. School librarian

leaders with confidence believe they can run an effective school library because they have access to the tools and resources they need to do their job. They also have both the education and the experience to use the tools and resources in the administration of the library as well as in facilitation of instruction. A supportive school culture and community will impact budget numbers as well as the ability to successfully demonstrate expertise in the use of curated resources and tools, which has the potential to lead to additional confidence.

Another way school librarians demonstrate confidence is through understanding the importance of the collaborative integration of information and technology literacy into the school's curriculum. Through this process they are able to share their expertise in curriculum, their understanding of tools and services, as well as their knowledge of effective instructional practices. When teachers and administrators see another educator sharing expertise in a subject they know little about their value for the contributions of those individuals increases and they may begin to see them as leaders. Due to the fact that the schools in this study have integrated technology over the past ten years, most teachers require less assistance on incorporating technology resources into their practice but they still benefit from having a co-teacher during lessons in which students are employing technological tools.

Celia explained in her interview that her confidence is bolstered by working for a district that values the library program and maintains a constant commitment to providing professional services in their libraries. Both Celia and Edna have been supported as professionals at their schools by providing them with the services of an Ed-Tech. Carolyn felt the support of her school and administrators through the impact

of a healthy budget for books and resources, however she has not been provided with an Ed-Tech. Support and trust from the school community creates a feedback loop for school librarian leaders. The support that comes from administrators creates an increase in a school librarian's self-confidence which leads to innovative changes that ultimately benefits all of the students in the school and helps to develop a positive school culture, which potentially leads to additional support from administrators.

The findings confirm that without the foundation of confidence, these school librarians would not be able to take on a leadership role and it is unlikely they will be able to lead and influence others. School librarians can build their confidence through an increase in education, training, experience, expertise, and serving on school-wide teams. Administrators and mentors additionally help school librarians to see themselves as leaders, thus increasing their confidence as specified in Table 16.

Table 16

Confidence Across Cases

Finding 3: The school librarian leader's confidence is mentored by district leaders and enhanced by experience and a supportive school culture and community.

- Recognized by a principal/district leader who encouraged her to serve in a leadership role;
 - Collaborates with teachers and students across content areas;
 - Serves on faculty leadership committees school and district-wide;
 - Focuses on solutions to problems and is recognized for that.
-

Finding 4: The willingness to take risks and share vulnerability supports the innovative work of school librarian leaders.

The fourth finding of the cross-case analysis indicates that school librarian leaders in each of the three cases are willing to take risks. Innovative school librarian

leaders take risks in order to benefit student learning and improve equitable access to resources. Smith (2009) found that risk taking was a challenge for school librarians, indicating their resistance to step outside of their comfort zone. Risk-taking is defined as “an activity in which individuals engage, is perceived by them to be in some sense risky, but is undertaken deliberately and from choice” (Tulloch & Lupton, 2003). The risks taken by school librarian leaders are measured, the outcomes are unknown, and the situations have the potential to in some way negatively impact the librarian or library program. These findings confirm that school librarian leaders are willing to step out of their comfort zones and take risks in order to innovate in their roles.

All three librarians in these cases were at different stages of genrefying their print collections in order to provide library users with additional access points to fiction books. Taking a risk with their print collections to benefit future readers, even when faced with uncertain outcomes, is one clear way these librarians demonstrated a small measure of risk-taking. These librarian leaders each chose what could potentially put more books into the hands of students instead of keeping the standard alphabetical organization of traditional libraries. They had to make many decisions and perform additional tasks that added to their workload, all while faced with uncertainty of the outcomes. Would this change improve access to titles for high school students? Would students check out and read more books? Does genrefication increase student engagement with the collection? Would teachers or administrators question their decisions? The results remained unknown until their projects are complete, they are able to observe students, and track circulation using the new system.

Celia showed that she has readily admitted uncertainty when faced with challenges and took risks in implementing new programs and resources like an innovative reading program and new technological tools. The risk-taking displayed by Celia creates an environment that furthered innovative ideas and improved instruction and learning at her school. An example of Edna taking a risk was her addition of condoms to the library supply counter. It was important to her to provide access to such an essential form of protection in students' personal lives, while also showing them respect and trust. This demonstrated how Edna took risks by implementing an innovative idea in order to improve the experience and lives of the students at her school. Carolyn was also willing and almost eager to share when she took a risk and was unsure about an outcome. She shared failures in projects such as creating a makerspace and beginning a technology help desk with faculty and students in order to demonstrate resilience in dealing with unsuccessful innovations. Demonstrating their lack of fear in taking a risk and their resilience in the face of failure was an important behavior for these school librarian leaders.

Edna extended this finding by sharing her willingness to demonstrate vulnerability in addition to risk-taking. Vulnerability is defined by Dr. Brené Brown as "uncertainty, risk, and emotional exposure" (2012). Edna was the only school librarian leader among the three cases who specifically named her leadership as coming from how she demonstrated vulnerability. "I'm just naturally the kind of person who feels comfortable being vulnerable about my own strengths, weaknesses, challenges with people" (Edna Interview, April 30, 2019, p. 8, lines 337-338). Edna was willing to share her own uncertainty with others in an effort to demonstrate problem-solving and

further promote the complexity of the role with the entire school community. She also demonstrated an understanding of emotional exposure in others as well as herself.

Confidence and risk are tied closely together. Without confidence, none of the librarians in these cases would have taken a risk on a significant change or an innovative idea. Communicating her own uncertainty has helped Edna to build more open and collegial relationships with the entire faculty. Edna had the ability to make herself vulnerable by openly admitting when she was not clear on a correct answer. Edna also found confidence in her ability to show her own uncertainty. “My job as a librarian is that I don’t have to know everything, I just have to find the thing you need or the skill you need or the solution” (Edna Interview, April 30, 2019, p. 13, lines 554-556).

Edna’s insights into how teachers feel when they are frustrated and confused with a technological challenge demonstrated her ability to respond calmly to people in crisis. Because she responded calmly, people felt safe when coming to her with questions or problems. Understanding emotional exposure plays a part in the vulnerability school librarian leaders demonstrate.

Risk-taking and vulnerability lead to innovation and additional access to resources as indicated in Table 17. Without risk-taking, there would be little creativity and innovation. Without vulnerability, there would be less trust, courage, or sense of belonging.

Table 17

Risk-Taking and Vulnerability Across Cases

Finding 4: The willingness to take risks or share vulnerability supports the innovative work of school librarian leaders.

- Takes risks by genrefying the collection;
 - Demonstrates transformation by starting reading programs;
 - Innovates instruction through the implementation of new tools and research into experimental ideas;
 - Proudly asks for help from others;
 - Finds including multiple perspectives more valuable in locating solutions;
 - Does not pretend to know she answers, but seeks to locate them;
 - Shares a leveled exposure of emotion by making close connections with teachers and students;
 - Moves forward with decisions even when faced with uncertainty by implementing new initiatives;
 - Develops deep and safe relationships with colleagues and students.
-

Finding 5: School librarian leaders craft their jobs to more closely align with their own values, skills, and passions.

The fifth finding of the cross-case analysis indicates these school librarian leaders in each of the three cases crafted their jobs into school librarian leaders to more closely align with values, skills and passions in order to demonstrate the unique work that matters to each of them. Job crafting is the process of adapting a position to make it more meaningful to our organizations and to ourselves (Berg, Dutton, & Wrzesniewski, 2013). Understanding our values helps us better understand ourselves and why we may act in a certain way. The most important work a school librarian can do is the work that only that individual can do specifically for their school. Doing so enables school librarians, and the school communities in which they lead and serve, to enact the level of change school librarians need and want them to achieve for the sake of improving the quality of learning and well-being for all.

School librarian leaders play a role in providing justice, a sense of well-being, and equitable and inclusive access for the students at their schools. In each of the three case studies they did this by crafting their job into a leadership position that more closely aligned with each of their values, skills, and passions. Celia stated that one of the most important parts of her job was to help all students succeed as a form of justice. Creating equity among her students and through collaborative instruction was a part of Celia's values and critical to implementation of the school's core values. It was vital that every single student in the school received the same level of information literacy instruction, access to information, as well as access to technology. Celia played a role in providing equitable and inclusive access to resources, which is a form of justice for the students of her school.

Edna understood that her role as a school librarian leader has been crafted based on who she is and what she focuses on. Because she has crafted her position to be one of open sharing of ideas, she became the person in her school who could influence ideas and people, especially those individuals who do not necessarily possess the formal power to make and implement decisions. By connecting with people and sharing ideas, she has created a sense of belonging and well-being in the library and in the school.

Carolyn had also crafted her role into more of a leadership position. Taking the lead and voicing her opinion on topics that were important to her, or that aligned with her values and passions, was how Carolyn demonstrated leadership in her practice. She did that by providing equitable access to books and resources to library users and to those who do not typically use the library. Establishing equity in access to books,

information, and resources was vital to Carolyn as a school librarian leader. Equitable access to information and resources is an issue of social justice. School librarian leaders embrace and promote concepts of social justice when addressing the physical, cultural, and intellectual barriers to equitable access to resources and services by ensuring that information sources and instructional services are intentionally made available to both library users and non-users.

All three school librarian leaders in these cases crafted their jobs to more closely align with their own values, skills, and passions as well as those of the schools (see Table 18). The work they have done is tied to social justice issues of equitable instruction, giving power to the powerless, and inclusive access to resources and services. These school librarian leaders have evolved their role into something beyond a traditional school librarian. They have crafted their jobs into a role that is both valuable and meaningful to all of the students and educators in their schools.

Table 18

Job Crafting Across Cases

Finding 5: School librarian leaders craft their jobs to more closely align with values, skills, and passions.

- Considers both personal and school values in the decisions made at school;
 - Believes that the most important parts of the job are to help all students succeed;
 - Focuses energy on resources, activities, and initiatives she is passionate about, specifically making connections;
 - Takes the lead and speaks out when an issue crosses values and passions;
 - Provides equitable access to instruction, technology, and information resources;
 - Crafts the role of the school librarian into that of a school librarian leader.
-

This cross-case analysis was conducted to draw out the similarities and differences of each case as well as reveal the themes that emerged among the three cases in order to test and expand the proposed theory of school librarian leadership (Everhart & Johnston, 2016). Chapter Five summarizes the findings, answers the research questions, and offers implications for administrators, educators of school librarians, and school librarian practitioners.

Chapter 5

Conclusions and Recommendations

In order to support school librarians to reach their full potential it is important that the profession develops a better understanding of the leadership practices of those who have transitioned to this updated paradigm with a clear definition and description of what a school librarian leader does. This research sought to shine a spotlight on the practices of school librarian leaders in order to reveal their leadership qualities and behaviors.

This study examined the leadership behaviors demonstrated and shared by three school librarian leaders in order to test and build upon the proposed theory of school librarian leadership (Everhart & Johnston, 2016) by answering two research questions:

1. How do school librarians who are recognized leaders define leadership?
2. How do these school librarian leaders demonstrate leadership behaviors?

To explore these questions, data were collected at three high school libraries in Maine served by school librarians who are considered leaders in the profession. This study was comprised of semi-structured interviews, observations, and relevant document collection. All data collected were transcribed, coded, and analyzed using the constructs from the conceptual framework in order to test the proposed theory of school librarian leadership (Everhart & Johnston, 2016). In addition, a cross-case analysis was conducted to draw out the similarities and differences of each case as well as reveal the themes that emerged among the three cases in order to test and expand the proposed theory.

Findings that Support Theory Building

Everhart and Johnston (2016) took the first step in building a theory of school librarian leadership. This study, among others, is involved in the next phase of theory building. Eisenhardt and Graebner (2007) argue that scholars have successfully used multiple case studies as a method for theory building on a variety of topics. The case studies in this research include rich descriptions of the conceptual constructs included in Everhart and Johnston's (2016) proposed theory of school librarian leadership. The use of the findings from this study detail the complex social processes that make up school librarian leadership. The inclusion of a variety of data across multiple cases works to further support this proposed theory towards a working model (Eisenhardt & Graebner, 2007).

This chapter connects the comprehensive lessons learned as a result of this study. The chapter begins with a discussion of the research findings. The remaining sections address the implications for the field of school librarianship and recommend further study in the area of school librarian leadership.

How Do School Librarians Define School Librarian Leadership

The first research question is: How do school librarians who are recognized leaders define leadership? School librarian leadership is defined by Everhart and Dresang (2007) as "the ability to influence and inspire others to meet identified goals or to share an identified vision."

According to the findings from this study, school librarian leadership is defined as the ability to influence the school community on the access and use of information and other resources to meet the needs and values of the school for the sake

of improving the quality of learning for all. The use of the findings from this analysis detail the complex social processes that make up school librarian leadership.

The ability to influence can manifest in a variety of ways and is contextually dependent on the school's culture and community, the skills, passions, and values of the school librarian, and the availability of resources. School librarian leaders influence a school's culture and community without relying on formal authority.

The way influence is acquired without formal authority is through the "law of reciprocity"—the almost universal belief that people should be paid back for what they do, that one good (or bad) deed deserves another. This belief is held by people in primitive and not-so-primitive societies all around the world, and it serves as the grease that allows the organizational wheels to turn smoothly.

(Cohen & Bradford, 1989)

School librarians exert influence without relying on formal authority by providing access to information and resources that the school community needs and in establishing connections throughout their communities. The more time school librarians invest in working with teachers the greater their opportunity for making a positive impact on student learning outcomes (Hartzell, 2003).

The ability to achieve this definition is also contingent on the foundational behaviors of establishing positive and intentional relationships with the school community, communicating clearly and frequently about the resources, tools, and services available to all members of the school community, and the school librarian's development of confidence. In order to reach the full potential of school librarian leadership, risk-taking in the face of uncertainty is necessary in order to improve

practice through continual and thoughtful innovation. Some school library leaders demonstrate risk-taking by their willingness to share vulnerability in practice.

Finally, job crafting is a vital component of school librarian leadership as it provides school librarians with opportunities to utilize their own skills, passions, and values to customize their position based on the identified needs and values of the school community. Doing so requires that school librarians continually reflect and accordingly adjust their practice to meet the constantly adapting needs and values of the school based on new personnel, changes in school culture, and a response to new innovations in education. School librarian leaders embrace and promote concepts of social justice when crafting their jobs. They do that by addressing the physical, cultural, and intellectual barriers to equitable access to resources and services by ensuring that information sources and instructional services are intentionally made available to both library users and non-users.

All three school librarian leaders in these cases crafted their jobs to more closely align with their own values, skills, and passions as well as those of the schools. The work they have done is tied to social justice issues of equitable instruction, giving power to the powerless, and inclusive access to resources and services. These school librarian leaders have developed their role into something beyond a traditional school librarian. They have crafted their jobs into a role that is both valuable and meaningful to all of the students and educators in their schools.

How School Librarian Leaders Demonstrate Leadership Behaviors

The second research question is: How do these school librarian leaders demonstrate leadership behaviors?

School librarian leaders do not build relationships by trying to fit in with their school communities; instead they confidently communicate their personal and professional values through a daily practice of authenticity and integrity demonstrating the skills and knowledge they built through both education and experience. School librarian leaders are not afraid to take risks, and some extend risk-taking by openly sharing their vulnerability. Through both intrapersonal reflection and interpersonal communication, school librarian leaders are aware of the deep impact their positions have on their school communities: Creating lifelong learners, researchers, and readers through collaborative planning, equitable and inclusive access, and collaborative instruction.

The many factors and influences affecting school librarian leadership are not mutually exclusive or developed in isolation. The concepts are interrelated and a school librarian's ability and willingness to enact a leadership role can and will evolve over time. School personnel, budgets, and support can also change and—by means of either fostering growth or building resistance—influence the degree to which leadership can be realized.

The theoretical framework of appreciative inquiry is applied to the findings in order to focus on the positive aspects of librarianship as well as envision, plan, and implement a change process. Table 19 begins to operationalize the concepts of school librarian leadership by organizing findings that indicate opportunities provided to school librarians and how they align with the themes from this study.

Table 19

Portrait of a School Librarian Leader

Opportunities	Themes
Designs, facilitates, and participates in PD	Improves Relationships Demonstrates Communication Increases Confidence
Serves on leadership, curriculum, and culture teams at the school and district level	Improves Relationships Demonstrates Communications Increases Confidence
Shares resources through the school library website and social media providing 24/7 access	Improves Relationships Demonstrates Communication
Shares ideas beyond the school community through articles, blog posts, presentations	Improves Relationships Demonstrates Communication Increases Confidence
Creates a safe, welcoming, and comfortable space that is co-created with students	Improves Relationships Demonstrates Communication Risk-Taking Job Crafting
Curates and promotes a collection of information resources based on curricular needs and student interest	Improves Relationships Demonstrates Communication Increases Confidence
Extends the reach of the library by providing classroom-library collaborative instruction, working with public libraries, and creating displays throughout the school	Improve Relationships Demonstrates Communication
Advocates for the library program consistently by creating infographic reports and sharing information and data	Improves Relationships Demonstrates Communication
Updates access to print sources to better meet the needs of students through customization	Improves Relationships Demonstrates Communication Risk-Taking
Shares uncertainty when faced with a challenge	Improves Relationships Demonstrates Communication Increases Confidence Risk-Taking/Vulnerability

Tests and shares new tools and pedagogical ideas	Improves Relationships Demonstrates Communication Risk-Taking
Provides solutions through research, collaboration, and experimentation	Improves Relationships Demonstrates Communication Increases Confidence Risk-Taking
Understands and focuses on the values and needs of the school community	Improves Relationships Demonstrates Communication Increases Confidence Job Crafting

This table can be used as a guide for practicing school librarians to envision themselves as leaders and plan additional ways to respond to leadership opportunities to their practice in order to develop a richer leadership experience based on external and internal indicators. This concepts within this table extend the proposed theory of school librarian leadership (Everhart & Johnston, 2016) with the addition of risk-taking, vulnerability, and job crafting.

The findings show that school librarians who participate in, design, and facilitate professional development at their schools and districts understand school librarianship involves leadership. A participant in the research said that school librarian leaders are “educators among educators” (Celia Interview, April 24, 2019, p. 9, line 382). Professional development deepens relationships, demonstrates communication, and leads to an increase in librarians’ confidence. School librarian leaders also continuously update and improve their own skill sets in order to better serve their school communities.

This study finds that leadership opportunities, such as serving on leadership teams, and curricular and culture committees at the school and the district level serve

as natural venues for demonstrating confidence, communication, and relationships. They do this by making connections with additional members of their school communities, sharing ideas, and promoting the range of services and resources available from the library program. Serving on these teams and committees additionally allows other members of the school community to see school librarians in more of a leadership role.

The findings also show that school librarian leaders share information with the entire school community through the development of a cleanly-designed and easily navigable website that includes links to databases, eBooks, students' research projects, digital tools, and a description of available library services. School librarian leaders continually share information about their programs through the use of social media embedded on their websites. They include information about upcoming library events, images and reviews of new books, and photographs of students and teachers using the library space. Social media provides an immediate platform for sharing current information and updates with library stakeholders and beyond.

School librarian leaders also share information beyond their school community by writing blog posts, presenting at conferences, and facilitating workshops. The process of writing and presenting about the library program provides these school librarian leaders with an opportunity to reflect on their current practice. Reflection provides opportunities to improve practice and have an even greater potential impact on equitable access to resources and services.

An Updated Graphic

In order to more clearly illustrate the interconnected behaviors of school librarian leaders a graphic was developed as depicted in Figure 4.

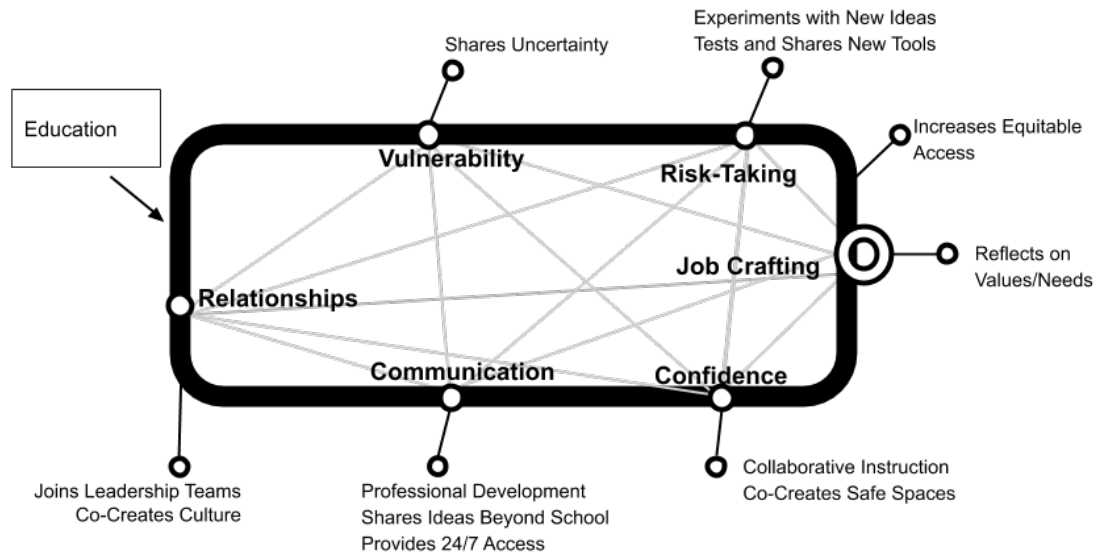


Figure 4. A Model of School Librarian Leadership Behaviors

The entry point onto the map indicated by “education” is the platform of a school librarian’s education preparation program. The stops along the map depict the behaviors and characteristics of the school librarian leader. Each stop is interconnected and eventually leads to all other behaviors. Job crafting serves as a dynamic and transformational point that provides school librarian leaders with the opportunity to reflect on their own personal values and skills and those that align with the values and needs of the school. Job crafting enables school librarian leaders to envision, plan, and implement a change process in order to improve equitable access to resources, tools, and instruction. Job crafting is also a reflective opportunity to re-envision, revise plans, and implement subsequent change processes.

Opportunities for school librarians to demonstrate leadership stem from each of the behavior points on the model of school librarian leadership behaviors. These points encourage several external outcomes of leadership including joining leadership teams, offering professional development, and practicing collaborative instruction. Several points reflect internal outcomes stemming from the internal indicators of confidence and vulnerability. This model extends Everhart and Johnston's (2016) model of school librarian leadership with the inclusion of risk-taking, vulnerability, and job crafting as well as the addition of opportunities.

A school librarian leader is not an autonomous leader of a library program within the walls of the physical library; to lead and succeed, each individual must be an integrated component of the school's community and culture with a flexible schedule and, ideally, the services of an Ed-Tech. School librarians have relationships throughout the school community, personal knowledge of the entire school's curriculum, and expertise in information resources and pedagogy which potentially places them in a position to take on a leadership role (Johnston, 2015b; Moreillon, 2018). If we are to create the necessary environment for today's school librarians to successfully transition to a leadership role, the development of an open, innovative, and collaborative culture and the school librarian's risk-taking and application of job crafting are emerging imperatives.

Implications for Practice

The findings from this case study suggest specific implications for three groups of library stakeholders: school and district administrators, educators of school librarians, and school librarian practitioners. This study serves as an updated definition

of school librarian leadership as well as the initial identification of opportunities for school librarian practitioners to confirm and expand their own leadership role. The goal of the research was not generalizability but transferability of findings from school library practice to the practice of school administrators, educators of school librarians, and to the school library profession as a whole. The findings are transferable to other school librarians despite the differences that include socio-economic variables. These findings address the qualities of school librarians that are not dependent on size, funding, or other variations of school libraries and school librarians.

This research serves to increase awareness of how school librarians can assume leadership responsibilities. In the leader role, school librarian leaders have the potential to increase the expertise of the teaching staff and help ensure that information literate students are prepared to succeed and participate in an information-rich society. Administrators can use the definition and the portrait of a school librarian leader to understand the updated role of the school librarian leader in their work with current and future teachers and librarians. Educators of school librarians may use the definition provided in this study and the portrait of a school librarian leader within their instruction as a method of sharing opportunities for future school librarians to taken when moving towards a leadership role. School librarian practitioners are encouraged to use the portrait of a school librarian as well as the case studies themselves in order to to use their own judgement about whether the information is transferable and applicable to their own situation and context.

Administrators

School administrators can benefit from the results of this research. Inviting, encouraging, and mentoring school librarians to take on a leadership role by serving on district or school wide curricular or culture committees will increase a school librarian's capacity to serve the school community. A school librarian leader can help administrators meet their own goals through shared values and a focus on supporting equity to access for students. Including school librarians on a variety of curriculum and culture committees will increase instructional opportunities and curricular connections between school librarians and educators as well as improve the sharing of information, resources, and services.

School administrators can enable school librarians to offer a variety of professional development opportunities at the site or district level. Facilitating PD positions school librarians in a leadership role when they share their expertise in inquiry, research, information technology, information literacy, along with a cross curricular and grade-level vision of what is happening across the district.

Developing relationships among the faculty by providing shared planning time will help to develop school librarians into leaders across the district. Administrators who value collaboration and realize the benefits for students and educators provide shared planning time for all educators. School librarians on a flexible schedule are in a position to make curricular and instructional connections across content areas and grade levels, share necessary information and technology resources and services, and provide collaborative instruction at the point of need.

School and district administrators who lead in developing a collaborative culture and set the expectations for classroom-library collaboration provide the ideal environment in which school librarians successfully provide leadership. Administrators can accomplish this through the integration of inquiry and information literacy across disciplines, the continued support for a flexible schedule which gives leaders the ability to collaborate with all teachers and students, and by providing every school librarian with the services of a full time Ed-Tech to allow for a truly collaborative instructional model. Creating and sustaining this culture will increase access to the resources and services of school libraries programs for all members of the school community. “The most extensive collection will not produce maximal achievement results unless qualified teacher librarians and support staff are available to help students and teachers use it” (Hartzell, 2003, p. 5). If a school’s schedule does not accommodate a school librarian’s work with students and teachers or the school priorities does not support providing a full-time Ed-Tech a school librarian will be unable to reach their full potential as a collaborative leader who provides equitable access to information, resources, and services.

Educators of School Librarians

While this study is primarily focused on how school librarian practitioners can develop their own leadership practice, educators of school librarians may consider several insights from this study. This research can be beneficial for planning graduate-level curriculum to better prepare future school librarians to understand, practice, and subsequently assume an active leadership role. Educators of school librarians may apply study findings to teach their candidates how to identify and develop strategies to

become school librarian leaders. Teaching future school librarians this expanded definition of school librarian leadership will give them an understanding of expectations of experienced school librarian leaders.

Educators of school librarians also need to include competencies that support the concept of school librarian leadership and teach future school librarians leadership behaviors. They can do this by sharing examples of relationship building, effective communication, the development of confidence, risk-taking, job crafting, and other skills that will prepare candidates to successfully embrace leadership roles. The identification of the opportunities taken by school librarians who are identified as leaders is valuable information for school librarian preparation educators. Future school librarians can be taught how to identify and seek out leadership opportunities and develop strategies to use them to their advantage for the benefit of the entire school community. Educators of school librarians can help candidates in their programs map out their own journey towards leadership.

School Librarian Practitioners

The primary implication of this study is with practicing and experienced school librarians. The study's findings offer several implications for practice due to the fact that school librarians often have difficulty understanding the leadership role and seeing themselves in a leadership capacity as well as successfully and confidently acting as leaders (McCracken, 2001). This research informs practice by providing school librarians with an expanded definition of school librarian leadership as well as concepts and methods for the successful application of leadership in practice.

Reflection on their own practice and a comparison to the portrait of a school librarian list of opportunities provided will benefit school librarian practitioners with specific examples of how they may already be serving as leaders and encourage them to add new opportunities to their practice. Many practicing school librarians will already have incorporated opportunities from the portrait of a school librarian leader into their practice. By reflecting on the list and assessing their own experience, more school librarian practitioners may see themselves in a leadership role. Additionally, they may want to plan to implement other opportunities in their practice in order to increase their leadership role.

School librarian practitioners may utilize the model of school librarian leadership behaviors in order to plot their own journey towards leadership. Understanding that leadership is not a destination but a continuous interconnected improvement process may encourage school librarians to plan for their own passage towards leadership. This understanding will allow school librarians to identify and take the actions necessary to influence their schools in order to reach the highest level of equitable access to information, resources, and instruction.

School librarian leadership takes time to develop. It is not about a specific skill or toolset learned in graduate school. It is deeply rooted in interpersonal and intrapersonal skills learned from working with others, teaching, learning, and building relationships. A school librarian is not a distinct, autonomous role apart from the rest of a school. To succeed at leadership school librarian leaders must understand and be part of a school's culture and these leaders do that by aligning their work with the values and needs of their school communities.

Implications for Further Study

Further research needs to be conducted in areas that were beyond the scope of this study. Based on the findings and implications for practice recommendations for future research include the following:

This study focused on early adopters of technology by studying high school librarians in the state of Maine. This study examined schools that support a one-to-one computing environment; the integration of technology remains an important part of these school librarian leadership practice. However, an inquiry into the behaviors of school librarian leaders without the benefit of immersive access to information technology is needed.

Furthermore, high school librarians were selected because they typically serve on a flexible schedule. This study examined school librarian leaders who have the flexibility to work in collaboration with the faculty, not librarians who are restricted to a routine visit with classes each week during the classroom teachers' planning times. An inquiry into the behaviors of middle and elementary school librarian leaders as well as those without the benefits of flexible schedules is needed.

This study reveals that mentorship and support from administrators is vital in a school librarian initially recognizing and transforming their role as a leader. Inquiry into the relationship between school librarians and administrators is needed. This will benefit the profession by garnering a deeper understanding of how administrators can support school librarians to contribute to the transition into a school librarian leader.

This study conceptualizes the practice of leadership into practical opportunities that may be accomplished by school librarian practitioners. An inquiry into the word

leadership and the implications associated with that term will benefit the profession by illustrating why many school librarians are reluctant to embrace it. The use of the word influence in place of leadership may provide school librarians with a less intimidating understanding of the constructs within this study.

Most importantly, the impact school librarians have on students' equitable access to information, resources, and instruction is a crucial direction for further study. A focus on the unique role school library leaders play on increasing equitable access is an issue of social justice. Additional investigations into increased equity through librarianship connects the value of the field to this imperative.

Conclusion

In order to reach their full potential as school librarian leaders, school librarians develop positive relationships across the school community, communicate effectively and openly, and develop confidence in their own skills as well as professional knowledge. Ultimately, these three case studies demonstrate that the traits and behaviors of school librarian leaders are consistent with Everhart and Johnston's (2016) proposed theory of school librarian leadership. This study contributes to the co-construction of this proposed theory into a working theory.

School librarian leadership emerges from the study's three constructs of relationships, communication, and confidence. School librarian leaders who lead through the strength of risk-taking and by sharing their vulnerability are able to innovate within the field in order to improve access to information, resources, and instruction. Based on the findings from this study, the most important work a school librarian can do is the work that clearly aligns personal skills, experience, passion, and

values with the needs and values of the school. Successful school librarians and especially leaders in the field, will need to discern the most vital needs of the school and then establish which skills, experiences, passions, and personal values meet those identified needs through job crafting. The most necessary accomplishment of the school librarian leader is improving equitable access to information, resources, including digital tools, and effective instruction to individuals, small groups, and whole classes of students.

This study utilized appreciative inquiry as a theoretical framework and a pragmatic worldview. The use of these theories provides the profession with affirming and practical opportunities for helping school librarians to increase their capacity for leadership. The use of this theory may be used in the daily practice of school librarians by focusing on positive and generative solutions to identified challenges. The application of these theories will allow practitioners to envision, plan, and implement a change process to benefit their school communities.

Leadership is complex and constructed within a context. Each school will have a different view of leadership, furnish librarians with different supports, and provide a different culture and continually changing climate in which to operate. However, this study concludes that understanding the updated definition and opportunities for leadership provides all school librarians with concrete steps to take regardless of the culture or context within which they practice. Intentionally addressing these leadership opportunities will enable school librarians, and the school communities in which they serve and lead, to enact the level of change needed for the sake of improving access to and the quality of learning for all.

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APPENDICES

Appendix A. IRB Approval Letter

Plymouth State University Institutional Review Board

April 1, 2019

Dear Pamela Harland:

On behalf of the Institutional Review Board (IRB) at Plymouth State University, your project entitled: *An Investigation into the Leadership Behaviors of School Librarians: A Qualitative Study* has been granted approval. Be sure to complete the Final Report Form when your research is finished.

If, during the course of your project you intend to make changes that may significantly affect the human subjects involved (particularly methodological changes), you must obtain IRB approval prior to implementing these changes. Any unanticipated problems related to your use of human subjects must be promptly reported to the IRB. The IRB may be contacted through Dr. Ryanne Carmichael, Chair of the IRB. This is required so that the IRB can update or revise protective measures for human subjects as may be necessary.

You are expected to maintain as an essential part of your project records, any records pertaining to the use of humans as subjects in your research. This includes any information or materials conveyed to and received from the subjects as well as any executed forms, data and analysis results. If this is a funded project (federal, state, private, other organization), you should be aware that these records are subject to inspection and review by authorized representatives of the University, State of New Hampshire, and/or the federal government.

Please note that IRB approval cannot exceed one year. If you expect your project to continue beyond this approval period, you must submit a request for continuance to the IRB for renewal of IRB approval. IRB approval must be obtained and maintained for the entire term of your project or award.

Please notify the IRB in writing when the project is completed. We may ask that you provide information regarding your experiences with human subjects and with the IRB review process. Upon notification, we will close our files pertaining to your project. Any subsequent reactivation of the project will require a new IRB application. I have attached the Project Completion Form for your convenience.

Please do not hesitate to contact the IRB if you have any questions or require assistance. We will be happy to assist you in any way we can. Thank you for your cooperation and efforts throughout this review process. We wish you success in this endeavor.

Sincerely,



Ryanne Carmichael, PhD
Institutional Review Board
rcarmichael@plymouth.edu

Appendix B. Research on Practicing School Librarians and Leadership

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- | | |
|----|---|
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| 6 | Johnston, M. (2012). Connecting teacher librarians for technology integration leadership. <i>School Libraries Worldwide</i> , 18(1), 18–33. |
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| 11 | Lewis, M. (2016). Professional learning facilitators in 1:1 program implementation: Technology coaches or school librarians? <i>School Libraries Worldwide</i> , 22(2), 12. |
| 12 | Mardis, M. A., & Everhart, N. (2014). Stakeholders as researchers: A multiple case study of using cooperative inquiry to develop and document the formative leadership experiences of new school library professionals. <i>Library & Information Science Research</i> , 36(1), 3–15.
https://doi.org/10.1016/j.lisr.2013.08.002 |
| 13 | Moreillon, J. (2013). Leadership: School librarian evaluation. <i>School Library Monthly</i> , 30(2), 24–25. |
| 14 | Wine, L. (2016). School librarians as technology leaders: An evolution in practice. <i>Journal of Education for Library & Information Science</i> , 57(2), 207–220. |
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Appendix C. School Librarian Leadership Semi-Structured Interview

Protocol

Part 1: Introductory Protocol

Thank you for participating in this study. You have been selected because you meet the criteria of being a Maine certified school librarian who serves in a leadership capacity as a high school librarian. This research project focuses on the behaviors of school librarian leaders.

Your responses are important and I want to make sure to capture everything you say, therefore, I would like to audio tape our conversation today. I will also be taking written notes during the interview. Only I will have access to the audio files. I can assure you that all responses will be confidential and only pseudonyms will be used when quoting from the transcripts. Only your pseudonym will be attached to the transcript.

I would like to begin recording this session now. Are you ready? The audio recording has begun.

To meet our human subjects requirements at the university, participants have to read, and verbally agree to the Consent Form that I sent you. I'd like to go over this form with you now. The Consent Form for this study, titled 'An Investigation into the Behaviors of School Librarian Leadership' states that all participants must be certified to teach in the state of Maine, and currently work as a school librarian. You are being asked to participate in an interview and observation focused around your experience as a school librarian leader. There are no foreseeable risks or discomforts to you for taking part in this study, and there are also no direct benefits to you for participating in the study. Your part in this study will be handled in a confidential manner. Your privacy will be maintained through the use of pseudonyms for you and your school district. Only I, as the researcher, will know your identity. Any reports or publications based on this research will only use pseudonyms, and will not identify you or any other participant as being part of this project. The decision to participate in this research project is up to you. You do not have to participate and you can refuse to answer any question. Even if you begin the study, you may withdraw at any time.. If you have any questions about this study, contact information for me as well as my committee chair is listed, and contact information is also listed for the IRB Coordinator of Human Subject Research Protection at Plymouth State University should you have any other questions about your rights in this research (and you can call that person confidentially, if you wish).

Do you have any additional questions or concerns about the interview process or this form? Do you give your verbal consent? Thank you.

We have planned for this interview to last between 60-90 minutes. Today, I have a series of questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning. Do you have any questions at this time?

Part 2: Interview Introduction

This study is designed to gain an understanding of the behaviors demonstrated by school librarian leaders. The approach to this qualitative study will be a series of questions designed to gain insight into various aspects of school librarian leadership, and finally to ask the participant to reflect upon the process and possibly identify factors not previously identified.

Are you ready to begin?

Part 3: Questioning

I'd like to start by asking you some questions in regards to your experience as a school librarian. We will cover three topics: your professional experience, technology integration, and leadership. This should take about one hour.

Topic	Constructs	Q	Questions
School Library	Confidence Relationships Communication	Q1	<i>How has your work in a school library program evolved since you began your career?</i>
		Q2	<i>Where did your confidence come from?</i>
		Q3	<i>How do relationships play a part in this?</i>
		Q4	<i>How have you communicated these changes to your principal specifically, but also to the school community?</i>
Technology	Technology	Q5	<i>What role do you and the library play in technology integration in the school?</i>
	Confidence Relationships Communication	Q6	<i>Where did your confidence come from with regard to your technology integration?</i>
		Q7	<i>How do relationships play a part in effective technology integration?</i>
		Q8	<i>How have you communicated your role as a technology integration leader to your principal specifically, but also with the school community?</i>

Leadership

Leadership

Q9 *What does leadership mean to you?*Q10 *What does it mean to be a school librarian leader today?*Q11 *How has your relationship with your principal impacted your role as a school librarian leader?***Part 4: Wrap-up**

That concludes the questions for today's interview. Before we wrap up, do you have anything you would like to add?

I'm going to join you in the library for some observations at this point. Tomorrow we will meet again at 9 a.m. to share any follow-up questions or thoughts that either of us had.

Interview #2**Part 1: Introductory Protocol**

Today's interview will allow us to follow up on questions from the first interview. Similar to last time, I will be audio recording this interview. Are you ready to begin?

Part 2: Questioning

- 1) Based on our discussion yesterday, I would like to know if you have had further thoughts on any of the topics we discussed.
- 2) Given our discussion yesterday, how do you feel about yourself being described as a school librarian leader?
- 3) What behaviors do you believe are most important in contributing to the role of a school librarian leader?
- 4) Do you have any questions for me?
- 5) What other high school librarians in Maine do you think I should talk to?

If I need to ask any follow-up questions for clarification, would you mind if I contact you again?

Sometime over the next month, I will email you word-for-word transcripts and my initial interpretations of the interview. If you choose, you can review the information, and you will have one week to provide me with any feedback, alterations, or corrections.

Do you have any final questions for me?

Thank you so much for your participation in this study!

Appendix D. School Librarian Leadership Observation Protocol

Part 1: Introductory Protocol

Thank you for participating in this study. You have been selected because you meet the criteria of being a Maine certified school librarian who has served in a leadership capacity as a school librarian. This research project focuses on the behaviors of school librarian leaders.

Today I will not be recording you in any way, but will take photographs of the entryway, the circulation desk, book displays, furniture, and decorations in the library. I will not be taking photographs of individuals and will delete any identifying individuals occurring in a photograph. I will also be taking notes on my laptop during this observation. Only I will have access to my notes and photographs. The photographs and notes will be destroyed at the completion of my analysis. I can assure you that everything I see and document will be confidential and only pseudonyms will be used when describing my observations. Only your pseudonym will be attached to the notes and photographs. Students observed will be described as “students” with no identifying characteristics.

I may have informal conversations with staff members and will answer questions if students approach me during the observation. If students or staff ask me what I am doing, what would you like me to say?

To meet our human subjects requirements at the university, participants have to read and verbally agree to the Consent Form that I sent you. I'd like to go over this form with you now. The Consent Form for this study, titled 'An Investigation into the Behaviors of School Librarian Leadership' states that all participants must be certified to teach in the state of Maine, and currently work as a school librarian. You are being asked to participate in an interview and observation focused around your experience as a school librarian leader. There are no foreseeable risks or discomforts to you for taking part in this study, and there are also no direct benefits to you for participating in the study. Your part in this study will be handled in a confidential manner. Your privacy will be maintained through the use of pseudonyms for you and your school district. Only I, as the researcher, will know your identity. Any reports or publications based on this research will only use pseudonyms, and will not identify you or any other participant as being part of this project. The decision to participate in this research project is up to you. You do not have to participate and you can refuse to answer any question. Even if you begin the study, you may withdraw at any time.. If you have any questions about this study, contact information for me as well as my committee chair is listed, and contact information is also listed for the IRB Coordinator of Human Subject Research Protection at Plymouth State University should you have any other questions about your rights in this research (and you can call that person confidentially, if you wish).

Do you have any additional questions or concerns about this process or this form? Do you give your verbal consent? Thank you.

We have planned for this observation to last between 3-4 hours. I may ask a few follow-up and clarification questions at the completion of my observation. Do you have any questions at this time?

Part 2: Observation

Set timer for 3 hours, begin taking field notes on the laptop.

Catalog of Photographs

Library Displays	Photographs	Notes
Entryway		
Circulation Desk		
Book Displays		
Student Work Space		
Faculty Work Space		
Decorations		
Furniture		

Part 3: Wrap-up

That concludes today's observation. Before we wrap up, do you have anything you would like to comment on?

I'm also looking for publicly available documents.

Do you have a mission/vision statement or a strategic plan that you would be willing to share? Do you have a newsletter that you send out to the school community?

Do you have any lesson plans or collaborative planning documents?

Observation #2

Part 4: Observation, Day 2 Introduction

Like yesterday I will take notes on my computer while I observe your library. Do you have any questions before I get started?

Part 5: Observation Day 2

Set timer for 3 hours, begin taking field notes on the laptop.

Part 6: Wrap-up

That concludes my study of you and your school library. Do you have anything you would like to comment on or ask about that happened yesterday or today?

Can you think of any other publicly available documents created by you that I should look at?

If I need to ask any follow-up questions for clarification, would you mind if I contact you again?

Sometime over the next month, I will email you my initial interpretations of the interviews and the observations. If you chose, you can review the information, and you will have one week to provide me with any feedback, alterations, or corrections. Can you please confirm the email address you would like for me to email the observations to?

Once this dissertation study is complete, which will most likely be in about 6 months from now, would you like to receive an electronic copy of the final document?

Thank you so much for your participation in this study!

Appendix E. School Librarian Leadership Document Analysis Codebook

Librarians, Schools	Relationships	Communication	Confidence	Vulnerability / Risk-Taking	Job Crafting
Celia, Port Shelter High School	Email Correspondence, April 24, 2019, p.1 PSHS Library, Ninth Grade Research Work PSHS Technology, Archived PD Sessions, April 4, 2018	Email Correspondence, April 24, 2019 PSHS Library, Ninth Grade Research Work PSHS Library, Website PSHS Library, Reading Lists PSHS Library, Inquiry Documents, June 14, 2013 PSHS Library, Twitter Feed, March 29, 2019	PSHS Library, Library Calendar, April 25, 2019	PSHS Library Website, Reading Lists PSHS Technology, Archived PD Sessions, October 21, 2018 PSHS Technology, Archived PD Sessions, April 4, 2018	PSHS Core Values and Beliefs About Learning Subject Research Guides Inquiry Process Guide PSHS Library Website
Edna, Harbor View High School	Edna's Article on Student-Centered Libraries, July 31, 2018 HVHS Library Website, Research Page, May 2, 201 HVHS Library Instagram post, April 1, 2019	HVHS Library Report, November 2018 HVHS News, March 2019, p. 6 MCLA Conference Presentation, March 7, 2019, slides 1-69 Edna's Article on Leadership, April 1, 2019, p. 1 HVHS Digital Library Handout, October 11, 2018, p. 1 HVHS Library Website, Research, May 2, 2019, p. 1	Librarian Named CTOY Article, May 12, 2017, p. 1, lines 13-14 Maine State Teachers Interview of the Month, January 4, 2018 HVHS Library Instagram, June 3, 2019	Edna's Article on Genrefication, October 1, 2018 Edna's Article on Condoms, November 1, 2018, p. 1	Leadership Development Report, September 27, 2018, slide 15) Edna's article on Personal Learning Journeys, April 29, 2019, p. 1 Edna's Article on Student-Centered Libraries, July 31, 2018
Carolyn, River Island High School	Carolyn's Biographical Statement, July 2019 Carolyn's Blog, June 2019	RIHS Library Annual Report, 2017 RIHS Library Smore Post, September 20, 2018 RIHS Library Research Guides, September 28,	Carolyn's LinkedIn Profile, June 2019 Carolyn's Blog Post, June 2019 MASL Hall of Excellence,	RIHS Library Facebook Post, April 9, 2019 RIHS Library Instagram Post, December 13, 2016 RIHS Library Instagram	Free Books Display Sign, May 6, 2019 RIHS Library Website, May 8, 2019 RIHS Library Catalog, May 8, 2019 RIHS

		2018 RIHS Library, Online Resources, p. 1 RIHS Library Smore Post, August 2018 RIHS Library, Research Guides RIHS Library, Online Resources, p. 2 RIHS Library, Twitter Feed, April 11, 2019	2017	Post, May 31, 2019	Document, Our Staff Loves to Read Poster, May 8, 2019 RIHS Library Website, Our Staff Loves to Read Form, May 9, 2019
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Appendix F. Informed Consent Form

INFORMED CONSENT FORM
CONSENT TO PARTICIPATE VOLUNTARILY IN A RESEARCH
INVESTIGATION
PLYMOUTH STATE UNIVERSITY

INVESTIGATOR(S) NAME: Pamela C. Harland

STUDY TITLE: *An Investigation into the Leadership Behaviors of School Librarians: A Qualitative Study*

PURPOSE OF THE STUDY

The purpose of this study is to identify the leadership characteristics school librarians demonstrate as they transition away from a traditional library. I am being asked to participate in the study because I have been identified as a school librarian leader in the state of Maine.

DESCRIPTION OF THE STUDY

This study will explore how school librarian leaders demonstrate leadership in practice. It will center on understanding what leadership means to each participant and how they each demonstrate leadership. The amount of time required to participate in the survey is approximately 2 school days. The study will consist of interviews, observations, and an analysis of publicly available documents. There will be no other costs associated with this investigation.

RISKS AND DISCOMFORTS

While the risk involved in this study is considered minimal and not beyond normal experience of a regular school day, it is acknowledged that due to the focus on how an individual engages in their profession, the potential for social and economic risk exists.

If I am uncomfortable with any part of the study I can withdraw at any time. If I decide to quit at any time before we have finished, my answers will NOT be recorded.

BENEFITS

There may be no direct benefits of participating in this study; however, the knowledge received may be of value to practicing and future school librarians, and assist school administrators and teachers in understanding how school librarians define and demonstrate leadership.

ALTERNATIVE PROCEDURES

The alternative procedure is to not participate in the study or withdraw at any time.

CONFIDENTIALITY

All documents and information pertaining to this research study will be kept confidential in accordance with all applicable federal, state, and local laws and

regulations. The data generated by the study may be reviewed by Plymouth State University's Institutional Review Board, which is the committee responsible for ensuring your welfare and rights as a research participant, to assure proper conduct of the study and compliance with university regulations. If presentations or publications result from this research, I will not be identified by name nor will my school or community be identified by name.

The information collected during my participation in this study will be kept for approximately three years. All audio recordings, transcriptions, field notes, and photographs will be downloaded to an encrypted USB drive for storage and analysis.

TERMINATION OF PARTICIPATION

I may choose to withdraw from this study at any time and for any reason. If I choose to drop out of the study, I will contact the investigator and my research records will be destroyed.

COMPENSATION

I will not receive payment for being in this study. Participation in this study is strictly voluntary. There will be no cost to me for participating in this research.

INJURY COMPENSATION

Neither Plymouth State University nor any government or other agency funding this research project will provide special services, free care, or compensation for any injuries resulting from this research. I understand that treatment for such injuries will be at my expense and/or paid through my medical plan.

QUESTIONS

All of my questions have been answered to my satisfaction and if I have further questions about this study, I may contact Pam Harland, at (603) 254-3866 or pcharland@plymouth.edu at any time. If I have any questions about the rights of research participants, I may call the Chairperson of the Plymouth State University's Institutional Review Board at 603-535-3114.

(Valid until July 31, 2021).

VOLUNTARY PARTICIPATION

I understand that my participation in this study is entirely voluntary, and that refusal to participate will involve no penalty or loss of benefits to me. I am free to withdraw or refuse consent or to discontinue my participation in this study at any time without penalty or consequence.

I voluntarily give my consent to participate in this research study. I understand that I will be given a copy of this consent form.

Signatures:

Participant's Name (Print)

Participant's Signature

Date

I, the undersigned, certify that to the best of my knowledge, the subject signing this consent form has had the study fully and carefully explained by me and have been given an opportunity to ask any questions regarding the nature, risks, and benefits of participation in this research study.

Pamela C. Harland
Investigator's Name (Print)

Investigator's Signature

Date

Plymouth State University's IRB has approved the solicitation of participants for the study until: April 1, 2020.

Appendix G. School Librarian Leadership Codebook Description and Interpretation

Theme	Description	Interpretations and notes
Relationships	<p>“the associations and dealings with others both inside and outside the school” (Everhart & Johnston, 2016, p. 20)</p>	<p>Librarians plus: Administrators, teachers, technology integrators, co-learners, students, mentors, Ed-Techs, the school community. Collaborating with others. Membership/participation on teams. Advising. Co-teaching: planning, meetings, instruction. Partnerships. Consulting others when making a decision. Active membership in state and national organizations. Creating a welcoming, safe environment in which to learn.</p>
Communication	<p>Through communication school librarians help school community members to “recognize the impact of the library and the critical need for the library and its resources” (Dotson & Dotson-Blake, 2015, p. 60). In order to do that, they need to demonstrate communication skills by speaking, writing, and creating an open environment in which members of the school community feel welcomed.</p> <p>Nonverbal communication is defined by communication leaders as “all behaviors, attributes, and objects of humans-</p>	<p>Sharing information and ideas with others in a variety of formats: verbal, electronic, listening, acting, expressing thoughts and feelings. Shared social meaning of nonverbal communication. Teaching and instruction as a method of communication. Modeling and sharing inquiry & research skills as a method of communication. Professional development: presentations and teaching (in and out of school). The library space, resources, and collection as a method of communicating. Signs, bulletin boards, displays as a method. The ability to listen and act upon information from others. Library reports.</p>

	other than words- that communicate messages and have shared social meaning” (Morreale, Spitzberg, & Barge, 2007, p. 110).	Publication beyond the school/community. The use of information to influence the school community and beyond.
Confidence	“a feeling of self-assurance arising from one’s appreciation of one’s own abilities or qualities” (Everhart & Johnston, 2016, p. 21)	Expertise in the use of technology and/or information (books and digital resources). Understanding when administrators and other members of the school community support one’s work. Understanding one’s role as meaningful. Leaning into opportunities. Being recognized for one’s work.
Organically Emerged Themes		
Risk-Taking	“an activity in which individuals engage, is perceived by them to be in some sense risky, but is undertaken deliberately and from choice” (Tulloch & Lupton, 2003)	Implementing and sharing innovative ideas. Willing to make changes. Sharing failure with the school community. Trying new initiatives.
Vulnerability	“uncertainty, risk, and emotional exposure” (Brown, 2012)	Comfortable saying, “I don’t know” Willing to share and excited about not knowing. Librarianship is not knowing everything; it’s knowing where/how to find information. Sharing feelings: being open, allowing others to share their feelings. Taking risks: <ul style="list-style-type: none"> • Implementing and sharing innovative ideas • Willing to make changes. • Sharing failure with the school community. • Trying new initiatives.

Job Crafting	Adapting a position to make it more meaningful to our organizations and to ourselves (Berg, Dutton, & Wrzesniewski, 2013)	Aligning values with skills to adjust your role to meet the needs of your organization. (Without direction from a principal or other administrator). Core values and personal values: what is important to your school and what is important to you? Sharing the passion. Doing the job that only you can do.

Appendix H. Matrices of Evidence**Case 1 Matrix of Evidence**

Themes	Interviews	Observations	Documents
Predetermined Themes			
Relationships	<p>April 24, 2019, p. 3, lines 112-114</p> <p>April 25, 2019, p. 3, lines 68-69</p> <p>April 24, 2019, p. 3, lines 120-124</p> <p>April 24, 2019, p. 3, lines 130-134</p> <p>April 24, 2019, p. 4, lines 147-149</p> <p>April 24, 2019, p. 4, lines 158-162</p> <p>April 24, 2019, p. 4, lines 168-173</p> <p>April 24, 2019, p. 13-14, lines 591-599</p> <p>April 24, 2019, p. 6, lines 237-239</p> <p>April 24, 2019, p. 5, lines 184-185</p> <p>April 24, 2019, p. 6, lines 249-251</p> <p>April 24, 2019, p. 7, lines 302-304</p> <p>April 24, 2019, p. 9, lines 382-383</p>	<p>April 24, 2019, p. 2-3, lines 30-32</p> <p>April 24, 2019, p. 4, lines 63-64</p> <p>April 24, 2019, p. 3, lines 67-69</p> <p>April 24, 2019, p. 6, lines 134-135</p>	<p>Email Correspondence, April 24, 2019, p.1</p> <p>PSHS Library, Ninth Grade Research Work</p> <p>PSHS Technology, Archived PD Sessions, April 4, 2018</p>
Communication	<p>April 24, 2019, p. 8, lines 330-332</p> <p>April 24, 2019, p. 8, lines 337-339</p> <p>April 24, 2019, p. 9, lines 375-378</p> <p>April 25, 2019, p. 5, lines 144-147</p> <p>April 24, 2019, p. 2,</p>	<p>April 25, 2019, p. 2, lines 51-52</p> <p>April 25, 2019, p. 2, lines 55-56</p> <p>April 25, 2019, p. 3, lines 65-67</p> <p>April 25, 2019, p. 3, lines 73-74</p>	<p>Email Correspondence, April 24, 2019 PSHS Library, Ninth Grade Research Work</p> <p>PSHS Library, Website</p> <p>PSHS Library, Reading Lists</p>

	lines 87-90 April 24, 2019, p. 5, lines 223-229 April 24, 2019, p. 8, lines 324-327 April 24, 2019, p. 8, lines 327-328 April 24, 2019, p. 11, lines 459-461		PSHS Library, Inquiry Documents, June 14, 2013 PSHS Library, Twitter Feed, March 29, 2019
Confidence	April 24, 2019, p. 4, lines 177-181 April 24, 2019, p. 4, line 188 April 25, 2019, p. 1, lines 12-13 April 24, 2019, p. 3, lines 101-105 April 24, 2019, p. 2- 3, lines 91-96) April 24, 2019, p. 2, lines 85-87 April 24, 2019, p. 9, lines 394-395 April 24, 2019, p. 9, lines 408-409 April 25, 2019, p. 1, lines 30-31 April 25, 2019, p. 1, lines 32-33	April 25, p. 4, lines 138-139 April 25, 2019, p. 4, lines 142-144 April 24, 2019, p. 4, lines 70-71	PSHS Library, Library Calendar, April 25, 2019
Organic Themes			
Risk-Taking	April 24, 2019, p. 14, lines 616-619 April 24, 2019, p. 15, lines 645-646 April 24, 2019, p. 15, lines 654-655 April 24, 2019, p. 15, lines 658-665 April 25, 2019, p. 2, lines 53-54 April 24, 2019, p. 8, lines 350-352 April 24, 2019, p. 8, lines 357-361 April 24, 2019, p. 2, lines 83-84	April 25, 2019, p. 4, lines 81-82 April 25, 2019, p. 4, lines 80-81 April 25, 2019, p. 4, lines 69-70 April 24, 2019, p. 3, lines 42-44 April 24, 2019, p. 4, lines 73-74	PSHS Library Website, Reading Lists PSHS Technology, Archived PD Sessions, October 21, 2018 PSHS Technology, Archived PD Sessions, April 4, 2018

	April 24, 2019, p. 2, line 84 April 24, 2019, p. 2, lines 85-86		
Job Crafting	April 24, 2019, p. 9, lines 366-367 April 24, 2019, p. 9, lines 369-371 April 24, 2019, p. 9, lines 395-396 April 24, 2019, p. 9, lines 411-416 April 24, 2019, p. 9, lines 376-378 April 24, 2019, p. 12, lines 508-511 April 24, 2019, p. 13, lines 565-566 April 24, 2019, p. 14, lines 605-607 April 25, 2019, p. 1, lines 15-16	April 25, 2019, p. 2, lines 55-57 April 25, 2019, p. 4, lines 128-130	PSHS Core Values Statement PSHS Library, Inquiry Documents, June 14, 2013 PSHS Library Website

Case 2 Matrix of Evidence

Themes	Interviews	Observations	Documents
Predetermined Themes			
Relationships	<p>April 30, 2019, p. 2, lines 79-80</p> <p>April 30, 2019, p. 2, lines 83-85</p> <p>April 30, 2019, p. 3, lines 95-97</p> <p>April 30, 2019, p. 3, lines 121-126</p> <p>April 30, 2019, p. 4, lines 138-142</p> <p>April 30, 2019, p. 7, line 283)</p> <p>April 30, 2019, p. 7, lines 287-288</p> <p>April 30, 2019, p. 7, lines 307-311</p> <p>April 30, 2019, p. 18, lines 782-786</p> <p>April 30, 2019, p. 7, lines 311-312</p> <p>April 30, 2019, p. 7, lines 313-315</p> <p>April 30, 2019, p. 15, lines 675-676</p> <p>April 30, 2019, p. 9, lines 399-402</p> <p>April 30, 2019, p. 10, lines 414-419</p>	<p>May 1, 2019, p. 2, line 33</p> <p>May 1, 2019, p. 3, lines 59-60</p> <p>May 1, 2019, p. 5, lines 90-91</p> <p>May 1, 2019, p. 3, lines 39-40</p> <p>May 1, 2019, p. 3, lines 40-44</p> <p>May 1, 2019, line 45</p> <p>May 1, 2019, p. 3, lines 45-47</p>	<p>Edna's Article on Student-Centered Libraries, July 31, 2018 HVHS Library Website, Research Page, May 2, 201 HVHS Library Instagram post, April 1, 2019</p>
Communication	<p>April 30, 2019, p. 5, line 222-225</p> <p>April 30, 2019, p. 5, line 217-219</p> <p>May 1, 2019, p. 4, lines 153-157</p> <p>April 30, 2019, p. 7, lines 273-275</p> <p>April 30, 2019, p. 8, lines 361-363</p> <p>April 30, 2019, p. 9, lines 375-383</p>	<p>April 30, 2019, p. 2-3, lines 39-40</p> <p>May 1, 2019, p. 3, lines 48-50</p>	<p>HVHS Library Report, November 2018</p> <p>HVHS News, March 2019, p. 6</p> <p>MCLA Conference Presentation, March 7, 2019, slides 1-69</p> <p>Edna's Article on Leadership, April 1, 2019, p. 1</p> <p>HVHS Digital Library Handout, October 11,</p>

	April 30, 2019, p. 11-12, lines 505-507		2018, p. 1 HVHS Library Website, Research, May 2, 2019, p. 1
Confidence	April 30, 2019, p. 4, lines 180-183 April 30, 2019, p. 14, lines 602-603 April 30, 2019, p. 14, lines 792-794 April 30, 2019, p. 15, lines 682-685 April 30, 2019, p. 6, lines 248-249 April 30, 2019, p. 6, lines 238-243	May 1, 2019, p. 3, lines 53-55 May 1, 2019, p. 5, line 71 May 1, 2019, p. 4, lines 61-63 May 1, 2019, p. 5, lines 101-104	Librarian Named CTOY Article, May 12, 2017, p. 1, lines 13-14 Maine State Teachers Interview of the Month, January 4, 2018 HVHS Library Instagram, June 3, 2019
Organic Themes			
Vulnerably	April 30, 2019, p. 8, lines 337-338 April 30, 2019, p. 15, lines 675-676 April 30, 2019, p. 8, lines 338-339 April 30, 2019, p. 8, lines 329-331 April 30, 2019, p. 7, lines 337-340 April 30, 2019, p. 13, lines 554-556 April 30, 2019, p. 13, lines 556-563 April 30, 2019, p. 15, lines 655-657 April 30, 2019, p. 13, line 586 April 30, 2019, p. 13, lines 592-596 April 30, 2019, p. 5, lines 204-205 April 30, 2019, p. 5, lines 205-207 April 30, 2019, p. 8, lines 322-327 April 30, 2019, p.	May 1, 2019, p. 5, lines 96-97 May 1, 2019, p. 5, line 93 May 1, 2019, p. 5, lines 94-95	Edna's Article on Genrefication, October 1, 2018 Edna's Article on Condoms, November 1, 2018, p. 1

	13, lines 573-576 April 30, 2019, p. 8, lines 349-350 April 30, 2019, p. 8, lines 343-345 April 30, 2019, p. 8, lines 345-346		
Job Crafting	April 30, 2019, p. 17, lines 742-743 April 30, 2019, p. 17, lines 757-759 April 30, 2019, p. 17, lines 765-766 May 1, 2019, p. 1, line 35 May 1, 2019, p. 1, lines 37-43 May 1, 2019, p. 1, lines 66-68 April 30, 2019, p. 8, line 346 April 30, 2019, p. 8, lines 361-363 April 30, 2019, p. 7, lines 302-304	May 1, 2019, p. 3, lines 41-42 April 30, 2019, p. 3, line 51	Leadership Development Report, September 27, 2018, slide 15) Edna's article on Personal Learning Journeys, April 29, 2019, p. 1 Edna's Article on Student-Centered Libraries, July 31, 2018

Case 3 Matrix of Evidence

Themes	Interviews	Observations	Documents
Predetermined Themes			
Relationships	<p>May 6, 2019, p. 3, lines 118-119</p> <p>May 6, 2019, p. 3, lines 119-120</p> <p>May 6, 2019, p. 3, lines 124-128</p> <p>May 6, 2019, p. 3, lines 132-134</p> <p>May 6, 2019, p. 3, lines 134-136</p> <p>May 6, 2019, p. 6, lines 253-255</p> <p>May 6, 2019, p. 7, line 260</p> <p>May 6, 2019, p. 5, lines 196-198</p> <p>May 6, 2019, p. 5, lines 203-209</p> <p>May 6, 2019, p. 6, lines 328-335</p> <p>May 6, 2019, p. 6, lines 325-328</p> <p>May 6, 2019, p. 3, lines 114-116</p> <p>May 6, 2019, p. 5, lines 223-226</p> <p>May 7, 2019, p. 2, lines 71-73</p> <p>May 6, 2019, p. 6, line 248</p> <p>May 6, 2019, p. 6, lines 236-238</p>	<p>May 6, 2019, p. 4, lines 63-65</p> <p>May 6, 2019, p. 2, lines 27-28</p> <p>May 7, 2019, p. 2, lines 46-49</p> <p>May 6, 2019, p. 5, lines 86-94</p> <p>May 7, 2019, p. 2, lines 43-44</p>	<p>Carolyn's Biographical Statement, July 2019</p> <p>Carolyn's Blog, June 2019</p>
Communications	<p>May 6, 2019, p. 5, lines 217-219</p> <p>May 6, 2019, p. 5, lines 219-221</p> <p>May 6, 2019, p. 6, lines 238-240</p> <p>May 6, 2019, p. 8, lines 347-351</p>	<p>May 6, 2019, p. 3, lines 44-46</p> <p>May 6, 2019, p. 3, lines 46-48</p> <p>May 6, 2019, p. 3, lines 49-51</p> <p>May 7, 2019, p. 1, lines 36-37</p>	<p>RIHS Library Annual Report, 2017</p> <p>RIHS Library Smore Post, September 20, 2018</p> <p>RIHS Library Research Guides, September 28, 2018</p>

	May 6, 2019, p. 8, lines 343-345	May 7, 2019, p. 1, lines 38-42	RIHS Library, Online Resources, p. 1 RIHS Library Smore Post, August 2018 RIHS Library, Research Guides RIHS Library, Online Resources, p. 2 RIHS Library, Twitter Feed, April 11, 2019
Confidence	May 6, 2019, p. 2, lines 88-89 May 6, 2019, p. 2, lines 89-96 May 6, 2019, p. 2, lines 99-102 May 6, 2019, p. 3, lines 104-106 May 6, 2019, p. 6, lines 269-275 May 6, 2019, p. 7, lines 315-316 May 6, 2019, p. 7, lines 310-312 May 6, 2019, p. 7, lines 308-310 May 6, 2019, p. 7, lines 290-295	May 6, 2019, p. 3, lines 57-63	Carolyn's LinkedIn Profile, June 2019 Carolyn's Blog Post, June 2019 MASL Hall of Excellence, 2017
Organic Themes			
Risk-Taking	May 7, 2019, p. 1, lines 36-37 May 7, 2019, p. 1, lines 39-40 May 6, 2019, p. 4, lines 159-163 May 6, 2019, p. 4, lines 147-151 May 6, 2019, p. 4, line 166 May 6, 2019, p. 4, line 167 May 6, 2019, p. 4, lines 170-173 May 7, 2019, p. 3,	May 6, 2019, p. 6, lines 107-109 May 6, 2019, p. 2, line 40 May 6, 2019, p. 2-3, lines 38-40	RIHS Library Facebook Post, April 9, 2019 RIHS Library Instagram Post, December 13, 2016 RIHS Library Instagram Post, May 31, 2019

	<p>lines 118-119 May 6, 2019, p. 7, lines 282-285 May 7, 2019, p. 1, lines 36-41 May 7, 2019, p. 1, line 30 May 7, 2019, p. 1, lines 30-31 May 7, 2019, p. 1, lines 31-34 May 7, 2019, p. 1, lines 4-6</p>		
Job Crafting	<p>May 7, 2019, p. 1, lines 14-15 May 7, 2019, p. 1, lines 10-12 May 7, 2019, p. 1, lines 19-21</p>	<p>May 7, 2019, p. 3, lines 52-55 May 6, 2019, p. 5, lines 101-103 May 6, 2019, p. 5, lines 84-86 May 6, 2019, p. 4, lines 70-75 May 6, 2019, p. 4, lines 80-82</p>	<p>Free Books Display Sign, May 6, 2019 RIHS Library Website, May 8, 2019 RIHS Library Catalog, May 8, 2019 RIHS Document, Our Staff Loves to Read Poster, May 8, 2019 RIHS Library Website, Our Staff Loves to Read Form, May 9, 2019</p>